

Prairie View A&M University

Digital Commons @PVAMU

---

All Theses

---

8-1949

## Reorganizing The Curriculum In The Madisonville School To Meet The Needs Of The Child

Dora E. Gooden

*Prairie View Agricultural and Mechanical College*

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

---

### Recommended Citation

Gooden, D. E. (1949). Reorganizing The Curriculum In The Madisonville School To Meet The Needs Of The Child. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/1447>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact [hvkoshy@pvamu.edu](mailto:hvkoshy@pvamu.edu).

REORGANIZING THE CURRICULUM IN THE  
MADISONVILLE SCHOOL TO MEET THE  
NEEDS OF THE CHILD

---

GOODEN

1949

REORGANIZING THE CURRICULUM IN THE MADISONVILLE SCHOOL TO  
MEET THE NEEDS OF THE CHILD

By

Dora E. Gooden

A Thesis in Elementary Education  
Submitted in Partial Fulfillment of the Requirements  
for the Degree of

Master of Science  
in the  
Graduate Division

LB1567  
G66

of

Prairie View Agricultural and Mechanical College  
Prairie View, Texas  
August, 1949

The W. R. Banks Library  
Prairie View A. & M. College  
Prairie View, Texas

Approved By:

Chairman of Student Advisory Committee of Thesis  
Research

  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Aug. 9, 1949



## ACKNOWLEDGMENT

The writer takes pleasure in acknowledging her indebtedness to those who have assisted in making possible this study. Special thanks to Miss D. I. Burdine, Dr. J. M. Drew, and Mr. C. A. Wood. Finally, the writer owes the greatest debt to Miss A. C. Preston for her timely advice, loyalty, kindness, interest, inspiration, and valuable assistance in supervising the entire research.

**DEDICATION**

**To my family.**

# TABLE OF CONTENTS

| Chapter                                                                                                             | Page |
|---------------------------------------------------------------------------------------------------------------------|------|
| I. Introduction .....                                                                                               | 1    |
| Origin of the Problem .....                                                                                         | 1    |
| Statement of the Problem .....                                                                                      | 2    |
| Purpose of the Study .....                                                                                          | 2    |
| Scope and Limitations of the Study ...                                                                              | 3    |
| Source of Data .....                                                                                                | 3    |
| Method of Procedure .....                                                                                           | 4    |
| Definition of Terms .....                                                                                           | 4    |
| II. The Influence of the Curriculum Upon the<br>Child and Society .....                                             | 6    |
| Trends in Curriculum Development .....                                                                              | 6    |
| Child Growth and Development .....                                                                                  | 16   |
| III. A Background Study of the Madisonville School                                                                  | 25   |
| The School Plant .....                                                                                              | 25   |
| The Teaching Personnel .....                                                                                        | 27   |
| The Pupils .....                                                                                                    | 29   |
| The Curriculum .....                                                                                                | 30   |
| Influence of the School in the<br>Community .....                                                                   | 31   |
| IV. Possibilities for Reorganizing the Madison-<br>ville School Curriculum .....                                    | 33   |
| Comparative Study of Steps Taken by<br>Other Community-Centered Schools in<br>Bringing about Curriculum Development | 33   |
| Curriculum Conditions in Madisonville<br>School in Need of Reorganization ...                                       | 38   |



## TABLE OF CONTENTS (Continued)

| Chapter                     | Page |
|-----------------------------|------|
| Steps that May be Taken for |      |
| Reorganization .....        | 44   |
| V. Summary .....            | 51   |
| Conclusion .....            | 52   |
| Bibliography .....          | 53   |



## LIST OF TABLES

| Table                           | Page |
|---------------------------------|------|
| I. Age-Grade Distribution ..... | 26   |
| II. Teaching Personnel .....    | 28   |

## INTRODUCTION

### Origin of Problem.

The writer became interested in the problem of curriculum reorganization of the Madisonville school district, because the present day needs and interests of the children were being neglected. After studying other modern curriculums, the writer found that the one in this district was too traditional. There is a need for courses and extra-curricula activities that will better prepare the pupils for the occupations that they follow after completing their high school courses.

In this community, the citizens have their ideas, notions, and impressions of what the educational program should consist of, to a certain extent. They are measuring the efficiency of the pupils by their limited knowledge of things that they should know about. They are not too satisfied with the training that their children are getting in this district. They are taxpayers, and should know something about the institutions, if they are to justify the tremendous investments in buildings, equipments, supplies, and salaries.

Now leaders like these with social vision, scientific methods, sound educational philosophy, and moral courage will face fearlessly the realities they encounter. They will help map policies and programs which will provide the best opportunities that available resources permit for all the children of all the people.



### Statement of the Problem.

The problem of this study is to show that the present curriculum does not meet the needs and interests of the child in this particular district, and to offer suggestions for reorganizing the courses of study in order that the curriculum will be adapted to the needs of the present pupil population and to the society in which they are a part.

The writer wishes to select materials and organize a program, which will take into account the nature, interest, and limitations of boys and girls, and also demands of society. The making or reorganization of a curriculum is of course, an ever-present problem, but some principles, procedures, and methods of lasting validity might be discovered and applied repeatedly. Some progress might be made.

Efforts will be put forth:

1. To organize a program that will develop the child, socially, mentally, physically, spiritually, and emotionally.
2. To organize and suggest a program that will be concerned with the child's interests, needs, abilities, experiences which will develop an understanding of such knowledge that will give a basis for intelligent self-direction.

### Purpose of the Study.

Several important factors contribute to the need for



curriculum reorganization in the Madisonville school district. An analysis of modern life reveals new problems education must face.

The program of the school is gravely in need of revision, unification and enrichment.

A program should be organized which will create purposeful life activities. It is the hope that the program will help children to make their adjustments in this society; and whatever they propose and proceed to do will be a desirable and interesting life activity, in which they engage wholeheartedly and enthusiastically.

#### Scope and Limitations of Study.

This suggested program is planned to take in the reorganization of the subject-matter courses and extra-curricula activities for boys and girls, for a nine month period.

It will be limited to meet the needs and interests of the boys and girls of the Madisonville school district of Madisonville, Texas, grades one to twelve.

#### Sources of Data.

1. From reports and bulletins in the offices of the principal and superintendent of Madisonville school district.
2. Pamphlets from the United States Office of Education.
3. Books.
4. Observing and studying the situation.



5. Magazines, periodicals, and newspapers.

6. Unpublished Master's theses and Doctor's dissertations.

### Methods of Procedure.

Preliminary to making this investigation, the writer made inquiries of pupils and patrons as to the success of Madisonville's curriculum offerings, in providing pupils with proper tools to prepare them for their place in society and in the community.

Teachers' meetings were held and study groups and committees organized to carefully study the local needs and interests of the children. Careful consideration has been given to conditions existing in the local school and community. Exchange of teachers from one room to another and visits to other schools were made. Parents, students, laymen, leading citizens, and other teachers were interviewed. There were also discussions with parents and with people for whom some of the graduates and ex-students have worked.

