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, inservice 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.

---

**Experience Curriculum for Teaching**

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.

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-
rooms, playground equipment, the teaching
of reading, and guidance of child growth. A
third belief of the faculty was that stu-
dents must have as much actual experience
as is practical in working on all these prob-
lems of school-community improvement. Stu-
dents cannot learn to work effectively by
classroom study alone anymore than they
can learn to play tennis by studying a rule
book.

The students who went out to invite the
people to a meeting at the school were
testing the ideas they had discussed in the
classroom. They had read that people de-
velop a sense of community through many
contacts with their neighbors in playing,
singing, eating, and working on problems of
common concern. The students were also
having the opportunity of learning how to
engage parents, teachers, and children in
discussion and planning that leads to group
action.

Many similar gatherings of parents, chil-
dren, teachers, college students, and college
faculty came as a result of the visits made
by the students. The study, discussion, and
planning in these meetings produced a co-
operative association that built a canning
plant, a grist mill, a feed mill, and purchased
farm machinery. But more important than
these very valuable material accomplishments
was the discovery and development of lead-
ership in the community and the growth in
ability of the people in the skills of group
effort for the common good.

Working With Communities

During the years since 1941 teachers and
students of the college have engaged in many
similar undertakings in the schools of Car-
roll County, Georgia. No two communities
have developed in the same pattern. This is
largely due to the fact that communities are
as different as individuals, but another factor
has been the policy of the college. No at-
ttempt has been made to “put over” a pro-
gram on any community. Instead the people
have been encouraged to learn to work to-
gether on problems which they are interested
in attacking. Some communities have de-
veloped cooperatives for building and oper-
ating canning plants, sweet potato curing-
houses, syrup mills, and for buying tractors
and machinery. Others have worked to in-
stall running water and lunchrooms in the
schools, to paint buildings, and to beautify
the grounds.

As part of their education in the field of
health, students have worked in the schools
with the public health nurse in immunizing
and vaccinating children against typhoid,
diphtheria, and smallpox. They have learned
to give screening tests of eyes and ears. They
have assisted the teachers of county schools
in following up dental examinations to see
that corrections were made. They have
helped schools get sanitary toilets.

Students have worked with teachers and
children of the rural schools to build play-
ground equipment and organize young peo-
ple for recreation. They have learned sing-
ing games and folk dances. Children and
teachers from county schools have joined
students and faculty at the college gym-

nasmium to learn and enjoy folk dances on
many winter evenings.

On several occasions students and faculty
members have assisted communities with fairs
and festivals. This has given them experience
in poster-making, in arrangement of displays,
in securing advertisements from local mer-
chants for the printed programs, in working
with adults in planning meetings and in man-
aging the fairs.

Improving and beautifying the school
buildings and grounds has given students
opportunities to learn how to repair screen
doors, to put in window panes, to control
erosion of the school yards, to plant grass,
flowers, shrubs, and to paint buildings inside
and out. Making and dyeing curtains, con-
structing bookcases, lockers and tables, and
purchasing lunchroom equipment have
helped teachers-to-be gain confidence and
skill needed by the teachers of rural schools
that have so little money. They have learned
how to take the buildings that they find and
to use the resources of the community to
make them more attractive and useful for
children.

Travel to other schools and communities
has been stimulating in many ways. At the
Campbell Folk School in Brasstown, N. C.,
students have learned folk games, crafts, folk
music, and much about the folk school and
cooperatives. Students, faculty, and county
school teachers have attended ten-day short
courses at this school. Other centers visited
have been the Holtville School in Alabama,
Jordan Community and the Parker District.
Schools in Greenville County, South Carolina, and the Tennessee Valley Authority. Each year a group visits the State Departments of Health and Education in Atlanta.

Acquiring the Personal Touch

It is important for teachers to learn to work with individuals, groups, and other agencies in improving schools and community life. The child is influenced by the standard of living in his home and community. His opportunities for reading, for listening to the radio, for traveling and recreation affect directly the work he does in school. The health practices, the ambitions of parents and neighbors, the moral standards of his peers and the older members of his culture are important. The child’s interest and effort in school may be colored for the entire day by the food he had or failed to have at breakfast or the quarrel in the home before he left for school.

Many of these factors influencing the growth of children are directly related to the income of parents. The financial support of the school itself is dependent, in part at least, upon the ability of the people in the school area to pay for better schools. The school must concern itself with this problem.

