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A COMPARATIVE ANALYSIS OF THE
CURRICULA OF TEN OF THE LEADING
COLORED HIGH SCHOOLS IN TEXAS

NAVES

1947

A COMPARATIVE ANALYSIS OF THE CURRICULA OF TEN OF THE
LEADING COLORED HIGH SCHOOLS IN TEXAS

By

Bessie Farris Naves

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

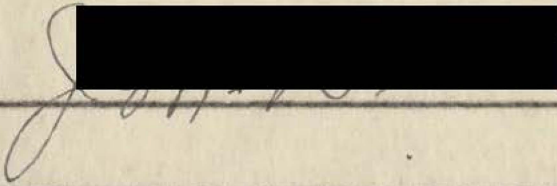
Master of Science
in the
Graduate Division

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This Thesis for the Master of Science degree, by
Bessie Farris Naves
has been approved for the
Department of
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B. F. N.

Dedicated

to

my mother, Mrs. Emma J. Farris

and

my husband, Mr. Taylor F. Naves

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CHAPTER I

INTRODUCTION

Curriculum development is definitely and markedly on the increase and interest in this movement is nationwide. To support this sweeping generalization, the writer of this study presents the facts of continued and increased effort in curriculum-building on the part of city and state departments of education.

Recommendations for resolving the manifold problems of curriculum development will probably be meaningful only to the extent to which they are based upon a thoughtful consideration of the present status of "curriculum thinking" in the school systems of the country. There is only one point from which an attack on these problems can intelligently be begun in a given locality. This point, obviously, is largely defined by the nature of the views concerning curriculum problems which are held by teachers, supervisors, and administrators in the community under consideration.¹

There is apparently a rapidly growing conviction that the fundamental basis of the curriculum is to be found in experience, and that school experiences should, so far as possible, be broad as those of life itself.

The Problem

The main purpose of this thesis is to analyze and com-

¹Edith M. Baber, et.al., The Changing Curriculum, p. 1.

pare the curricula of ten of the leading colored high schools of Texas and to propose practical procedures for enriching them. This involved three minor problems:

1. To point out the functions of the high school curricula in its attempt to educate youth through modern trends in education.
2. To show the extent to which the secondary schools should contribute totally to the development of social welfare as well as to individual competence through a well-developed curriculum.
3. To compare the curricula and propose suggestions and illustrations for reorganizing and improving them.

Need for the Study

During the past ten years, the American public school systems have been subjected to critical scrutiny. Many new points and proposals for curriculum reorganization to meet the needs of new social objectives have been advanced by workers in this field of public education.

Today, everywhere, there is a challenge of old aims and purposes and objectives, and a marked tendency to re-shape the school to make of it an instrument expressive of a larger democratic purpose. In particular, has the center of gravity in instruction been shifted from subject to the pupil and his needs as a member of society.

A study of the curricula of ten of the leading colored high schools of Texas was made and revealed that the center

of confusion literally lies within the field of social philosophy. Chiefly, because of the confusion arising from disagreements and misunderstandings at these two centers in philosophy and psychology, our efforts at curriculum development are marked by contradictory, conflicting and inconsistent thoughts and practices. These are to be found in every phase of curriculum work--in deciding upon the function of the curriculum, in planning its evolution. For these reasons, it is apparent that there is a need of a study to show that if the curricula are to be kept abreast of the times in a changed and changing society such as ours, and if the doctrine of formal discipline is to be repudiated, obviously, the basic content of the curriculum must be altered as social changes occur.

Delimitations

This problem was limited to the ten leading colored high schools of Texas as have been evaluated and classified by the State Board of Education. No school has been considered that is not of the "AA" class. It was limited to the study of the curricula of these leading colored high schools. No other feature of the school was included; this was considered to involve a separate study. This problem was further limited to a study of the present curricula of each high school. No attempt was made to survey or investigate the curricula of past years--as the writer's aim was to compare the present curricula of the high schools with the modern-day curricula developed by the State Board of Education and authorities in education.

The curriculum of each school was presented and each curricula was considered separately except in a few instances. The reason for this was that it would require a separate study for each school's curriculum.

Definitions

"Comparative" as used in this study, means to bring together in face and examine the relations they bear to each other, especially with a view to ascertain agreement or differences one to another.

"Analysis" as used in this study means a consideration of the separate parts of the material and their relation to each other.

Review of Related Literature

J. Paul Leonard, President of San Francisco State College, in March, 1946, published his book on Curriculum Development.¹ He sought, in his book, to bring out the relation between the program of the secondary school and the social problems of each major period in our history.

Hollis L. Caswell and Doak S. Campbell, based their volume, Curriculum Development,² on extended field experience in curriculum program and on the extensive study of specific problems of the curriculum. Out of this experience and study have developed considerations, conclusions, and practices differing in various aspects.

¹J. Paul Leonard, Developing the Secondary School Curriculum, Chapter V, pp. 163-165.

²Hollis L. Caswell and Doak S. Campbell, Curriculum Development, p. vii.

A similar study was made by the committee of the department of Supervision and Directors of Instruction and the Society for Curriculum Study. The title of the book is The Changing Curriculum.¹ The purpose of the book is to make available an up-to-date summary of thought and practice. It includes the theoretical bases of the curriculum development.

Recent periodicals afforded related material on the writer's subject. The article, "The Curriculum for Learners in Our Times"² by Florence B. Stratemeyer, et. al., point out that the curriculum should be centered around the pupils' needs, interests, and the community in which he lives.