### Definition of Terms.

Curriculum - The curriculum consists of all the activities and the experiences which result in the school from a carefully organized plan that is conceived as desirable for the continuous development and enrichment of the individual and for the good of the society of which he is a part.

Activity - Any experience, physical, intellectual

or emotional, of the individual or group to achieve a purpose.

Attitude - A general mental-motor set of an individual, at a particular time. It is characterized by feeling toward objects, persons or events and a tendency to act.

Core Curriculum - Composed of those areas of human experiences which are considered basic and essential to all pupils. It is designed to give pupils common knowledge, common ideals, common interests, and common understanding.

Fused Curriculum - is the organization of two subjects as one, or it may extend to whole groups of subjects.

Philosophy of Education - is a system of beliefs or principles for guidance in determining values in life and in education.

Society - is the whole system into which group life is united by human relationships.



## CHAPTER II

THE INFLUENCE OF THE CURRICULUM  
UPON THE CHILD AND SOCIETY

## Trends in Curriculum Development.

At present the public's interest in education is at an all time high. Never at any other period of our educational history has such interest been displayed. This interest is evidenced in a number of ways; namely, (1) by the publication in newspapers of news stories about the current, critical situation in education; (2) the appearance of educators on programs of local, state, and national organizations of various types; (3) by the endorsement and support of a program of federal aid for education, by innumerable local, state, and national organizations, and (4) by the voting of increased appropriations for education by most, if not all state legislatures.<sup>1</sup>

The curriculum has long been subject to criticisms by educators and laymen alike. Change is long overdue and must come at a rapid rate, if it is to continue to hold the confidence of the public.

For forty years the old pattern of the school has undergone transformation as a result of a new order of things. It has been broken because of a number of factors: (1) A changed attitude toward mental discipline;

---

<sup>1</sup>Lee O. Gerber, School Review, December, 1947. p. 582.



(2) changes in the social and economical philosophy of the people; and (3) a new constituency which has been forced into the classroom as a result of social and economic changes.<sup>2</sup>

It is the duty of the school to help boys and girls do better in life than which he would do any way. There must be opportunities suited to his capacities, interests, and purposes.

The tools and procedures which the world of adolescents and adults need are not found in the conventional curriculum, except as marginal learning. If associational living, civic attitudes and judgments, wholesome, personal and community life appreciations, scientific interests, and methods, control of language arts, sureness with practical arts are the important tools and procedures, then the curriculum must provide and assure for every pupil practices in using these tools and procedures. Education is the wanting of the right things and a better ability to control all the forces of nature and ourselves that we can satisfy wants.<sup>3</sup>

The aims of secondary education in the forms of ideals toward which secondary school pupils and teachers should point are sevenfold, thus the seven cardinal objectives should be the guiding factors in secondary education.

<sup>2</sup>Ibid., p. 583.

<sup>3</sup>J. Paul Leonard, Developing the Secondary School Curriculum, p. 79.

They are as follows: Health, command of fundamental processes, worthy home membership, vocational efficiency, citizenship, worthy use of leisure time, and ethical character.

In following them the teacher is led to furnish the pupil with instruction in all the major areas of human activity. However, there are limitations to these objectives. There is no reference to the development of the child in attitudes or ideals in intelligence and in social behavior. A teacher could so direct instruction in these seven areas of human interest and activity so as to give just "animal training," to the pupils and thus, to prepare them for life in a static society.

The cardinal objectives of elementary education point out that the function of the public school is to help every child:

1. To understand and practice desirable social relationships.
2. To discover and develop his own desirable individual attitudes.
3. To cultivate the habit of critical thinking.
4. To appreciate and desire worthwhile activities.
5. To gain command of the common integrating knowledge and skills.
6. To develop a sound body and mental attitudes.

The objectives express explicitly and unmistakably



that education consist of more than the acquisition of facts and skills in the several areas of human interest and activity. They are really stated in the terms of the desirable traits of the educated or democratic individual.

The general aims of education are the ultimate goals the school desires to attain. The activities provided for pupils and the services performed by the school are methods of attaining these goals.<sup>4</sup>

Education should aid the pupils to make the following adjustments: physical, mental, social, economic, aesthetic, ethical, and spiritual.<sup>5</sup>

If schools are to organize the educational values in all school activities and utilize them in the fulfillment of their aims, they should employ the contributions of: (1) playground equipment, museums, auditoriums, cafeterias, laboratories, textbooks, libraries, gymnasiums, and other special facilities; (2) the program of studies, the extra-curriculum or extra class activities, along with their methods, content, and practices; (3) the internal administrative practices involving the general techniques used, the measuring facilities, pupil classification, marking, attendance, social services, guidance services; (4) health agencies, including medical, dental

<sup>4</sup>W. A. Saucier, Theory and Practice in the Elementary School. pp. 105-106.

<sup>5</sup>Wiley Nail, The Needs of Curriculum Adjustments in Ferlton High School. Master's thesis, 1940. Purdue College, Lafayette, Indiana.

nursing, psychiatric and psychological aids; (5) agencies contributing to the occupational placement of pupils in part-time co-operative or full-time work; (6) the many agencies of the community that may contribute currently to learning or pupil welfare; and (7) public programs engaged in and conducted by or through pupils and all means used for teaching social poise and responsibility, good breeding, appreciation of aesthetics and aesthetic values in life. All activities of such agencies which are provided to help achieve the aims of the schools are a part of the program of work.<sup>6</sup>

Engelhardt points out that:

The new curriculum is not merely what the teacher tells the children or what they read in the textbook. The curriculum is clearly the sum total of all the environment and all its influences. It is color and language, comfort and form, ideas and noise, bickerings and calmness, in fact, all the facts and characteristics of the schoolroom, its occupants and their behaviors.<sup>7</sup>

It is important to eat, to sleep, to be housed and clothed, and to earn a living. The curriculum must deal with all these matters. Living should be for a purpose; more attention is needed in the curriculum to the things that go to make up the abundant life; to literature, to the fine arts as well as the practical arts, to music, to

---

<sup>6</sup>J. B. Edmonson, The Administration of the Modern School, p. 357.

<sup>7</sup>N. L. Engelhardt, Equipping the School of Tomorrow, p. 77.



forms of dramatic expression, and to language. The arts must take their rightful place as integral parts of learning and experience. Boys and girls should know the glories of the human race and of some of its trials and its accomplishments. The pupils should know that they are what they are only because of what have gone before them, and they should see the place that arts played in the past and the influence that art had on the great social upheavels and movements.<sup>9</sup>

In the curriculum children should get more of an idea of the unity of learning. Children should learn that music is a language and a science and that it is governed by mathematical laws; that there is rhythm in nature, in poetry, in the dance, in music, in painting, and in science. Realization of the unity of learning would help break down the artificial walls and give new meaning to life and learning.

