

## Front Lines in Education

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**Wisconsin and Curriculum Planning.** Under the direction of the Curriculum Guiding Committee of the Wisconsin Cooperative Educational Planning Program the lay and educational forces of Wisconsin have been carrying on an intensive educational improvement program since 1945. The Wisconsin Cooperative Educational Planning Program is concerned with the total educational program and all conditions which influence its success. The program originally had encompassed these groups: (1) Wisconsin Educational Policies Commission, an advisory group consisting of representatives of thirty-two government, labor, agricultural, business, professional, parent, and educational organizations; (2) the Teachers Education and Certification Committee; (3) the Administration Committee; (4) the Youth Committee; and (5) the Curriculum Guiding Committee. The last-named committee is the coordinating group for the curriculum program of the state.

To date, twenty-four functional committees have been organized as a part of the program. The work of a number of these has resulted in the preparation of curriculum guides and resource bulletins for teachers. Seventeen official bulletins and a number of special bulletins have been issued. Some of the more recent of these publications include: *Art in the Total School Program*; *Guidance Services Personalize Education*; *Interscholastic Athletics and the Curriculum*; *Scope and Sequence of the Social Studies Program*; *Our Wisconsin Heritage*; *Underlying Principles and Implementations of the Language Arts Program*; *Abilities and Skills in Oral and Written Communication*; *Our Arithmetic Learning Sequence for Elementary Schools*.

In an effort to familiarize Wisconsin teachers and educators with these ma-

terials the State Department of Education held a series of twenty-one regional curriculum conferences throughout the state during October.

A related program is the Wisconsin Cooperative School Health Program. Since 1944 this has been directed by the Wisconsin State School Health Council, which is composed of a representatives from state-wide groups interested in the fields of health, education, and social welfare. This program has issued a series of ten bulletins for the guidance of the schools and other agencies in carrying on more effective health programs in Wisconsin.

**Lay Councils on Education.** Undoubtedly, a number of states have organized lay advisory councils on education. Such a lay planning group was mentioned earlier in this column in connection with developments in Wisconsin. Information has recently been received about the organization of such councils in Indiana and North Dakota.

The Indiana group is called the General Advisory Committee on Education. This body was organized by the State Superintendent of Public Instruction and held its first meeting last July. The committee heard reports on several state educational problems, particularly building and finance problems, and the need for additional teachers, especially in the elementary schools. Five sub-committees have been appointed to carry on intensive study, with the expectation that they will report recommendations to the general committee later in the year. The committees are: Financial Study Committee, Curriculum Study Committee, Legislative Study Committee, Building and Physical Equipment Committee, and Publicity Committee.

The North Dakota Council on Education has as its purpose to better inform lay and professional people in North Dakota on the problems and needs of education in the state. The council is composed of official representatives from a large number of state organizations. At the outset, the purpose seems to be centered on providing information to lay groups on educational problems in North Dakota. Perhaps at a later date it will participate more fully in planning programs and determining policies for the improvement of education in the state.

**Georgia's Planning Program.** A most helpful and significant guide for educational planning has been developed by the Education Panel of the Georgia State Department of Education. It is entitled *School Leaders Manual—Program of Educational Development for Georgia*. The story behind the development of this planning guide also represents a unique undertaking by the state. In 1944 the legislature of Georgia established a State Agricultural and Industrial Development Board. This board organized seven panels, one of which was the Education Panel. Dean O. C. Aderhold of the College of Education, University of Georgia, has been director of the Panel since its creation.

As one phase of the Panel's activities during the past four years it has made a number of research studies on educational problems in Georgia. These have been published for the use of educational and lay leaders in the state. As a second phase of its activities, the Panel has been concerned with organizing and initiating local and county educational planning and developmental programs. During the first year of this work intensive planning was carried on experimentally in twelve counties of the state. This proved so successful that the program has been extended to a state-wide basis. The Panel's activities recently have been centered on the training of leaders for educational planning and on the development of the materials to aid these leaders. The *School Manual*

is the latest and most comprehensive of the bulletins developed to aid these local planning groups. The bulletin sets up ten problems for community planning groups. These are:

- Problems in health and recreation
- Problems requiring the basic tools of learning, such as reading, writing, and number relationships
- Problems of creative expression
- Problems of choosing a vocation
- Problems in home and family living
- Problems in neighborhood living
- Problems in school living
- Problems arising between individuals, organized groups, and government
- Problems of earning a living
- Problems of utilizing money and other resources.

The manual is replete with information and data pertinent to a sound understanding of each problem, and it also contains suggestions for discussion areas and topics. It is one of the most thorough jobs that has been done by any state group.

As a further phase of educational planning for Georgia, the State Board of Education is compelling each local school system to think through its educational program in connection with the extension of the state program from the eleven-year to the twelve-year system. The State Board has been authorized by the legislature to grant aid on the basis of a twelve-year program.

The staff of the State Department sees this expansion as an opportunity for encouraging the local school system to evaluate their present program and plan desirable revisions. Before the local school district is granted the additional aid it must have developed cooperatively a plan for the extended program. Administrators, teachers, lay people, and pupils are to participate in the planning. A statement of the comprehensive developmental program of education which has been planned by the people of the local community must be submitted to the State Department of Education. The State Department is also requiring the local sys-

tems to set up a comprehensive plan for evaluation of the educational program. Thus we see that Georgia is not only providing assistance to local communities in planning their programs, but is requiring evidence that such planning has and is taking place.

**Intergroup Education.** Many school systems are carrying forward significant programs in the area of intergroup education. The work being done in two more school systems has recently come to the editor's attention. These are the Minneapolis and White Plains public schools.

After three years of participation in the Intergroup Education Project of the American Council on Education, Minneapolis continues to have an expanding program of activities which foster good relationships among all groups in the city. Teachers continue to seek leadership training by attending workshops in increasing numbers. The elementary schools have instituted a wide-scale reading program designed to make children sensitive to the basic similarities of all people. New-type learning units in the high schools incorporate real-life experiences for youth in democratically operated community projects. Civic-minded groups, with community support behind them, are gratified by an increasing willingness on the part of hitherto reluctant firms to employ new personnel from minority groups without

regard for traditional discriminatory practices.

Especially noteworthy is the Community Center project begun in 1946, when two strategically located secondary schools were given over evenings to a modest program of twenty recreational and instructional activities for people of all ages. As a result of suggestions and requests from people taking advantage of the original offerings, the twenty have become more than sixty in 1948.

The White Plains program was initiated only in February, 1948, but since that time it has moved forward rapidly. The White Plains program has been developed through the Human Relations Center, which is sponsored jointly by the White Plains Board of Education, the New York State Commission Against Discrimination, and the New York State Department of Education. The Bureau for Intercultural Education serves as a consultant agency.

The Center has sponsored numerous committee meetings, which have included lectures, discussions, and the showing of films and similar activities. A community council committee has been established to plan community phases of the program, and a teachers' steering committee plans the school phase. In the Spring of 1948 this committee sponsored a teacher workshop on human relations. The Center also supplies research studies to teachers, and sponsors teacher meetings and conferences.

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## 1949 Convention

If you plan to attend the annual meeting in New York in February (and we certainly hope you do) and if you haven't received a card on which to make your hotel reservation, the News Exchange with study group information, and a blank for study group pre-registration, send a stamped, self-addressed envelope to the ASCD office, 1201 Sixteenth St., N.W., Washington 6, D. C.

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