The Nation's School for June, 1947, published an article entitled, "A Student Suggests Curriculum Changes,"³ by George Austin. The author gave facts to prove that the intrinsic obligations of the educational system is to endow the youth with certain widely applicable skills and to make available to him a comprehensive program of vocational guidance.

Other books and periodicals were used that are not mentioned but will appear in footnotes on the preceding

¹Baber, Op. cit.

²Florence B. Stratemeyer, et. al., "The Curriculum for Learners in Our Times," Teachers College Record, Vol. 48, No. 7. P. 440.

³George Austin, "A Student Suggests Curriculum Changes," The Nation's School, June, 1947. P. 17.

pages and in the bibliography of this thesis.

Method of Procedure

The writer collected the curriculum of each of the ten schools.[†] A careful study of each curriculum was made, with an analysis of each course offered in relation to its credits, importance and whether it was required or elective.

The next step was to set up a standard curriculum by using information offered by the State Board of Education and viewpoints of authorities in the field of curriculum study. Each school's curriculum was compared with the standard curriculum to show the deficiencies in it.

The final step was to make suggestions, illustrations and recommendations for reorganizing and improving the curricula.

[†]Only seven of the ten responded.

CHAPTER II

THE FUNCTION OF THE CURRICULUM

A belief that educational theory and practice should be thoroughly in harmony with the social philosophy of democratic living was reported as characteristic of all but a very few of the more than three hundred teacher populations. This is not surprising in view of the long-postulated and oft repeated declaration that the chief purpose of the school is to prepare good citizens.¹

It has been argued frequently and persuasively that public education cannot effectively discharge its obligations to society if it is made a cloistered enterprise remote from and indifferent to the realities of everyday life. Practically all elementary and secondary teachers subscribe to or incline toward the view that the school should come to grips with reality and that the pupil should be introduced to the strains, stresses, and tensions of contemporary life.

The function of education is not mere working of point of view or opinion. Its validity is rooted in the deep-seated relationship between social processes and the emerging societal values.²

¹Baber, *Op. cit.*, p. 5.

²*Ibid.*, p. 67.

Study of the Traditional Curriculum

There have been several kinds of changes in the traditional subject curriculum. Probably the first of these was the addition to the existing subject offerings of those which seemed to be appropriate to the changes in purposes of the pupils who went to school. The vocational subjects were introduced to meet the demands of laboring men for a utilitarian school and those of industry for trained workers. Home economics came in with the opening of schools to girls and with the utilitarian concept of education. Subject after subject has been added but with each new addition there was not an accompanying reorientation of the total offerings or a basic consideration of the unity of the total pattern.

When only a few subjects were offered to a selected student body, all pupils were required to pursue the same subjects. There were no electives. But as the range of subjects increased and as the interests and needs of the enlarged school population became more heterogeneous, there grew up a need for selection in terms of groups of pupils. This led to the division of the secondary curriculum into classifications based upon the purposes which the subjects might serve: (1) general curriculum, (2) academic curriculum, (3) commercial curriculum, (4) scientific curriculum, (5) vocational curriculum. In different communities different names were used to indicate these divisions, but these five represent essentially the manner and extent of organization. All these led to high school graduation, and as a general rule all had a few subject requirements in

common, such English, mathematics and some history. College-bound people usually pursued either the academic or the scientific curricula; pupils entering the trades followed the vocational, and youth going into business took the commercial; those who wanted a liberal education, and did not make vocational decisions early, followed the general curriculum.¹

The existence of academies depended upon their ability to attract students; hence, it was but natural for them to offer instruction in any subject for which there was a demand. Many excellent teachers devoted their energies to the academy.

In contrast to the Latin Grammar school, whose curriculum ran parallel to the elementary school, the academy built upon the curriculum of the common school. It received pupils who had completed an elementary education, and gave them a secondary education which fitted them for active participation in the affairs of daily life or for entrance to college. The academy spread throughout the country. In 1850, according to Inglis, 6085 such schools were in the states that comprised the Union. Yet, educational opportunities were adequate to the needs of the general public.²

Unifying the Educational Theories of the Curriculum

There is a theory that the function of education is to

¹Leonard, Op. cit., pp. 142-145.

²A. J. Inglis, Principles of Secondary Education, Chapter XVI, p. 175.

train the mind, or the intellect, or to train youth to think. Robert M. Hutchins claims that if we teach youth the cultural heritage of Western Europe, we will by the process give them "adjustment to the environment of 1951, because the liberally educated man is prepared for any world that comes."¹

Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available. These factors are by no means static. Society is always in process of development; the character of the secondary school population undergoes modification; and the sciences upon which educational theory and practices depend constantly furnish new information. Secondary education, however, like any other established agency of society, is conservative and tends to resist modification. Failure to make adjustments when the need arises leads to the necessity for extensive reorganization at irregular intervals. The evidence is strong that such a comprehensive reorganization is imperative at the present time.

There are three kinds of changes that the school must recognize in building its program: (1) changes in society; (2) changes in secondary school population; and (3) changes in educational theory, under which they mention individual differences, formal discipline, application of knowledge,

¹Robert M. Hutchins, "Education for Freedom," Atlantic Monthly, 183:512-526 (October, 1941).

and continuity in pupil development. The main objectives of secondary education are known as the Seven Cardinal Principles¹--health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure, and ethical character. These aims of education were the first ones to be stated by a national committee organized to study the secondary curriculum in terms of the activities of individuals in a democratic society rather than in terms of subject achievement.