The curriculum of any period is only finally good to the extent to which it helps an individual work out his own salvation. All the mechanics of education, all the methods and materials are pure waste unless we help the boy or girl accept the better things of life for himself. The so-called extra-curricular activities which the school offers are a definite part of the curriculum experiences. They are to be utilized for the well-rounded development

---

<sup>9</sup>Harlen M. Adams, "A Definition of the Modern Approach to Curriculum Making." School Review. March, 1948. pp. 438-439.

of the child and are important as any other phase of school life in relation to the planning of the curriculum.<sup>9</sup>

Experiences should be selected so as to enlarge the child's understanding of important concepts. The greater the variety of associations that can be made with the concepts, the better it is learned. The child's experiences should be guided so as to aid in the development of new meanings and expanded experiences through the utilization of previous meanings. If learning is to take place, it must begin with elements which already have meaning to the child. Many factors in the community are already somewhat familiar to the children, but any unit of work dealing with them would certainly result in expanded meanings being developed. The children, through meaningful experiences, should be able to develop new meanings through adaptation to the needs of the local community, utilization of available local resources, compensation where possible for environmental lacks, and participation in a wide variety of environmental situations. Schools are being conscious of the problems of the local community, and know what local resources can be utilized for educational experiences and supplement where possible, any environmental lacks.

In modern schools, with well-organized curriculums, experiences are so related and guided as to utilize some important aspects of thinking. Critical thinking is most

---

<sup>9</sup>Ibid. p. 439.



solely needed in the world today. The school should provide worthwhile material to develop the correct thinking of its pupils. All types of experiences are utilized, visual aids, radio, and community resources. All of these experiences are affected by the school and are a part of the curriculum.

Curriculum revision will call for alert, resourceful teachers. They will have to expand beyond the traditional limits of their old subject fields, and their old class procedures, but they can do it. The school's responsibility to youth will be more clearly fulfilled and the student will welcome the change.

Modern programs are built on the needs and interests of the children. The day of the child falls into major divisions determined by his needs and his interests, which are the need to play, to rest, to eat, to work, to learn new things, to enjoy companionship, and to attend to personal concerns. Once the modern teacher envisions the curriculum as a sequence of life experiences, and planning as a manipulation of these experiences to meet the needs of children, the making of a daily program becomes comparatively easy. When the above philosophy is accepted, the rigid allotment of time tends to disappear, and a flexible program, which changes in emphasis from day to day takes its place. The planning of the day's work should meet the persistent as well as the daily needs of particular children.

Many modern teachers tend to plan their daily

programs in blocks of time and curriculum experiences considered desirable for children. More and more teachers are planning the school day in terms of child development. The teacher tends to block the school day under such headings as:

1. Preparing for the day, such as getting out work materials, watering plants, taking care of animals, checking the fire and ventilation.
2. Laboratory or activity period.
3. Conferences with the teacher.
4. Working on skills.
5. Periods for creative activities.
6. Planning the work of the day.
7. Talking things over through current events, reports, listening to news broadcasts, planning community programs, and so on.
8. Rest and relaxation.
9. Checking at the close of the day.<sup>10</sup>

Even though you will still find it necessary to think largely in terms of subject-matter periods these steps in the day's work are important for a teacher to keep in mind, for they will help you make the children's day more meaningful.

The day's work should be planned by the children

---

<sup>10</sup>Kate V. Wofford, Teaching in the Small Schools.  
p. 92.



and the teacher together. This planned program of activities should be interesting to the children and worthy of their best efforts. If educators were able to determine just what the present and the future needs of all individuals were, it would be a simple matter to place these in the curriculum. There are some things all individuals will need at sometime, and these will be given a first choice in making a selection. Seven needs have been identified as fundamental; transportation, communication, shelter, food, co-operation, passing on our heritage, and aesthetic, mental, and spiritual life. Subjects should be so organized that they meet the immediate needs of the pupils. This means that the curriculum should be child-centered.

One of the needs of all youth is recreation, and one of the functions of education is to provide suitable recreational activities, both for in-school and out-of-school life. Phases of recreational programs should include all manner and variety of activities, such as, reading, browsing, social activities, clubs, rest periods, and the games and sports of physical nature.

No curriculum should neglect or ignore the need for training boys and girls for home membership. The great majority of all girls even though they enter industry or pursue a vocation directly after finishing school, eventually marry and become homemakers; and many are not adequately trained for such work. They are confronted

with problems of cooking, sewing, marketing, budgeting, and child management and have no previous experience or instruction in solving such problems.

There has been many formulations and classifications of educational objectives. The present classification has received as wide recognition as did the 1918 report. They are as follows:

1. The objective of self-realization.
2. The objective of human relationship.
3. The objective of economic efficiency.
4. The objective of civic responsibility.

Teachers are realizing that these objectives are equal in importance with the objectives formerly held. A careful analysis of possible experiences and materials are being made that will contribute to the realization of these objectives.<sup>11</sup>

As changes take place and as individuals are called upon to make new adjustments as a result of these changes, adjustments will be made in the curriculum to meet these new demands.

Child Growth and Development.

Physical.

Olsen says:

---

<sup>11</sup>J. Murry Lee and Dorris Lee, The Child and His Curriculum, pp. 10-13.



Experiences should be selected and guided so as to give consideration to the health and physical development of children. In well organized curriculums, examinations and corrective work are a part of the regular program. Activities are diversified to give periods of rest. The demand for physical training has been further increased by changes affecting the home. The home devotes considerably less emphasis to many functions that were well-established family obligations in former decades. The schools now have begun to meet the resultant needs with nursery schools, with child guidance, dental, and medical clinics, and with programs of training in health habits. Modern education now places real emphasis on the development of sound physical health.<sup>12</sup>

The arguments most often advanced to justify the physical development or physical activities are:

1. Such activities which give an opportunity for bodily activity essential to the high school youth who are passing through a period of physical maturation.
2. They result in the development of attitudes, habits, and interests which are of value from the standpoint of wise use of leisure time.
3. They result in better social adjustments of young people and afford opportunities for the group activities and co-operation necessary in our society. The present trend is to give physical activities more emphasis in the curriculum to adapt them better to the needs of boys and girls,

---

<sup>12</sup>E. G. Oslen, Community and School. pp. 17-18.

and to keep them from being submerged in competitive sports.<sup>18</sup>

### Mental Development.

The present trend of administrators and educators is to have pupils' education include mental development. Modern medicine, physiology, psychiatry, and hygiene have brought to light the profound interrelation of mental and physical with corresponding implications and responsibilities for public school administration.

Activities concerned with building up wholesome attitudes toward one's self as a member of society, and understanding of prejudices and fears:

1. Personal relations.
  - a. Knowledge of bodily functions and hygiene.
  - b. Sex knowledge and hygiene.
2. Home relations.
  - a. Sanitary conditions.
  - b. Home atmosphere.
3. School relationship.
  - a. Hygienic conditions in rooms.
  - b. Use of toilet.
4. Church relations.
  - a. Light, heat, and ventilations.
  - b. Sanitary conditions.

---

<sup>18</sup>J. B. Edmonson; J. Roemer; and F. L. Bacon, The Administration of the Modern School. p. 273.



c. Prejudices.

5. Other community relations.

a. Sanitary conditions.

b. Pure food and water.

c. Social hygiene.