The individual small farmer is not able to own the machinery he must have to reduce the cost of production. He cannot engage in processing the products he raises. He can do little about marketing and buying if he works alone. He needs to learn to cooperate with his neighbors to provide needed capital for machinery and processing plants. He needs to get away from selling his goods at wholesale and buying all his supplies at retail prices. He needs to know about soil conservation and building, about improved cropping methods. That is why the schools with which students and faculty work encourage groups of farmers to call upon state and federal agencies to help them make use of the vast amount of knowledge on all aspects of farming which the Department of Agriculture and the agricultural colleges have acquired.

Practicing in Real Situations

The major portion of the time of the teacher is spent with children in the school, however, rather than in working with the adults. So the teacher-to-be must have opportunity to learn to use the school day effectively. The experiences which students get in gaining skills and knowledge in this task begin with a study of child growth and development. Observation of children in the nursery, in the school, and on the playground gives meaning and purpose to reading and discussion in the classroom.

This is followed by practice teaching and the study of materials and methods. The teacher of this work goes to a rural laboratory school with her students for the entire forenoon. The laboratory school is a county school operated jointly by the college, the county board of education, and the local trustees. The college supplements the county and local budgets for teachers’ salaries and materials in order to provide a good school in which the students may learn to teach. Yet the school is not so different from the average rural school that students will find it difficult to use the methods learned when they go out to their own teaching situations.

During the mornings that the students are at the laboratory school they have opportunity to plan with the regular classroom teachers, to teach and participate at different times, to observe, and to study and discuss their problems with the college teacher of materials and methods.

Learning Through Interneship

Following the practice teaching each student spends one full quarter as an intern in a county school. Each school used for intern teaching is operated cooperatively by the college, the county board, and the local trustees. The college supplements the budgets for salaries and materials and selects the teachers to be recommended for employment by the county. A supervisor of intern teaching is employed by the college.

The intern has opportunity to serve as a regular member of the school faculty, to observe good teaching, and to teach. The supervisor meets with the whole group of internes once each week for discussion of problems of teaching, of personal living and growth, and of community life.

Once each week internes, students on the campus, county teachers, and college faculty meet for a seminar on problems that range from what to do about poor attendance to a study of the Potsdam agreement. These seminars, presided over by students,
have made many significant contributions to teacher education and school programs.

The supervisor of instruction for the county is employed jointly by the college and county. She makes the contacts with the teachers of county schools who want the college students to help with their work.

The college maintains a materials bureau on the campus, under direction of the county supervisor, for use of the county teachers and the college students. This bureau has copies of state adopted textbooks, more than 5,000 library books for children, pamphlets, and mounted pictures catalogued so that they may be easily found to supplement school materials. Teachers may also borrow framed and mounted pictures to use in their rooms. Record players and recordings are available. This bureau is used extensively by the students as they work with the schools.

The “Musts” of Experience Curriculum

If the curriculum of teacher education is to provide for the kinds of experiences mentioned here, reorganization of college schedules is necessary. Transportation must be provided. Faculty members must be willing to go out from the college at all hours of the day and night to where action is possible. Such a program does require more money than one that includes only theoretical classroom study of teaching.

The college has had financial help from the Julius Rosenwald Fund to supplement the regular state appropriations during the period of experimentation and development. As the Fund’s aid decreases, the state is taking over the financing of those aspects of the program which have proven most valuable.

Adjustment of college schedules is not impossible. Blocks of time have been provided to enable students and faculty to go to the rural communities. College teachers have learned to live with their students at work and play on the campus and in the community schools as friends and learners.

Students through such a program become teachers with poise, confidence, and skill, teachers with whom children can enjoy a poem, plant a tree, calculate the cost of a potato curing-house, plan and build a lunchroom, or talk over their troubles. And they know how to work with parents to build better schools and communities.

---

Growth Through In-Service Action

IDA A. OOLEY

WISCONSIN HAS ORGANIZED a five-year curriculum project designed to accept the challenges presented by the postwar world. The curriculum is being developed through an in-service training program in which all school people in the state are encouraged to participate.

The Cooperative Education Planning Program began a little more than a year ago. Two committees, one selected by the Wisconsin Council on Education of the Wisconsin Education Association and the other appointed by the State Department of Public Instruction, formed a united body known as the Cooperative Planning Council. This group has had the responsibility for the general organization, the selection of personnel, and the coordination of work of the various committees.

The Cooperative Planning Council provided for five major committees: (1) Wisconsin Educational Policies Commission consisting of representatives from thirty-two government, labor, agriculture, business, professional, parent, and educational organizations; (2) Teacher Education and Certification Committee; (3) Administration, School Building, and School Finance Committee; (4) Youth Committee; and (5) Curriculum Guiding Committee.

It seemed important at an early meeting of the Planning Council to formulate working principles which would be basic to the activities of the various groups. The following policies have guided the program:

1. The participation of all interested in education is encouraged continuously.
2. Guidance and assistance are furnished to...