The functions of the curriculum are to be based upon a concept as broad as life itself, and if the total learning experiences of youth are to approximate the needs of social living, the curriculum must then have an anthropological and social foundation in the timeless activities of living. To secure this type of function there need to be made surveys of human experiences which have been continuous throughout history and which actually represent the major functions of living.²

A curriculum based upon this framework of needs will be as broad as life itself and will give the teacher ample opportunity to check constantly the activities of the classroom to keep them close to realistic experience. Such a scheme keeps the curriculum vital and contributes to the development of those skills and attitudes, information, and

¹W. W. Charters, Curriculum Construction, Chapter II, p. 1.

²Leonard, Op. cit., Chapter V, pp. 163-165.

appreciations needed to function successfully in a democratic society. It enables the teacher to tie together the meaningful experiences and materials from every subject field and gives purpose and direction to the activities selected or those which may be available for choice.

Another function of the curriculum is to enable the school to plan at some time in the child's experience an introduction to all of the important life experiences with which he may be continuously confronted. It reminds the teacher of her obligation to show the relationship of knowledge and principles to the social functions of living, rather than leaving these to chance. It should also provide for more even and balanced distribution of time and attention to the entire gamut of human experiences.¹

¹Ibid., p. 370.

CHAPTER III

PLANNING FOR CURRICULUM DEVELOPMENT

The first step in curriculum-development is to decide what specific educational results are to be produced.

The results to be produced should be stated in human terms. Most of them are human abilities of one kind or another. Operating within these as factors are personal qualities and characteristics of many kinds. The objectives should be stated in definite terms. When so stated, it is possible for educationists to know with certainty at what they are aiming. It is also possible for parents and students to understand.

Curriculum-development must find guiding principles which will lead it with all the certainty that is possible in the right directions. It is helpful to begin with the simple assumption to be accepted literally that education is to prepare men and women for the activities of every kind which make up, or which ought to make up, well-rounded adult life; that it has no other purpose; that everything should be done with a view to this purpose; and that nothing should be included which does not serve this purpose. When we know what men and women ought to do along the many lines and levels of human experiences, then we shall have before us the things for which they should be trained.¹

¹Franklin Bobbitt, How to Make a Curriculum, p. 7.

Characteristics of Good Planning in Curriculum Work.

There are thirteen distinct steps in the organization of a curriculum. They are as follows:

- (1) The education of the superintendent of schools to the needs for such a program.

The education of the superintendent of schools is the most important first step in curriculum development since his approval is absolutely necessary for the establishment of a sound program.

- (2) The education of the Board of Education in order to acquire legal and financial support.

Any policy or type of procedure which involves the organization of a new department appropriate funds and personnel must be approved by the Board of Education.

- (3) The selection of a curriculum director.

As the curriculum director is to be the responsible head of the curriculum organization, he should have a hand in setting up the machinery of his department and in determining the principles which shall guide the conduct of the program.

- (4) The selection of a curriculum specialist.¹

The curriculum specialist acts as an adviser to the

¹L. Thomas Hopkins, Curriculum Principles, pp. 338-44.

superintendent and to the curriculum director in relation to all problems involved in the entire curriculum program.

- (5) The formulation of policies governing the organization.

Such policies should include a statement of the aims of the program and a statement of the criteria underlying it.

- (6) The establishment of the actual organization.

Some of the most important factors which determine the type of organization to be set up are:

- a. The aims of the program.
- b. The general policies agreed upon for the operation of the program.
- c. The size of the school system.
- d. The amount of work undertaken at any one time.
- e. The amount of money available.
- f. The number of years over which the work is to be carried on.
- g. The number of peculiar local factors which are to be considered.

- (7) The education of the members of the educational corps.

The education of the members of the education corps is exceedingly important for the success of the curriculum development. In the same way that the teacher attempts to bring her pupils in readiness to act in relation to certain content, so the school system must educate the members of the corps to the point where they are in readiness to act in relation to the curriculum program.

- (8) The selection of the personnel.

The personnel should have at least a four-year college education or its equivalent. They should have had experience in teaching to be familiar with classroom problems and methods, but enough to produce crystallization.

(9) The development of general and departmental aims.

The aims committee has assigned to it four major duties for which it accepts full responsibility. These are:

- a. To set up the aims of education.
- b. To determine the aims of the various branches of study.
- c. To determine the program of studies.
- d. To settle questions of coordination and articulation which grow out of the aims of education, the aims of the various branches of study and the program of studies.

(10) The production of courses of study.

There should be an aim of education analyzed into a program of activities with aims known as ideals and a body of content growing out of these activities from further analysis, which would become the course of study for teaching.

(11) The tryout of tentative materials and courses.

Analyze the content and method of each subject included in a branch of study to discover toward what phase of the activities of life the work is being directed. Then, study other content and methods which might be included, to see if this branch of study could make a greater amount or a different type of contribution to the activities in life.

(12) The installation of the new courses of study.

The criteria upon which subjects should be included in a program of studies are:

- a. They must have a direct relation to the aim of education.
- b. They must have a direct relation to the major activities of life.
- c. They must make direct contributions to the aims of the branch of study.

(13) The establishment of a continuous-revision program.

There are a number of possible errors which may occur in a course of study even after all of the units of which it is composed have been given an experimental tryout. The first place to which committees should look for these is the outcomes. If the experiment shows that pupils are not achieving the outcomes desired, the assumption is that the aims, content, and methods of the course of study are sound, but that the outcomes are poorly selected.

If the outcomes are satisfactory, they should stand, but if they are not, other factors should be turned to. Such factors are: methods of teaching, the content, the time allotment, or the aims of the subject.¹

Elements in Effective Planning

Since the individual learns from everything to which he responds, the learner's total curriculum must be conceived as all the situations with which he must deal.

¹Ibid., pp. 350-351.