From the time of his sixth birthday, the child ordinarily passes a considerable number of hours per day within the environment of the school.<sup>14</sup> Naturally many conditions meet here that make for good hygiene. At school teachers can inspire attitudes in pupils which will be desirable all during their lives. If the child is well adapted to his work at school, the results are likely to be excellent, and he will emerge at the end of the year certainly none the worse for his experience, and another round higher on the educational ladder.

More time and opportunity are given to teachers and health counselors to devote individual study and attention to every child enrolled. Teachers are more and more successful in building into universal childhood those fundamental traits that make for successful living. There should exist between the teacher and the student a friendly yet stern attitude. Teachers are getting away from the scolding and nagging attitude.

---

<sup>14</sup>W. W. Charters, The Teaching of Ideals. p. 73.

## Social.

The nature of education, its obligations to society, and its unique functions in American democracy as reported in the Educational Policies Commission of the National Education Association are briefly states as follows:

1. The program of Education is never complete.
2. It grows with the growth of humanity.
3. Its sources is life, not merely books and laws.
4. Education embraces knowledge, training, and aspiration; knowledge of the practical, social, and fine arts, and aspirations of the race.
5. Knowledge alone is not enough--ethics is indispensable.
6. Education includes the training of body and spirit.
7. Education is committed to the maintenance and improvement of society, which is democratic, repudiates government by sheer force, nourishes the free spirit of science, and rests on ideals, institutions, and economy.
8. Education now lays emphasis on its social obligations. It must serve an associational economy and prepare youth for associational life and activities. It must prepare citizens for participation in associational government and much aid in upholding social values.
9. Education now confronts new functions in connec-



tions with unemployment of youth.

10. It faces new responsibility for the education of adults.<sup>15</sup>

These functions and obligations contribute to the maintenance and improvement of society.

The school has been called an extension of the home, for it has accepted many responsibilities formerly cared for in the home. The modern tendency in curriculum development is to provide as many desirable activities as possible which care for present needs. The school should reflect the life of the home and the community. Activities which have carry-over value into the home and which raise the standards of home life may be grouped under such headings as, home life, beautification, lighting, recreational leisure time, and educational activities.<sup>16</sup>

In general, society expects these five things from the schools:

1. Growth in good social habits that children may be guided toward becoming self-reliant, dependable, courteous, kindly, considerate, and helpful. Each school needs to formulate a list of social habits which need particular community setting.

2. Growth in fundamental skills, reading, writing, simple numbers, spelling, physical co-operation and

---

<sup>15</sup>Edward C. Lindenman, "Democracy's Challenge," School Review, September, 1940. p. 21.

<sup>16</sup>Ibid., p. 23.

emotional control.

3. Orientation--knowledge of a genuine intelligent appreciation of the community life in which the child finds his social setting.

4. Acquisition of our cultural American heritage--learning about and appreciating our national history, our country as it is today, our native music, art, literature, and culture patterns.

5. Development of the abilities and capacities of each child-- that each child shall have his chance to make the most of any special talent or ability with which he is endowed.

Emotional.

Since life is an on-going process, and since education is concerned with the improvement of life and living, it would also seem that education would be concerned with the improvement of the adjusting process. Every phase of personality development depends partly upon training and experience.

Spiritual.

In developing the character of pupils, they should be looked upon as persons endowed with vigorous activities. In the curriculum, there should be placed materials for people to learn the rules and how to use them skillfully to protect themselves from discomforts, prepare to live a richer life, and equipped to invent new and better forms of behavior.



## Society and the Curriculum.

A curriculum should be planned to meet the needs of all normal individuals. Education is not only concerned with the welfare and progress, but also with the welfare and progress of society as a whole.

Educational systems are providing curriculums of differentiated offerings in order to meet the diverse interests and capacities of students. Subject contents are being vitalized and related to the social occupational demands of current and future society.

No matter how bound to tradition an educational institution may be, it always finds itself sooner or later a part of the civilization which it represents.

From these facts, it can be seen that a new type of educational institution is essential, and that the old type college-preparatory aim is out modeled. A large number of high school pupils neither can nor will go to college. They need a curriculum that will help them to understand life as it is actually experienced. A curriculum that prepares for college will also prepare for life, to a certain extent. All boys and girls must be provided with those educational experiences that will make them intelligent about, and efficient participants in the social order in which they will live.

If the curriculum is to result in preparing youth to meet their responsibilities in a society that is characterized by change, it must consist largely in general

education. It must be one that will aid youth in the building of those values that are essential to a democratic philosophy of life.

The program of general education must result in the preparation of individuals in those experiences of life which are shared by all. Some courses must be general enough so as to lend themselves to the inclusion of instruction on all important issues and problems. The program must cover problems of all sorts and types--those of an intimate character as well as those related to the purposes of the total society. In curriculum revision materials and procedures should be selected that will guarantee to every youth an opportunity to participate in these procedures intelligently.



## CHAPTER III

## A BACKGROUND STUDY OF THE MADISONVILLE SCHOOL

## The School Plant.

The main building on the campus is a frame four room structure, the Rosenwald type. Another one room school has been moved from a rural community and is used as a classroom. The petition is taken down in the main building in order to provide auditorium space which does not accommodate the present pupil population, during assemblies. The heating system, ventilation, and lighting are all inadequate. The problem of providing more appropriate buildings and other physical facilities for this school is particularly acute. The buildings are unsafe and unfitted for educational purposes. These must be replaced by safe modern structures.

However, the school plant and playground are located in the part of the community where it is most accessible to the group of pupils it is designed to accommodate. The site is large enough to permit expansion and provides adequate playground, athletic, and parking facilities. It is not, however, very well drained and graded suitable for adequate landscaping. The plant is removed from traffic noise and is near sanitary conditions. It is free from all obstructions to the admission of sunlight.

The building is by no means large enough to meet the needs of the community. A building should be planned

TABLE I  
THE TEACHING PERSONNEL

| Staff                       | Training<br>of<br>Teacher | Tenure   | Experience | Monthly Salary | Distribution of Work                                                             |
|-----------------------------|---------------------------|----------|------------|----------------|----------------------------------------------------------------------------------|
| Principal                   | B. S.                     | 14 years | 17 years   | \$255.00       | Physical Geography 10th grade<br>Mathematics 9th-12th grade                      |
| Agriculture<br>Teacher      | B. S.                     | 7 years  | 29 years   | \$295.00       | Agriculture 9th-12th grade                                                       |
| English                     | B. S.                     |          |            |                | English 9th-12th grade                                                           |
|                             | M. A.                     | 4 years  | 19 years   | \$320.00       | Business English 7th-9th gr.                                                     |
| Social<br>Studies           | B. S.                     | 11 years | 13 years   | \$295.00       | History 9th-12th grade<br>Biology - Science 9th-10th gr.                         |
| 7th-8th<br>Grade<br>Teacher | B. S.                     | 7 years  | 13 years   | \$295.00       | All classes in both grades,<br>except 7th grade English and<br>8th grade History |
| 5th-6th<br>Grade<br>Teacher | B. S.                     | 7 years  | 19 years   | \$295.00       | All classes in both grades                                                       |
| 3rd-4th<br>Grade<br>Teacher | B. S.                     | 7 years  | 14 years   | \$295.00       | All classes in both grades                                                       |
| 1st-2nd<br>Grade<br>Teacher | B. S.                     |          |            |                |                                                                                  |
|                             | M. A.                     | 8 years  | 14 years   | \$295.00       | All calsses in both grades                                                       |



and constructed to meet the needs of the educational program and to safeguard the health, happiness, and safety of the pupils and the community.

