

professional group. School problems are thought of as vital to all. As a result of the study to date, a better supervisory program has been set up with additional trained personnel to integrate the total school program. Individual teachers have been encouraged to undertake innovations and improvements in their work as has been true in all the six schools. Many changes have resulted.

Needs of Youth Are Met

In another of the cooperating schools the study of the first year resulted in a survey of the recreational facilities of the community for youth in and out of school. The cooperation of the leaders in the community was obtained. The results of the survey were broadcast through parents of the school and local community service organizations. As a result public-spirited groups in the community raised more than two thousand dollars to transform an unfinished and unused basement of the school into a teen age canteen and accepted definite responsibility for its maintenance. In the planning of the program for this teen age canteen, the youth of the school were given an important responsibility.

Because of the policy of regularly sharing experiences among the schools in the curriculum project, another school undertook a study of the summer needs of its youth. It

was able to create sufficient interest in the village community to induce the village council to vote a summer recreation program with competent leadership under the authority of the school. This past year the village by charter amendment has made the summer recreation program a permanent feature financed out of the regular village budget but under the direct supervision and control of the school administration. Another interesting feature is that the school faculty of this community, as a by-product of its curriculum study a year ago, unanimously voted to make written and oral composition skills the responsibility of the entire faculty and not of the English department alone.

These are typical of the by-products of the work of the cooperating schools to date. No two schools are doing exactly the same things, though as pointed out in the beginning they are following a general overall pattern in their procedures. The major curriculum changes, we are confident, will take place in the next two years. Other teacher-training institutions, in addition to the University, no doubt would welcome the opportunity to cooperate with small groups of schools in such a project. Schools with members on their staffs who have had special training in curriculum should be able to set up an in-service program of this kind with little or no outside assistance.

¶ *High school curriculum planning in Montana is a group project*

Events in Cooperation

WALTER A. ANDERSON

MONTANA HAS COMPLETED during the past two years the first steps in a state-wide program of high school curriculum planning. Cooperation of all interested groups has keynoted the project as teachers, school administrators, high school seniors, school board members, laymen, professional organizations, the State Department of Public Instruction, and the University of Montana have worked together. Their cooperative effort has resulted in the production of tentative guides for many high school subjects and in helpful curriculum bulletins

which point the way to more effective education for Montana's high school youth. This brief article will present a series of *events in cooperation* with some analyses of their significance for curriculum improvement.

Professional Groups Pave the Way

Educational organizations had a great deal to do with the initiation of Montana's state-wide high school curriculum program. The Northwest Society was organized in 1943 as a branch of the Department of Supervision and Curriculum Development of the Na-

Remarkable things can happen in education when everyone, from the corner grocer to the state superintendent, pulls together. Montana tried it with results that make heartening reading. This report on the statewide program for high school curriculum planning in Montana comes from Walter A. Anderson, until recently dean of the School of Education and director of the Summer Session at Montana State University. Mr. Anderson is now general assistant superintendent of schools in Minneapolis, Minn.

tional Education Association. Montana teachers joined with representatives from Washington, Oregon, and Idaho in establishing the Society. Early in 1944, a Montana curriculum conference was sponsored by this group with leaders in the Department as featured participants. This meeting furnished the spark that initiated Montana's cooperative program. Subsequently, Montana members of the Northwest Society contributed to planning for a statewide project through special sessions and luncheons at regional meetings of the Montana Education Association, through publicity in the Montana Education Journal, and by preparing Bulletin No. 1, *A Cooperative Program for Secondary Curriculum Revision in Montana Schools*.

The significant point is that active professional organizations which address their programs to pressing local problems can make important contributions to a cooperative undertaking. Certainly this was true of the Northwest Society and the Montana Education Association in the Montana project.

State Department Enlists Aid

Members of the State Department of Public Instruction were active in preliminary work done by the Northwest Society. In the late summer of 1944, decisions were reached to organize for intensive work during the following year under the direction of the State Department. Plans called for the establishment of a State Curriculum Steering Committee; the preparation of a study bulletin for use in the schools, and the establishment of a Curriculum Revision Center at Montana State University in the summer of 1945.

It is significant that the State Department from the outset planned for the cooperation of all interested groups in curriculum de-

velopment. Its leaders sought assistance from the public schools, lay groups, the Montana School Board Association, the Montana Education Association, and from the State University. In statewide curriculum planning it is essential that the responsible educational agency direct the program. On the other hand, it is wise policy for that body to enlist the aid of all interested groups.

Policies Take Shape

A state curriculum steering committee, made up of representatives of lay and professional organizations, established policies to guide the curriculum revision program. Important groups represented were the State Department of Public Instruction, units of the University of Montana, Northwest Society for Supervision and Curriculum Development, Montana Education Association, Montana Association of School Administrators, Parent-Teachers' Association, Montana School Board Association, County Superintendents Association, Montana Library Association, a group concerned with conservation of natural resources, and labor organizations.

These laymen and school people emphasized the need for revision that would bring the high school curriculum up to date, but at the same time would not depart too radically from established patterns. They stressed the need for flexibility in order that the curriculum guides would be useful in all types of Montana schools and communities. This policy, they agreed, would allow forward-looking school systems to experiment with promising innovations while the others would have the security of progressing at their own pace.

In statewide curriculum development, it is important that guiding policies be determined by a representative committee. Perhaps such a body will be less forward-looking than one made up of progressive educators, but it will have the confidence of the majority of lay and teaching groups at the outset. And there is no reason to believe that such a body will not support sound curriculum revision as it establishes policies and perfects plans.

Study Guide Gets Thinking Started

Curriculum Bulletin No. 1, *A Cooperative Program for Secondary Curriculum Revision in Montana Schools*, served as a study guide

for high school faculties. In terse statements it answered the following questions:

Why revise the Montana curriculum?