Educative experiences reside everywhere--in the home, school, church, street, library, the press, industry, radio, movies, and in many other places. All those with whom the child comes in contact are potentially his teachers. He builds his attitudes toward authority through his family, the policeman on the corner, the principal of the school, the teacher, the news reports of crime, and the like. He learns about new uses of technological resources through new equipment in his home, the advertisements in newspapers and magazines, the displays in local stores, and other media. Agencies other than the school play an important part in the education of children and youth, therefore the school's curriculum must be organized and set to include these factors.¹

When the personnel and its organization for the curriculum making program have been determined the next concern of the responsible official is the procedures which shall be employed in order that certain elements of the program may be brought to successful completion and development.²

The Association for Supervision and Curriculum Development of the N. E. A. gives as its belief of elements in effective planning the following:

¹Stratemeyer, et. al., Op. cit., p. 457.

²Edwin S. Lide, Procedures in Curriculum Making, p. 37.

Pupils, teachers, and administrators grow in understanding what life is all about.

Everyone has a chance to test for himself what is important and what isn't.

Youngsters learn by making choices and seeing how they work.

Youngsters have a chance to think and talk about our social structures and decide how it may be improved.

What happens in the school is determined by what boys and girls need individually and in groups, now and tomorrow.

The curriculum--what boys and girls do in school--has meaning and significance for the youngsters.

All community agencies, including our homes and schools, work together for better education.

There is mutual respect and confidence as we work together to improve our schools.

School programs are continually being weighed and improved in the light of tested ways of working.

Parents and citizens are helped to understand what their youngsters need to learn and how it can be taught.

State and federal aid goes to communities which cannot pay for good schools.¹

¹The Association for Supervision and Curriculum Development, N.E.A. Educational Leadership, Vol. IV, No. VI, March, 1947. p. 378.

CHAPTER IV

CRITICAL ANALYSIS AND COMPARISON OF THE CURRICULA
OF TEN OF THE LEADING COLORED HIGH SCHOOLS IN
TEXAS

Any curriculum represents the point of view of the individual or group working upon it at any given time. If the program is made solely by the teacher, the curriculum represents his philosophy, modified by the pressure of extenuating circumstances influencing his activities. If the program is prepared by a group, it is usually a compromise among the existing members, and reflects a fusion of the points of view acceptable to the majority. Change from time to time comes about only as the result of intellectual or practical dissatisfaction with what exists or as the result of outward pressure by those who are dissatisfied.

Educational research has caused us to realize the inadequacy of our educational program in fixing skills, in imparting information, or in establishing desirable behavior. We have had to abandon our faith in the general transference of learning from one situation to another. Changes in our cultural patterns, our mores, our points of view, and our system of values are made slowly, in contrast to the rapidity of the strides of industry and science. Thus it has become obvious to almost every teacher that if the school does not keep pace with changing condi-

tions, suddenly we shall wake up to find our existing program of education out of gear.

A Standard High School Curriculum

Requirements for graduation: Four-year high schools should require at least sixteen academic units for graduation. The following credits should be required for graduation from a four-year high school:

English	3 units
Mathematics	2 units
Social Studies	2 units (Include American History and Civics)
Laboratory Science ..	1 unit

Two years of Vocational Training may be taken in lieu of laboratory science.

Curricula

I. Standard Academic Curriculum

1st Year	2nd Year	3rd Year	4th Year
English	English	English	English
Ancient History or Community - Civics and Occupations	Modern History or World History	American History	Civics (1/2) and Economics
General Science	Biology	Foreign Language I	Foreign Language
Algebra I	Algebra II	Plane Geometry	Solid Geometry (1/2)
Physical Education	Physical Education		Advanced Arithmetic (1/2)
+Music	+Music	+Music	+Music

+Music may include choral music or band.

II. Standard Commercial Curriculum

1st Year English	2nd Year English	3rd Year English	4th Year English
Jr. Business Training or Community Civics	Commercial Geography (1/2) Typewriting or Occupations	Bookkeeping or Stenography I Typewriting	Bookkeeping (1/2) and Commercial Law (1/2)
General Mathematics or Algebra General Science	Algebra or Commercial Arithmetic World History	Plane Geometry American History	Stenography II or Secretarial Training Civics (1/2) Economics (1/2)

III. Standard Vocational Curriculum

1st Year English	2nd Year English	3rd Year English	4th Year English
Jr. Business Training or Art or General Science or Commercial Civics	World History	American History	Civics (1/2) Economics (1/2)
Algebra or General Mathematics	Art or Science or Algebra (1 1/2) or Commercial Arithmetic (1/2)	Plane Geometry or Modern Aeronautics	Public Speaking (1/2) Com. Law (1/2) Algebra (1/2) Aeronautics
Homemaking 1 1/2	Homemaking 1 1/2	Homemaking 1	
Vocational Agriculture	Vocational Agriculture	Vocational Agriculture	Bookkeeping or Modern Language

All courses in Music with the exception of Applied Music must be regularly scheduled within the daily program and must be taught not less than 45 minutes a day, five days

per week, 36 weeks per year to receive one unit of credit. Students who intend to major in Music in college should take Music I, II, III. Since no student may earn more than four credits in music, no school will have more than four units listed in the bulletin.¹

Analysis of the Standard Curriculum

English: All students should be encouraged to complete four units of Language Arts. The fourth unit may be satisfied by devoting a full year to a study of grammar, composition and English Literature, or a full year to speech arts, or a full year to journalism. Work to represent the courses in English should be:

- Speech I: Fundamentals of Speech 1/2 unit.
- Speech II: Oral Interpretation of Literature, 1/2 unit.
- Speech III: Dramatics, 1/2 unit.
- Speech IV: Radio Speech, 1/2 unit.
- Speech V: Public Speaking, 1/2 unit.
- Speech VI: Debate and Parliamentary Practice, 1/2 unit.
- Journalism, The course should cover a school year of nine months, each of the four units including nine weeks of regular class periods.