The strongest feature of the entire program for educating Negroes in the Madisonville school is the teaching personnel. As shown in Table I, the instructional staff consists of two men and six women. Fortunately, the teachers are paid according to the state salary schedule.

All administrative and supervisory matters are handled by a very democratic principal. He has been in this school system thirteen years, seven as principal. He is an outstanding leader in the community. His sound and democratic type of co-operation is most commendable and productive of excellent results. The program would be greatly strengthened and improved.

Table II shows the enrollment of pupils in the Madisonville school. The attendance is about ninety-five per cent. Twenty-eight pupils ride the school bus, from two nearby rural communities.<sup>1</sup>

Individual teachers have prepared materials of superior quality for their own classes, but a well-organized program for the development of adequate instructional materials has not been incorporated into the school. There is not a wealth of material to enrich the curriculum. Most of the teaching is textbook teaching. The

---

<sup>1</sup>Report on File in Principal's Office, Madisonville, Texas. May, 1949.

TABLE II  
AGE GRADE DISTRIBUTION

| Age   | 1st |    | 2nd |    | 3rd |    | 4th |    | 5th |    | 6th |    | 7th |    | 8th |    | 9th |    | 10th |   | 11th |   | 12th |   | Total |
|-------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|------|---|------|---|------|---|-------|
|       | M   | F  | M   | F  | M   | F  | M   | F  | M   | F  | M   | F  | M   | F  | M   | F  | M   | F  | M    | F | M    | F | M    | F |       |
| 6     | 17  | 13 |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |      |   |      |   |      |   | 30    |
| 7     | 6   | 6  | 1   | 1  |     | 2  |     |    |     |    |     |    |     |    |     |    |     |    |      |   |      |   |      |   | 16    |
| 8     | 13  | 4  | 3   | 5  |     | 3  | 1   | 3  |     | 1  |     |    |     |    |     |    |     |    |      |   |      |   |      |   | 33    |
| 9     |     | 2  | 5   | 3  | 7   | 3  | 2   | 5  | 1   | 1  |     |    |     |    |     |    |     |    |      |   |      |   |      |   | 30    |
| 10    |     |    | 2   | 1  | 1   | 2  | 4   | 3  | 2   | 4  | 1   | 1  | 2   | 1  |     |    |     |    |      |   |      |   |      |   | 24    |
| 11    |     | 1  | 2   | 2  | 1   | 1  | 4   | 3  | 3   | 7  | 8   | 5  | 2   | 1  |     |    |     |    |      |   |      |   |      |   | 40    |
| 12    |     |    |     |    |     | 1  | 3   | 2  | 1   |    | 1   |    | 4   | 7  |     |    | 2   |    |      |   |      |   |      |   | 21    |
| 13    |     |    | 1   |    |     | 1  |     |    | 3   |    | 2   | 4  | 2   | 4  | 5   | 4  | 1   | 1  |      |   |      |   |      |   | 28    |
| 14    |     |    | 1   |    | 1   |    |     |    | 3   |    | 1   | 6  | 1   | 5  | 4   | 3  | 2   |    |      |   |      |   |      |   | 27    |
| 15    |     |    |     |    | 1   |    |     |    | 1   | 1  | 1   | 1  |     | 4  | 2   | 2  | 6   | 1  | 3    | 2 | 1    |   |      |   | 26    |
| 16    |     |    |     |    |     |    |     |    |     |    | 1   | 2  | 1   | 2  | 1   | 4  | 5   |    | 2    |   |      | 2 | 2    |   | 22    |
| 17    |     |    |     |    |     |    |     |    |     |    |     |    | 1   |    |     |    | 6   | 1  | 1    | 2 | 4    | 1 | 1    |   | 17    |
| Total | 36  | 26 | 15  | 12 | 11  | 13 | 14  | 16 | 14  | 14 | 12  | 13 | 20  | 15 | 16  | 11 | 12  | 20 | 2    | 6 | 4    | 5 | 3    | 3 | 314   |



curriculum is more or less conventional in nature. The pupils receive only the minimum essentials for college requirements. There is a small inadequate library, few visual aids, and very little vocational guidance. Many of the pupils leave school to work before they finish, with no training which would prepare them for job opportunities.

The members of the faculty are willing and able to maintain as good a program as the community is willing to finance.

The pupils and teachers eat a well-balanced, well-prepared hot lunch every school day, promptly at twelve o'clock. This lunch is prepared by a hired person with assistance from the girls. Both pupils and teachers pay a small fee.

#### Home Environment of Pupils.

The home environment of the pupil population is somewhat varied. A few of the pupils live close by, in well-kept painted houses with all modern conveniences. A large number live in their own homes but do not have all the conveniences which make for healthier, happier living. However, about ninety-five per cent of the homes have electricity, city water, and a few have telephones. Now, a few of the pupils live in rented houses with no conveniences at all, and there is no place provided for play--a yard. Unfortunately, some live in dilapidated rented houses, in rural communities. In some homes neither parent can read nor write, and in some homes, one parent can read

or write. Fortunately, more than eighty-five per cent of these pupils come from homes where parents attend Sunday School and Church, regularly.<sup>a</sup>

#### The Curriculum.

##### Subject Matter.

According to modern curriculums studied, the curriculum in the Madisonville School is too conventional. It neglects girls in that it does not offer courses in home-making which are vital in every girl's present and future life. The boys and girls do not have the opportunity to get training and experience in fields that will help them when they have completed high school. There is no science laboratory for pupils to carry on worthwhile, simple experiments, which in present and later life will prove of interest and value to them. The community does not make wise use of its community resources. In the social studies classes the community resources can be used to vitalize the curriculum and teaching methods; this, of course, gives depth of meaning to the children and, also, to instruction. If teachers are to stimulate and improve living conditions in the community through school activities, they should be given a chance to do so. Then courses and activities must be set up in the community, through the school which will make for meaningful teaching. The pupils need interests and experiences which will help them improve their way of living.

---

<sup>a</sup>Report of Survey of Negroes in Madison County, 1943. A Program for Community Improvement.



Caswell believes:

The curriculum is generally viewed and composed of the actual experiences which children undergo under the guidance of the school. . . . According to the present view, the curriculum is lived by children and its goodness or badness can be tested only in the quality of such living. The curriculum worker, therefore, has as his point of focus and central concern the succession of educative experiences for which the school accepts responsibility. It follows that the program of organizing the curriculum is essentially one of providing those arrangements which will foster the most effective organization of the experiences of children in the school.