Who can do the job?

How can the job be done?

What should a revised curriculum provide for Montana youth?

How will the Curriculum Revision Center at Montana State University work?

Why should school systems be represented?

How can you help now?

What is good reading on secondary education and curriculum revision?

A large percentage of the high schools discussed the bulletin and submitted reports to the state high school supervisor. The reports included many helpful suggestions on curriculum planning which were incorporated into a "handbook" to be used by those who enrolled in the Curriculum Revision Center during the summer.

This study bulletin proved important in the cooperative process since it informed all Montana school people and many laymen of plans, and invited their help. They became a part of the project as the bulletin was studied by individuals and in faculty groups, and as they formulated their suggestions for curriculum improvement.

School Board Group Endorses Plan

The Montana School Board Association at its annual meeting strongly supported the curriculum work. In a special resolution it encouraged local school boards to budget funds to help pay expenses of representatives of their school system at the summer Curriculum Revision Center. As a result, twenty-four school districts appropriated money for expenses. Amounts ranged from \$40 to \$300.

This move by the School Board Association did more than anything else to give prestige to the project. It encouraged outstanding teachers and administrators who had no need or desire for college credit to join the Curriculum Center. It was a step forward in the cooperative process.

Revision Center Produces Guides

Fifty-five classroom teachers and school administrators enrolled for six weeks at the Curriculum Revision Center held during the 1945 Summer Session at Montana State Uni-

versity. They worked intensively with twenty-five University of Montana faculty members, State Department supervisors, and visiting curriculum specialists. The people at the Center laid careful plans for their work. They met daily for several hours in general sessions, in production committees and in sub-committees. They examined all the reports from school faculties, high school seniors, and laymen. Professional literature on curriculum development was studied and specialists were consulted. At the end of the summer, the following *Tentative Guides for Montana High Schools* were ready for try-out and criticism during 1945-46:

1. Handbook on Curriculum Planning for Montana High Schools
(This key bulletin suggests ways and means for teachers and faculties to study and use the curriculum guides)
2. Audio-Visual Aids Handbook
3. An Experiment with the Core Curriculum
(Describes program of a demonstration class at Montana State University)
4. Cooperative Part-time Related Salesmanship
5. Ninth Grade English—Correlated with History
6. Tenth Grade English—World Literature Correlated with World History
7. Eleventh Grade English—American Literature Correlated with American History
8. Twelfth Grade English—English Literature or Non-Collegiate English (Alternate courses)
9. Ninth Grade Social Studies
10. World History
11. History of the United States
12. International Relations
13. A Proposed Program for Mathematics
14. Ninth Grade Mathematics
15. Elementary Algebra
16. Plane Geometry
17. Intermediate Algebra
18. Trigonometry
19. Senior Mathematics
20. Beginning Typewriting
21. Beginning Shorthand
22. Bookkeeping
23. Office Practice
24. Advanced Typewriting
25. Shorthand—Manual method

26. Teaching Latin—American Culture in Spanish Classes
27. First Year Latin
28. Physical and Health Education
29. Some Suggestions for the Music Program
30. Science—Biology, Chemistry, General Science

These tentative guides now are in the schools where they are being studied, tried out, and critically evaluated. Eventually, after careful revision, they may be printed, but at present they are unfinished and unpolished material. Any merit they have stems largely from the fact they were developed by many people thinking and working together to produce practical material for use in the schools. The mere titles listed above do not indicate the true nature of the guides, with their emphasis on correlation and integration of subject matter, consideration of pupil differences, adaptation to the local situation, use of community resources, in-service faculty study, use of a variety of teaching aids, and above all, the tentativeness

of the materials until they are tested in the schools.

No doubt the schools that were represented at the Curriculum Revision Center will benefit most immediately from improved courses and teaching procedures. But, as other schools study the guides, experiment with them, criticize them, suggest improvements, and are represented in future Curriculum Centers, the influence of the preliminary work will be greatly extended.

Montana's high school curriculum program is truly a cooperative enterprise. The democratic processes at work promise desirable change in the thinking and practice of many teachers and administrators. We who have worked democratically at curriculum improvement are convinced that the real curriculum of a school is in the minds and hearts of those who administer, teach and experience it, rather than in printed courses of study. With this measuring stick as our guide, we must conclude that Montana is making good progress toward better education of high school youth.

☛ *Students in West Georgia College share in community life*

Experience Curriculum for Teaching

D. F. FOLGER

A GROUP OF STUDENTS preparing to be teachers left the college one afternoon in 1941 for a nearby rural school. They visited in a dozen homes of people in the school

area to invite them to the little two-teacher school for a meeting on the following Friday night. The purpose of the meeting was to get some thinking started on the problems of the school and of the people in the school area.

The problems of the community are the problems of the school. So concluded the faculty of West Georgia College when it began to examine its teacher-education curriculum to discover whether the things students learned were the things they would need to know as teachers in a rural community. This and other findings have led to an experience curriculum for student teachers described here by D. F. Folger, dean of instruction, West Georgia College, Carrollton, Ga. The West Georgia College program has been partially financed by the Julius Rosenwald Fund. As the Fund's aid decreases, however, the most promising aspects of the program are being continued with money appropriated by the state.

This venture was started because of beliefs about the curriculum in teacher education shared by the faculty of West Georgia College. One of these beliefs was that if rural schools are to be improved the changes must come through cooperative planning and action on the part of teachers, children, and parents in the school community. A second belief was that the school can be little better than its community; therefore, problems of soil erosion, of processing and marketing agricultural products, of recreation and health, and of library facilities must be attacked along with problems of school lunch-

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