Social Studies should be: one year of either American history or civics, or a half year of each should be required. Each high school pupil before graduation shall have had specific instruction in the State and National Constitutions and shall have passed a satisfactory examination in each. This study may be incorporated with either American history or civics. One year should be devoted to Modern history and World history.

All social studies should be taught in the light of the

¹Standards and Activities of the Division of Supervision, Bulletin of the State Department of Education, No. 438, 1943-1944. pp. 50-54.

present day happenings. For this reason, current social economic, and political problems should be studied and related whenever possible to subjects taught.

Foreign Languages: The state furnishes texts for the first two units in Czech, French, German, Latin, and Spanish. The amount of such material should be greatly increased in the third and fourth year classes.

Because of the great interest in building cordial relations with our Latin American neighbor, it is suggested that emphasis should be given to a study of the language, of the literature, of the history, the music, the art of these countries rather than of Spain.

Science: General Science has been designated as a first year subject. It may not follow any other scheme.

General Biology has been designated as a second year subject. It should not be offered to students who are regularly enrolled in the senior year.

Physics and chemistry should not be taught below the third year.

Botany, Zoology, Physiology and Aeronautics are one year courses that aim to broaden the concept of life and a fund of information which will enable him to understand and adjust himself better to the environment in which he lives. It should lead him to the study of the problems of health; of the conservation of natural resources; of the interdependent life; and of the improvement of the race through high ideals of living.

Mathematics: Schools offering General Mathematics for

the first time must give Algebra II during the introductory year to accommodate the students who have had Algebra I. Algebra I should be offered in the 2nd year following the introduction of General Mathematics. The mathematics work of the fourth year may be made up of the courses listed for the fourth year.

Mathematics should be approached as a series of meaningful life experiences involving various types of quantitative thinking and manipulative techniques rather than as a series of mere techniques without definite meaningful associations.

Commercial Subjects: When schools are organized on hour periods, 150 minutes per week outside preparation will be required. Split periods may be allowed. Bookkeeping students who have not previously had either General Math or Commercial Arithmetic are required to take Commercial Arithmetic during the first semester in which bookkeeping is taught. A minimum speed of 30 words per minute is required for the one-half unit course, the same as that required for the one-unit course. Two units is the maximum credit which a pupil may earn in typing. No student may enroll for Typing II until an average speed of 30 words per minute for 15 minutes with maximum of five errors has been achieved.

The commercial program should contribute to the social, personal, and vocational avenues of a child's life through the development in a practical way of an understanding of some pertinent concepts concerning the organization, prin-

ciples and problems of modern business. It provides opportunities for reacting to situations which will emphasize the need for ethical thinking in the business world.

Home Economics: Homemaking is planned as a basic course for girls in senior high school who have had neither Foods I nor Clothing I in junior high school. The two courses are planned so that the student who may have the opportunity to elect but one unit in home economics may secure the basic informations which will be of most use to her in the homemaking field.

Homemaking I stresses important facts concerning nutrition and methods of preparing food to conserve food values. Practical problems of purchasing food for families at the various income levels are also worked out through the laboratory work in cookery.

One-half unit for each course constituting 1 unit for high school graduation is required.

Foods I is a course in the selection and preparation of foods.

Foods II is a continuation of the study of the family foods, needs, and the planning and preparation of meals, with special emphasis upon dinners.

Foods III stresses the study of nutrition.

Foods IV is designed to give further practice in cookery in order to develop increased skill.

Clothing I is a basic course in the principles of clothing selection and construction.

Clothing II continues the study of color, line, and design as an aid in selecting clothing which is becoming and

and in good taste.

Clothing III stresses the identification and care of fabrics so that better choices of materials for clothing can be made.

Clothing IV is an advanced course in dressmaking, especially planned to develop skill in handling more difficult materials and patterns as well as to give opportunity for some originality in designing clothing.

One-half unit offered for each course for high school graduation.

Physical Education: A one unit course is authorized in Health Education which may be placed in the Junior and Senior year of high school.

A two unit course in Physical and Health Education is authorized for Senior high schools. The same student may earn separate credits in Health Education and Physical Education, or may earn two credits in Physical and Health Education. The same student may not earn credit in all three. Two units is the maximum credit in Physical and Health Education which may be earned by any one student.

Analysis of Wheatley High School Curriculum

The curriculum of Wheatley High School of Houston, Texas falls short in comparing it with the standard curriculum. No advanced arithmetic is offered in the curriculum. This course should be included because it gives a series of meaningful life experiences involving various types of quantitative thinking and manipulative techniques. Explana-