#### The Influence of the School in the Community.

Since the entire community is the educational stage, educational leadership should be community leadership. Leaders in this community must extend its horizon and raise its light, and get a deeper social understanding and insight. Too little attention has been devoted to improving the school through community participation in its activities. Students, teachers, and civic-minded laymen co-operate, plan, and execute various service projects of a genuinely civic nature. In this way youth will learn that the community has need of its service, and the community will discover that youth's contribution to the general welfare can be at once important, intelligent, and effective.

---

<sup>6</sup>Hollis L. Caswell, Education in the Elementary School. pp. 188-189.

The school should lead in coordinating the efforts of the community. It should be able to lead all the educational efforts of the community into an organized and co-operative program for the more effective education of youth and adults, in school and out.

The community is a place of human experiences, since within it goes on the basic processes and related problems of making a living, sharing in citizenship, exchanging ideas, securing education, adjusting to people, maintaining life and health, enjoying beauty, meeting religious needs, and engaging in recreation.

The school is open each night of the week for a veteran class. Other community meetings are also held at the school. In this way the school operates as an educational center for adults, also. The school should be sensitive to the needs of the community and in co-operation with the parents plan a program that will make the best use of all available resources. Such an environment should stimulate pupils to engage in many activities. Through participating in planning, executing, and evaluating their work, they will learn to think and to use the facts and tools of learning. They should find the school a vital place in which it is good to live. This type of co-operation will guide members of the community into proper fields for better community living.



## CHAPTER IV

## POSSIBILITIES FOR REORGANIZING THE MADISONVILLE SCHOOL CURRICULUM

## Comparative Study of Steps Taken by Other Community-Centered Schools in Bringing About Curriculum Improvement.

## Nambe' Community School.

Nambe' is a rural community eighteen miles north of Santa Fe. Here in the shadow of the Sangre de Cristo Mountains are located six hundred people of Spanish-speaking ancestry. This population is organized into one hundred forty-seven families, with eighty-seven families represented in school.

When the school opened in September, 1937, the enrollment was one hundred sixty-two. It is now two hundred fourteen, with an A D A of one hundred ninety-six. This growth is evidence of the increased interest which the parents in the community are taking.

The school is housed in three buildings. The nursery school is located in a private home with twenty children, who are not included in the above enrollment. The pupils from the first to the third grade attend the primary school. Grades four to eight attend the upper school. In addition, they have a carpenter shop built by the community for the use of the children and any adults who care to come and work there.

The school is located on four acres of land, which

permit ample play space. Since 1937, trees and many shrubs and flowers have been planted. Along the south side of the grounds, there are little experimental plots which can be terraced and used in connection with their land management program.

In the primary building is a small auditorium and kitchen, equipped by the community, which serve as a community center for school meetings. There is also a nurse's office where the pre-natal and baby clinics are held.

Most of the agencies used by this community exist in every other community. The writer feels that it is a responsibility of the school to acquaint the people of the community with these various helping agencies. Many of our citizens do not know what agencies are available or how contracts are made.

The school may perform another duty in coordinating these services. Frequently several separate agencies can work together if there is some one to guide them--no one is in a better position than the principal and staff.

The people of Nambe' believe that the school should be the center of the community. It should be sensitive to the needs of the community and in co-operation with the parents plan a program that will make the best use of all available resources. Such an environment should stimulate pupils to engage in many activities.<sup>1</sup>

---

<sup>1</sup>Nambe', A Community School, Santa Fe County, New Mexico. May 1, 1939.



### The Center Point Community.

The Center Point Community proves that any community with a wise and sane leadership can utilize their own experiences through co-operative enterprise, constructive work and follow-up program may serve to improve the way of life.

A type of program centered around the human, physical, and cultural needs of the community has been practiced by the Center Point school. These leaders have been on the job through the years, for the best interest of the community. Indeed they have offered a solution in a large measure of the community problems in the light of their needs. Such a philosophy could well serve as a guide for other communities that are faced with problems.

Back of all the success of Center Point school rests the vision and confidence manifested by these professional leaders in the growth and development of the community. However, no program can successfully be carried out without the fellowship of citizens, pupils, and friends.

A kindlier disposition toward the school and its program was awakened; greater interest is being manifested toward the making of sanitary and well-kept homes. The enrollment of classes through the years has increased; various problems are solved in the light of the needs of the people as they relate to the human, physical, and cultural resources.

These leaders have given unselfish and untiring services without a let up, which has not been in vain. One can look with pride and delight at the school and

community surroundings integrated into the total society. It is nothing other than marvelous.<sup>2</sup>

The John M. Moore Community School is located in the eastern, rural section of Brazos County, Bryan, Texas. The community is made up of farm and cattle raising families.

The teachers, ministers and other citizens of the community felt that they should afford more activities and experiences than were being offered. So they set out to improve the community for the good of all the citizens.

1. A general study was made of the community to determine needs, special interests, and religious activities.

2. This study was then compiled by the committee who made the survey. They listed the problems.

3. The committee then listed steps and procedures that might be taken in solving their problems.

There are nine common school districts, making up the community school. These districts cover an eighteen mile radius. Since these people live quite a distance apart, there arose the question of the number of parent-teacher associations to sponsor. After discussions it was finally decided to organize one main P. T. A. They decided

---

<sup>2</sup>B. T. W. Bremby, "A Program of Community Improvement," Master's thesis, Prairie View Agricultural and Mechanical College, Prairie View, Texas, 1946.



that if the meetings were interesting enough the parents would attend. The attendance is 70 per cent.

The school's program is built around democratic principles and ideals. All projects and problems are worked out by the ministers, patrons, pupils, and teaching staff. There exists a family-like spirit in which the principles of love, respect, and a desire to learn and think and prepare pupils to live a useful, worthwhile life in the present and future.

The enrollment of the school is two hundred forty-six with a ninety-five per cent attendance. The school is located on three acres with ample playground. There are ten teachers on the staff.<sup>5</sup>

Most of the agencies used by these communities exist in every other community. The writer feels that it is a responsibility of the school to acquaint the people of the community with these various helping agencies. Many citizens do not know what agencies are available or how contacts may be made.

The school may also perform the duty in coordinating these services. Frequently several separate agencies can work together if there is some one to guide them, wisely--no one is in a better position than the principal and his staff.

Such leadership as existed in these community-

---

<sup>5</sup>Report on file in principal's office, John M. Moore School, Bryan, Texas.

centered schools should serve to inspire and stimulate others to be aware of their acute needs, and appeal to all available community resources to improve their environment.

#### Curriculum Conditions in the Madisonville School in Need of Reorganization.

In reorganizing the curriculum in the Madisonville school, there are numbers of experiences, needs, and interests to take into consideration. The school should have a planned program with all-round development in view. It should afford the child guided experiences in all important areas of living compatible with his maturity. An outstanding problem in education is the organization of a curriculum to meet the needs of the pupils and provide educational opportunities suitable to their abilities, aptitudes and life purposes.<sup>4</sup>

The school and the community have not kept pace with the latest developments. It is not adapted to individual differences among pupils. It is more or less set for only one type of ability. The curriculum fails to recognize, much less pay attention to the many types and levels of ability which crowd the classrooms.