-Standard Curriculum-

1. Phillis Wheatley OF Houston, Texas		2. Jack Yates OF Houston, Texas		3. Booker T. Washing- TON OF Dallas, Texas		4. I.M. Terrill OF Fort Worth, Texas		5. Charlton-Pollard OF Beaumont, Texas		6. Solomon-Coles OF Corpus Christi, Texas		7. Moore OF Waco, Texas		
Subjects	Elective or Required	UNITS OFFERED For High School Graduation	Elective or Required	UNITS OFFERED	Elective or Required	UNITS OFFERED	Elective or Required	UNITS OFFERED	Elective or Required	UNITS OFFERED	Elective or Required	UNITS OFFERED	Elective or Required	UNITS OFFERED
English Journalism-1	R	Pub. Spring- 1/2-3 4 Journalism-1	R	Pub. Spring- 1/2 4 Journalism-1	R	Pub. Spring- 1/2 3 Journalism-1	R	NOT OFFERED 4 Journalism-1	R	Pub. Spring- 1/2 4 Journalism-1	R	NOT OFFERED 4 Journalism-1	R	NOT OFFERED 4 Journalism-1
Texas History	R	1 to 1 1/2	R	1	R	1	R	1 → NOT OFFERED	→	NOT OFFERED	E	1	R	1
American History	R	1 to 1 1/2	R	1	R	1	R	1	R	1	R	1	R	1
Ancient History	E	1	E	1	→	NOT OFFERED	E	1	→	NOT OFFERED	→	NOT OFFERED	E	1/2 → NOT OFFERED
Modern History	E	1	E	1	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	E	1	→	NOT OFFERED
World History	E	1	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	E	1/2	→	NOT OFFERED	E	1 → NOT OFFERED
Community Civics	E	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Occupations	E	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Civics	R	1/2 to 1	R	1/2 to 1	R	1/2	→	NOT OFFERED	E	1/2	→	NOT OFFERED	R	1
Economics	E	1/2	→	NOT OFFERED	→	NOT OFFERED	E	1/2	→	NOT OFFERED	E	1/2	→	NOT OFFERED
General Science	R	1	R	1	R	1	R	1/2	R	1	R	1	R	1
Biology	E	1	E	1	E	1	E	1/2	E	1	E	1	E	1
Chemistry	R	1	R	1	E	1	E	1	R	1/2	E	1	E	1
Physics	E	1	E	1	E	1	E	1/2	E	1	E	1	E	1
General Math.	R	1	R	1	R	1 1/2	R	1	R	1	R	1	→	NOT OFFERED
Algebra	R	1	R	1	R	1 1/2	R	1	R	2	E	1	R	1
Advanced Arith.	E	1/2	→	NOT OFFERED	→	NOT OFFERED	E	1/2	→	NOT OFFERED	→	NOT OFFERED	E	1/2
Solid Geometry	E	1/2	E	1/2	R	1/2	E	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Plane Geometry	R	1	R	1	R	1	R	1	R	1	E	1	R	1
Community Arith.	R	1/2	R	1/2	R	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Art	E	1	E	1	E	1	E	1	E	1/2	→	NOT OFFERED	→	NOT OFFERED
Latin	E	2 to 4	E	2 to 4	E	2	E	2	→	NOT OFFERED	→	NOT OFFERED	E	1
Spanish	E	2 to 4	E	2 to 4	E	2	E	2	R	2	→	NOT OFFERED	E	1
French	E	2 to 4	E	2 to 4	E	2	E	2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Physical Education	R	1	R	2	R	2	R	1	R	1	R	1	R	1
Music (Band)	E	1 to 4	E	4	E	1	E	1	E	2	E	1	E	1
Music (Choral)	E	1 to 4	E	4	E	1	E	1	E	2	E	1	E	1
Typing (if Commercial Dept)	R	1	R	1	R	1 1/2	R	1	R	1	E	1	→	NOT OFFERED
Jr. Business Trng.	E	1	E	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Bookkeeping	R	1	R	1/2	E	1	R	2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Stenography	R	1	R	1	R	2	R	1	R	2	→	NOT OFFERED	→	NOT OFFERED
Commercial Law	E	1/2	E	1/2	→	NOT OFFERED	E	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Secretarial Trng.	R	2	R	1	R	1/2	R	1	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Commercial Geog.	E	1/2	E	1/2	→	NOT OFFERED	E	1/2	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED
Foods	E	1 to 4	E	1 to 4	E	1 to 1 1/2	E	1	E	4	E	2	E	1
Clothing	E	1 to 4	E	1 to 4	E	1 to 1 1/2	E	1	E	4	E	2	E	1
Vocational Ag.	E	1 to 4	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED	→	NOT OFFERED

Standard and Activities of the State Department of Education, Bulletin, No. 438, Part II, pp. 58-159, 1945.

tions and drills in the development of a clearly understood and effective technique for the solution of very specific problems in a life-like setting are a part of the course and every high school student should be given an opportunity to learn of these.

Journalism is elective in the curriculum of the school when it should be required. This course should be required and emphasized in all high schools because of its importance in the English Department of the curriculum. The aims and objectives in Journalism give a view of its important role in high school training:

1. It gives the student instruction and practice in writing correct English.
2. It develops literary style and accuracy of statement.
3. It gives some knowledge of the newspaper and its place in the present social system, its history, its growth and its power of moulding public opinion.
4. It serves as a medium for motivating and demonstrating ideas and plans for a school newspaper.
5. It gives an opportunity to "learn by doing" and is one of the centers of liveliest interest to the student.

Under the Social Studies, Wheatley does not offer Community Civics or Occupations, World History nor Economics. These courses aid in formulating the basis of the area of human activity. These activities are:

1. Getting a living.
2. Protecting one's income from non-profiting goals.
3. Expressing religious, aesthetic and national impulses.
4. Cooperating in social and civic action.
5. Choosing a vocation.

In all other respects, the curriculum of Wheatley High School compares favorably with the Standard Curriculum.

Analysis of Jack Yates High School Curriculum

The curriculum of Jack Yates High School of Houston, Texas, falls short of the standard curriculum in these courses: Secretarial training, bookkeeping, community civics, and occupations.

Secretarial training should be a course that offers 2 units for graduation, the curriculum only offers 1 1/2 units. Bookkeeping is not required; it is elective to the students in the commercial department. The standard curriculum offers bookkeeping as a required course in this department. Community civics and occupations are considered as courses that should be included in the commercial department. These courses are not offered in the curriculum of the school. If a student chooses the commercial field to specialize in, enough courses that will prepare him to sufficiently master the work should be taught and emphasized. These courses contribute to the social, personal and vocational avenues of a student's life in the following ways:

1. Through the development in a practical way of an understanding of some pertinent concepts

- concerning the organization, principles, and some problems of modern business.
2. By providing opportunities for reacting to situations which will emphasize the need for ethical thinking in the business world.
 3. By directing capabilities in commercial skills into fields of activity where the maximum service can be rendered to society.
 4. Through preparation for entering junior wage-earning positions at the end of the secondary school period.
 5. Finally, gaining information about conditions, opportunities and requirements for success in various types of business organizations.

The curriculum makes no show of chemistry as a required course in the Science Department. Chemistry is important in a high school curriculum, consequently, it should be required of all high school graduates. It gives the student an understanding of chemical phenomena which affects the daily life of the student and some knowledge of fundamental laws, theories, and facts of chemistry. The value of chemistry applies to milk, water, cooking materials and combinations, soils, common plants, and other chemical phenomena about us should be stressed. This subject should tie up with the environment in which the student lives.

Analysis of Booker T. Washington High School Curriculum of Dallas, Texas

The underlying purpose in building this curriculum for

this high school was to plan one that would best serve the needs of the early adolescent child.

Hence, the original program has been revised from time to time, retaining those subjects which are essential in developing fundamental skills and disseminating knowledge, yet including those which give the individual an opportunity to follow his own interests and to discover his own aptitudes and abilities.

The curriculum has these deficiencies in it: Modern History, World History, Community Civics, Occupations, Junior Business Training and Vocational Agriculture are not offered. Each one of these courses is included in the standard curriculum and should be included in the school's curriculum. The explanation of the importance of these courses has been given under the analysis of the other schools' deficiencies.

Analysis of I. M. Terrell High School Curriculum

The curriculum of the I. M. Terrell High School is planned and executed on the same style of the curriculum of Jack Yates High School with emphasis placed on the subjects in the special fields.

There is one aspect of the curriculum that is different from the Jack Yates' Curriculum and that is the Vocational Department, which is not included in the Jack Yates' curriculum. The Vocational Department includes the following subjects:

Machine Shop
Art

Mechanical Drawing
Woodwork Shop

Clothing
Foods

Inasmuch as there are students who are anxious to prepare themselves for manual labor and Home Economics, the makers of this school's curriculum felt the necessity of including courses in vocational training to meet the needs of the students and the community as well.

Texas History, Ancient History, Community Civics, and Economics are not offered in the science department of the school's curriculum. The place and importance of these subjects have been previously mentioned in the thesis.

In the commercial department, two of the main courses are not offered. They are Secretarial Training and Junior Business Training. These courses serve as basic courses for those pupils who will choose the commercial field to specialize in; therefore, they should be offered and required of all students who are in the department.

Analysis of Charlton-Pollard High School Curriculum

The curriculum of Charlton-Pollard High School is based mainly on subjects as are of the traditional schools' curriculum. Very little change has been made in the curriculum for several years. For the past school session, 1946-1947, typing was included for the first time. No shorthand, secretarial training nor bookkeeping are offered. These courses make up the commercial curriculum and should be offered in training students who choose this field to specialize in.

There never has been a Foreign Language Department in the school. Latin, French, and Spanish, as in the Moore High School curriculum are not included. The writer has previously stated the place and importance of these courses

in a school's curriculum. The same holds true for this school.

There is no Vocational Training in the school. Manual Training, like Home Economics in the school has no courses that are interrelated with it.

The school's music departments are very good, but not from the standpoint of teaching fundamental courses that will prepare the students to choose music as a career.

The writer suggests that Charlton-Pollard High School includes more of the courses that are required by the standard curriculum in its curriculum.

Analysis of the Solomon-Coles High School Curriculum

The curriculum of Solomon-Coles High School is quite similar to Charlton-Pollard High School's curriculum in several instances. In the commercial department, Solomon-Coles only offers bookkeeping. The other commercial courses that are needed and should be required are not included. In the Social Studies Department, these courses are not offered: Modern History, Community Civics, Occupations and Economics. In the Mathematics Department, General Mathematics is not offered and in the Modern Language Department, French is not offered.

These courses are included in the standard curriculum, therefore they play an important part in the training of students. The writer suggests that they be included in the curriculum, if the school is to adhere to the objectives of education.

Like Charlton-Pollard High School, Solomon-Coles High School's curriculum does not include enough of the courses

that are offered in the standard curriculum. A well-rounded program of reorganization and improvement should be entered into by each school.

Analysis of the Moore High School curriculum

The Moore High School curriculum is set up under a framework that is similar to the one that the criteria curriculum is set up under. The three main divisions are: Academic, Commercial, Vocational. The subjects however are distributed unequally as to the years or grades of the pupils. For instance, history is elective to a student until he reaches his fourth year, when it should be required. History or some subject of the social studies should be taught earlier in the years of high school. They relate to the present day happenings with a background of what has happened in various countries, including our own. It serves to give the pupils a basis for the knowledge to discuss and learn of the current social, economic, and political problems of the world in which he lives.

The curriculum of Moore High School does not place enough emphasis on chemistry nor economics. Chemistry is offered in the fourth year of the academic curriculum as an elective with only 1/2 unit required for graduation when one whole unit should be required and it should be offered at least in the third year of high school.