The problem of providing more appropriate buildings and physical facilities for the school is particularly acute. The buildings and equipment are not adapted to

---

<sup>4</sup>Caswell, op. cit., p. 188.



the population of the school and community. The buildings are unsafe and unfitted for educational purposes, and additions must be made to overcrowded buildings. The building should be planned and constructed to meet the needs of the educational program and to safeguard the health, happiness, and safety of the pupils. The task of the administration is to make the plant serve the educational program in the most efficient way. The building should be large enough to meet the needs of the community. In communities where the building is to be replaced because it is no longer fitted for school use, or where an addition is to be made, the task of determining the number of pupils can be cared for easily. Usually, fairly accurate estimate can be based on records of enrollment for the past few years.<sup>6</sup>

If the building is planned to meet the needs of the school program, the administrator will have little difficulty in making the program fit the building facilities.

The space devoted to instructional activities should consist of -- classrooms, library, study halls, auditorium, gymnasium, laboratories, shops, visual education room, and rooms devoted to music, dramatics, or other school activities. There should also be space devoted to activities which may be classed as non-instructional-administrative, student aid, P. T. A., and other offices; teachers', janitors', storage, and boys' and girls'

---

<sup>6</sup>Edmonson, et. al., op. cit., pp. 129-30.

restrooms; cafeteria, lockers, and space for miscellaneous services and equipment of the building, seating, heating and ventilation, lighting, water supply, and the like.<sup>6</sup>

All of these rooms should have modern facilities and equipment, in order to secure the desired results in their use. A janitor should be in charge of maintaining physical conditions under which teachers and pupils may work to the best advantages.

Curriculum change should be the task of all the people of the school and the community. The revision of the curriculum is a part of the normal professional task of teachers. It should be flexible and provide for changes as needed. It should be organized in such a way that it will not undermine the security of the teaching staff, and all teachers should participate to the extent of their ability.<sup>7</sup>

A great deal of teaching effort is being neglected in this school program. Teachers are not working unitedly to attain common objectives. The English teacher goes her own way endeavoring to the best of her ability to accomplish certain objectives. The social studies teacher plans her work, hoping to cover units. Each teacher works independently of the other. Some do superior work; some do fair work.

<sup>6</sup>Ibid., pp. 131-132.

<sup>7</sup>W. H. McFarland, "More Teamwork Among Teachers," Nations School, January, 1948. p. 53.



W. H. McFarland says:

Educational accomplishment is not the sum total of the individual efforts of the teachers; it is the result of combined, integrated effort on the part of all of the teachers working together to attain common objectives. There should be a pooling of interests, common planning, agreement as to what the sum total of the year's work should be. There should be a great joint consideration of what the total impact on the student should be. Some plans have been suggested for bringing about the desired unity of action. Core curriculum, fused curriculum, experience curriculum and others have been designed to realize this need and desired unification. They all call for a new type curriculum organization.<sup>8</sup>

Faye Adams states:

The teacher has long been regarded as having a special part to play in maintaining and extending the ideals of freedom; many have hailed her as the hope of democracy. But while her ideals and attitudes have been excellent, she has been limited both in opportunity and ability in making her potential contribution. . . . She must know ideals of democracy and must find philosophy the basis for enduring educational values and make psychology contribute to her understanding and guidance of children. And when she sees and understands these resources as a total pattern for aiding children to attain security, recognition, and success, she is utilizing the principles of mental hygiene which are so close to the heart of democracy.<sup>9</sup>

One can see that the teacher should create and preserve conditions in the classroom which will make for

---

<sup>8</sup>Ibid., p. 54.

<sup>9</sup>Faye Adams, Educating America's Children, pp. 51-

improved instruction. There should be much teacher-pupil planning.

All schools should allow its pupils to share real responsibilities. Nothing is more important than the development of student councils when these have developed as a group which face problems and actually deal with ideals which do not merely rubber stamp the ideas of the administration. The curriculum must, in some way, be geared into life and work and thought of the community. Living should be for a purpose, and more attention is needed in the curriculum to the things that go to make up the abundant life, to literature, to the five arts as well as the practical, to music, to forms of dramatic expression, to science and mathematics as ways of thought, to oral and written language as an orderly and systematized means of expression.<sup>10</sup>

The present curriculum neglects girls' needs. There exists a great gap in the educational program, in the Madisonville school, for girls. Taking into account the changing roles of women in modern society, one cannot help but recognize the current need for reorganization of the program.

Pearl V. Lowery points out:

Education for girls need to be concerned with the interests, needs, and responsibilities and purposes of women, and must not be confused with the so-called general education. A girl's basic

---

<sup>10</sup>James E. Spitznas, "The Core Curriculum," School Review. November, 1947.



needs are different from those of the high school youths and her ability and interests are therefore different from those of a young man. There must be cooking and sewing classes to meet the surging needs. If a girl enters matrimony direct from school, she is baffled by the unfamiliar household routines. At the same time she too often is lacking in the basic understanding of essential human relationship within the home. Childbearing and homemaking are vital functions, but more is expected of a woman in society today. The curriculum should consider courses to help girls solve problems of how she might combine her need or desire for a vocation in the business world with the role of mother and wife.<sup>11</sup>

The curriculum should provide courses in child care, the making of children's clothes, personality development. The girls should also get training and instruction in using and caring for household equipment and household appliances. There should be units on how to dress for various occasions and on how to walk and talk.

The boys should be taught plant and animal husbandry. This includes treatment of ordinary diseases, selection, and breeding of farm animals, and culling of chickens. Terracing land, conservation of soil, managing jobs for the farm, fertility of the soil, and selection, mixing and using commercial fertilize should be stressed. They should also be given training in caring for roads in the community and for the beautification of the school campus and lawns around the home.

---

<sup>11</sup>Pearl V. Lowery, Clearing House. March, 1948.  
p. 62.

In this revised curriculum, there should be included such general courses as physical science, in which the pupil is taught about the world in which he lives; biological science, in which he is taught about life on this earth, especially, man; social science, in which he learns the duties of a member of a community; and the humanities, in which he learns about the nature of man as an individual and the record of man's experiences and ideals. The pupils need courses in art, which will be concerned with appreciation as well as with those methods and devices which man has developed for the production of material aspects of civilization.<sup>12</sup>

#### Steps That May Be Taken For Reorganization.

In reorganizing the curriculum to meet the needs of the pupils is a certain way for community development. Community development awaits leaders skilled in the democratic process. This, of course, means that every person shall have a share in making decisions that concern him and shall assume responsibility for action. The starting point of the whole process is awareness of need; what the community or school needs for the achievement of the good life. A good leader will desire to have community participation in planning; he will see the opinions and viewpoints of the group. He will be sure that all members of the group feel a partnership in final decisions. "Thinkers

---

<sup>12</sup>Edmonson, et. al., op. cit., pp. 132-133.



about democracy have passed the stage of merely perfecting mechanisms of voting and representation; theirs is to train minds and act together constructively."<sup>18</sup>

Change in the curriculum involves certain attitudes or a certain philosophy of education, on the part of those who are engaged in the revision. This community can initiate a program of curriculum revision by undertaking a study of basic educational philosophy. There is a need for agreement on a few basic attitudes. This is not an agreement which must be wholly arrived at prior to the proposed change, but one which may sometimes be arrived at as the study progresses. Some of the most important basic attitudes are:

- (a) Curriculum change is the task of all of the people of the school and the community.
- (b) Curriculum revision is a part of the normal professional task of teachers, enhancing the standing of the profession and making the work of the individual teacher more effective.
- (c) The organization for curriculum development must be flexible to provide for changes as needed.
- (d) Curriculum change should be brought about in such a way that the security of the teaching staff will not be undermined.
- (e) Curriculum changes must be a continuous procedure since all the elements of the educational process are

---

<sup>18</sup>M. P. Follett, Creative Experience. p. 211.

variable.