No French is offered in the school's curriculum. Since we are stressing the study of a language as a means of communication, and because of the great interest in building

cordial relations and attitudes toward foreign countries, it is suggested that emphasis should be given to a study of the language of French as well as that of Spanish. The literature, the history, the music, the art, and the living conditions and resources of the countries should be taught to give the pupils a better knowledge and a more intelligent understanding of his neighbor countries.

CHAPTER V

SUMMARY AND CONCLUSIONS

The primary function of the secondary school is to maintain and improve the democratic state. The school, thus should serve as the chief institution of society for the development of men and women who have the knowledge, the skills, and disposition to work for the good of democracy. As such, its function is primarily social, but the results of its endeavors are revealed in the character and the abilities of the boys and girls who pursue its program to completion. If the school is to discharge its obligations to the state and to its citizens, it must see clearly the purposes for which it exists and seek through every means possible to achieve the goals for which it was established.

The study, analysis, and comparison of the schools revealed the following:

1. No one of the schools measured up to the standard curriculum in every respect.
2. That three of the seven schools that were included in the study offered a curriculum that emphasized most of the subjects that the criteria curriculum emphasizes.
3. That the schools do not reveal through the units offered and required and the subjects that are elective and those required that enough emphasis is

placed on specific training through the commercial and vocational subjects.

Toward improvement and development of the schools' curriculum, some of these major goals in secondary education, then, will suggest the direction in which our schools might move:

(1) Secondary education should give primary attention to development of citizens competent and willing to make every needed sacrifice to make democracy work for all men.

(2) A concomitant of this primary responsibility is the task of developing a consuming desire for that kind of public behavior toward other nations which produces peaceful international relationships.

(3) Secondary education should develop a realization that we have adequate resources to meet the economic and social needs of all our people and that these resources must be used for this purpose.

(4) Secondary schools should make youth conscious of the fact that successful living depends upon adequate personal and public health, upon physical fitness for employment and upon satisfying social and family relations.

(5) The secondary school should help youth to understand that America's traditional economic system of private enterprise must serve the public good and that, if necessary, it must be regulated by government.

(6) Youth need to learn that all men must work to produce for individual and group welfare and that opportunities for work must always be available.

Finally, if these goals are to be attained, the first step should be taken by the high school in training these youth through a well-rounded curriculum that will reach out to touch every child.

The secondary school should see that each youth has the knowledge he needs to improve his social and economic status to the limit of his capacities, that each occupational level carries its own rewards and affords each individual an opportunity to enrich his life without striving to rise to levels where he cannot succeed.

The secondary school needs vast improvements to make it the kind of institution it can become. In a democracy, we cannot ask whether a child is the son of a laborer or of a captain of industry before we admit him to a secondary school, and we should not ask his color or race or future vocational goal before we decide whether he should be educated. That decision has already been made. We educate ALL youth. The secondary school must HELP all youth to live effectively in a democracy, must prepare well for future study those youth who can profit by a college education, and train for immediate occupational employment those who leave school at the end of the secondary period.

America possesses the money, the equipment, the philosophy, and the leadership to make its secondary schools the most powerful institution in the world for building a nation where men may live together peacefully and without fear of want. But to accomplish these goals we must act in harmony with the issues of the times.

Recommendations

In view of the material gathered from the schools in this study, their analyses, their comparisons, and their criticisms, the writer offers the following recommendations:

1. That we must build a program to teach the meaning of democracy so that we catch the idealism, enthusiasm, and loyalties of youth and tie them to the competencies necessary to make the principles of democracy operative.
2. That we must teach the tools of social and personal living so that youth will be competent to discover new thoughts and truths and to solve their problems. The school has traditionally taught the basic skills, but many times these have been so isolated from the life of the learner that we have had to rely entirely upon memory for their retention.
3. That we must teach youth that one of the most important skills they can learn is the use of the scientific method. This can be done by emphasis on courses that deal with such. The great shortcoming in the application of the scientific method is found in the field of the social sciences.
4. That we must make available to all youth a program of knowledge and one of prevention and treatment that will enable them to maintain health and physical fitness throughout life. The school health program should have five bases: (1) information necessary to maintain personal health, (2) information and attitudes necessary to maintain community health, (3) opportunities to develop physical fitness and meet recreational needs, (4) medical service to prevent and treat disease, and (5) maintenance of healthful conditions in the community. Stress on these points can be made through the courses in health education.
5. That we must provide opportunities for all youth to secure whatever training they will need to enter a productive occupation as soon as they leave school or to continue their study toward professional programs or careers.¹ Vocational programs in the school should be planned on the

¹Leonard, Op. cit., p. 550.

basis of the changes wrought by modern teachings. More of the schools need to include a vocational program in their curriculum.

6. That we should give all youth guidance in meeting their personal, social, educational and occupational problems. Guidance has a specialized and a general function. It relates to the curriculum in that it directs youth into certain areas where their needs may be met. It reaches beyond the school into the home and the community in its interest in personal and social adjustment.
7. That we should give more attention to the types of experience where skills are required. Today, more than before, mathematics is becoming a reading skill, for more and more facts are being given to us through the use of statistical data. Mathematics is primarily a tool, and as such finds application in other subjects, particularly the sciences.¹
8. That we should broaden the field of research in curriculum development and study as the story of the secondary school curriculum from the founding fathers to the present, is a story of the currents of dominant cultural thought and change.

¹G. T. Wilson, "The Social and Business Usages of Arithmetic," Columbia University Contributions to Education, No. 100, p. 62. 1939.

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