(f) The curriculum is the sum of all the experiences which a child has while he is under the supervision of the school.<sup>14</sup>

In initiating a program of curriculum change, careful consideration must be given to conditions existing in the local school and community. The principal should call a meeting and invite only a few key people to formulate plans. He will then confer with the heads of agencies and other interested laymen in the community-leading citizens, ministers, teachers, county agents, newspaper men and others about the situation. There should be a secretary to record the progress and discussions of each group meeting. After plans have been formulated the principal can arouse the consciousness of the need for curriculum change. For a second meeting he can contact as many people as possible. In this the people of the community will feel that they have been consulted. The principal or one of the staff members can tell what other community-centered schools have done in revising their curriculums to meet the needs of the pupils. A list can be made of the most acute needs, for immediate attention.

After organization which should come when the group

---

<sup>14</sup>Mark G. Brataas, "Criteria For Evaluating Curriculum Change," School Review, September 20, 1947. pp. 220-222.



sees a need for it, a committee should go to work finding facts that will support the original reports made by leaders. Facts may be gathered through informal interviews, conducted without the benefit of a printed form, but in which notes are taken. The interviewer may have in mind an outline of the points to be covered which are recorded at his earliest convenience. Many facts can be obtained by observation.

For facts to be most useful they must be presented properly. If democratic community development is to take place, a clear understanding of community problems and potentialities is necessary for the general public.

Facts may be presented to the public in the following ways:

1. Tell the story by spoken word through:
  - Discussions in civic groups and parent-teacher association.
  - Radio.
  - Individual speakers before community groups.
2. Tell the story by written word through:
  - Newspaper.
  - Bulletins and pamphlets.
  - Letters and reports.
3. Tell the story by pictures through:
  - Movies and posters.

### Store-window displays.<sup>15</sup>

Having agreed upon certain basic attitudes and having aroused a consciousness of the need for curriculum change, the problem then arises of organizing to facilitate the process. The organization should provide for participation of school personnel, community leaders, and specialists. The organization should be simple and flexible. Simple to avoid overorganization with resulting slowdown. Flexible to provide for change of direction as necessary.

It is the task of the leadership to provide, in so far as possible, all materials essential to the proper execution of the plan. The plan should provide for continuous development of the curriculum. The entire system should have benefit of experimentation carried on in any part of the system.

In order that there may be a continuous sense of direction, it is essential that there be periodic evaluation of the program.

One cannot legislate curriculum change. Curricula which are planned by one person, or by a small committee, and forced down from above on to staff members who have no opportunity to participate in the planning are likely to

---

<sup>15</sup>"A Handbook in Community Development," Greenville, South Carolina. pp. 33-34.



be unpopular and to go unused. Only as staff members themselves are changed by being subjected to the whole process of change can they grasp the significance of new concepts.

## CHAPTER V

## SUMMARY

1. The traditional program of the school fails to arouse the desired interest in the pupils.
2. The program is gravely in need of revision, unification, and enrichment.
3. The curriculum must meet the needs of the pupils and provide opportunities suited to their abilities, aptitudes and life purposes.
4. The curriculum must be geared into the life and thought of the community. The community must take on broader meanings.
5. The curriculum should offer a variety of subjects, and should be flexible and elastic to permit adaptation to changing objectives of education, resulting from changes in the needs of society and should contain an adequate sample of worthwhile activities.
6. A variety of situations that are undesirable for learning to take place should be taken care of in the revised program.
7. Subjects of great value to large numbers of pupils should be placed early in the curriculum.
8. The educational program will not be complete without a great deal of activeness by the people of the



community.

### Conclusion

Since children learn by doing (and that means intellectual doing and artistic doing as well as manual doing) the school and the community must go a long way from where they are now with the facilities the school has to afford. The school must give the children real experiences and real responsibilities. Education is the stimulus to learn and the schools must provide the training that will most likely equip individuals to become participants rather than speculators in directing the changes in our social life.

In the light of these facts the curriculum offerings should be such as would prepare the pupils to take their place in social and industrial life of the community.

From the foregoing information a conclusion may be reached that the program needs revising. This adjustment should be brought about by the adoption of a more diversified program of studies. The need of subjects such as, industrial arts, homemaking, and health are evident. The school would then be of more direct aid to students, but more especially to those who do not finish high school.

## BIBLIOGRAPHY

## Books

- Adams, Faye, Educating America's Children. The Ronald Press Company, New York. 1946.
- Caswell, Hollis L., and Campbell, Doak S., Readings in Curriculum Development. American Book Company, New York. 1937.
- Charters, W. W., The Teaching of Ideals. The Macmillan Company, New York. 1930
- Edmonson, J. B.; Hoemer, J.; and Bacon, F. L., The Administration of the Modern School. The Macmillan Company, New York. 1941.
- Englehardt, N. L., Equipping the School of Tomorrow. American Book Company, Dallas. 1940.
- Lee, J. Murry and Lee, Dorris, The Child and His Curriculum. D. Appleton-Century Company, New York. 1940.
- Leonard, J. P., Developing the Secondary School Curriculum. D. Appleton-Century Company, New York. 1942.
- Olsen, E. G., Community and School. Prentice-Hall, Inc. New York. 1945.
- Rugg, Harold, and Shumaker, Ann, The Child-Centered School. World Book Company, Yonkers-on-Hudson, New York. 1928.
- Saucier, W. A., Theory and Practice in the Elementary School. The Macmillan Company, New York. 1941.
- Spears, Harold, The Emerging High School Curriculum and Its Direction. The American Book Company, Dallas. 1941.
- Wahlquist, John T., The Philosophy of American Education. The Ronald Press, New York. 1942.
- Wofford, Kate V., Modern Education in the Small Rural School. The Macmillan Company, New York. 1938.



## Periodicals

Adams, H. M., "A Definition of the Modern Approach to Curriculum Making." Education. March, 1948.

A Handbook in Community Development. Greenville, South Carolina.

Brataas, M. G., "Criteria for Evaluating Curriculum Change." School Review. September 20, 1949.

Spitznas, James E., "The Core Curriculum." School Review. November, 1947.

Tierman and Watson, Nambe' Community School. 1939.