

PROCEDURE, PROGRESS, AND PRESENT STATUS OF THE  
TULSA SECONDARY SCHOOL CURRICULUM  
DEVELOPMENT

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DEVELOPMENT

By

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Bachelor of Arts

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1926

Submitted to the School of Education  
Oklahoma Agricultural and Mechanical College  
In Partial Fulfillment of the Requirements  
For the Degree of  
MASTER OF SCIENCE

1940

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## ACKNOWLEDGEMENT

Sincere appreciation is expressed to Hyron L. Shepherd, Curriculum Director and Director of Science in the Tulsa Schools, who made available an abundance of material from files in his office.

I wish to express appreciation to Dr. Marlin R. Chauncey for his friendly suggestions, cooperation and direction in preparing this research study.

I am deeply indebted to the faculty of the School of Education, especially Miss Vera Jones, Dr. John Charles Muerman and to Dean N. Conger.

I recognize and wish to acknowledge the assistance of my wife, Catherine L. Tebow in making the first copy of this thesis. Her encouragement and her interest in this study have been an inspiration to me.

Robert G. Tebow

Tulsa, Oklahoma

September 30, 1939

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## CHAPTER I

### INTRODUCTION

It is the desire and purpose of the writer to show procedure, progress and status of curriculum development in a large public school system. The term curriculum may be defined as, "All the experiences which pupils have under the direction of the school; this definition includes both classroom and extra-classroom activities, work as well as play."<sup>1</sup> The curriculum of a school system is the center around which the whole school system develops. A school using an inferior curriculum is bound to be an inferior school.

Certain experiences and practices will be pointed out and discussed in the light of success or failure in relation to progressive curriculum development. Only as we view past experiences can we note or measure progress in any enterprise. After considerable thought and study of procedure and progress of curriculum development we can come to definite conclusions as to the practicability, soundness, worthwhileness and success of this program in a school system which has made remarkable growth. It will be difficult to evaluate or designate the present status of curriculum development because any progressive curriculum program is in a state of flux or change, it is not static. A successful curriculum program must be dynamic, alive, growing, and constantly changing.

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1. Evaluative Criteria, Cooperative Study of Secondary School Standards. p. 20.

Let us review briefly the history of curriculum development in the United States. The story of the development of the public schools of the United States from the extremely simple and limited curriculum of the middle of the nineteenth century is in essence the history of education in the United States. While society was very simple the program of the schools could be correspondingly simple. The problem of education at all times has been the proper training of the individual so that he can meet his responsibilities in adult life to the best advantage, both of himself and of his community. When the duties and responsibilities of adult life were very simple the formulation of the curriculum could be equally simple. With the very marked increase in complexity of modern life the problem of training individuals so that they can meet their responsibilities becomes equally difficult and complex. Even the concept of this purpose of our schools in preparing for adult life has been changed in recent years. This has brought about many of the so-called enrichment curriculums. The curriculum is being modified from year to year as the concepts of society concerning the purposes of the school become more and more definite under the leadership of individuals seeking in every way to formulate the bases of education. This has affected the development of our city school systems and we find in almost every large community groups of school administrators and teachers endeavoring in every possible way to modify courses of study so that they meet more effectively the specific needs of boys and girls

and the needs of the community in which they will establish their homes and become happy, useful citizens.

Many of the larger cities have recognized that the curriculum must be constantly changing because of the continual changes in the social and economic structure of the community. For this reason we find the larger cities as a general rule leading the way in curriculum development.

Curriculum development is moving forward at an increasing tempo. The results of a recently conducted survey which included every city in the United States above 25,000 population listed in the Educational Directory published by the Office of Education revealed the fact that organized curriculum development programs are now under way in well over seven-tenths of these larger cities. The survey revealed one-half of the cities with population of 5,000 to 25,000, and one-third of the cities with population less than 5,000 carrying on curriculum development enterprises.<sup>2</sup>

The most common methods employed by these schools throughout the United States that are engaged in curriculum development programs are summarized in this concluding paragraph.

Many of our large cities have employed an outstanding curriculum expert whose chief duty is to guide administrators and the teaching staff in its curriculum development program. One outstanding example of a city using this method of curriculum revision is Denver. This curriculum advisor may be secured from a leading school system or promoted from the rank of its own personnel. This point will be enlarged upon in a later chapter. Many schools not able to follow the

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2. Bruner, Criteria for Evaluating Course of Study Materials, p. 107.



example of some of these leading schools profit from their experiences. Many of the results of their study and findings are available for the use of other school systems through reports, monographs, bulletins, courses of study; an unlimited amount of printed material. Such materials may be secured from the following schools systems: Denver, Los Angeles, San Francisco, Long Beach, Des Moines, Ft. Worth, New York, Tulsa, Winnetka, Bronxville, Lincoln School, Shaker Heights.

Colleges and universities have at last come to realize their responsibilities in this important curriculum development program. A few colleges and universities are making three distinct contributions.

1. They have included in their courses and offerings an opportunity to study the new technique in curriculum revision. The most wholesome innovation is the summer workshop.

2. Curriculum experts may be secured from these universities to visit a school system to counsel and advise or set up an intensive workshop within that particular school.

3. An abundance of printed materials, monographs, bulletins and books on curriculum development may be secured from these universities: Teacher's College, Columbia University, Ohio State University, University of Chicago, Colorado State College of Education, Leland Stanford Junior University, University of California, Berkley, Peabody College.

Closely related to the point mentioned above is the work of individual teachers.

Another indication of the widespread activity in curriculum construction can be found in the increasing number of courses of study that are being produced each year. Prior to 1920 fewer than 1,500 courses of study had been published in the United States. By 1937 approximately 30,000 separate subject courses of study and 10,000 general courses had been received by the Curriculum Laboratory of Teachers College. The curriculum movement has been very definitely under way since 1920 and is now touching in some measure probably more than 30 percent of the teachers of our country. This means that literally tens-of-thousands of teachers in next-to-child situations are attempting in their courses of study to describe good practice in which they have been engaged, or to put on paper their ideas as to what good learning and teaching should be.<sup>3</sup>

Many states through their State Department of Education are rendering valuable service in the field of curriculum development. Examples of these states are: New York, Virginia, California, Texas, Arkansas, Colorado, Kansas, and Iowa.

No school needs to go alone in revising or expanding its curriculum. There are in the United States at the present time outstanding educational leaders, a number of willing and cooperative colleges and universities, and several public school systems (large and small) that can, and will give able assistance in revising and building a curriculum.

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3. Ibid.

## CHAPTER II

## HISTORY OF CURRICULUM DEVELOPMENT IN THE TULSA SCHOOLS

The written record of the phenomenal growth of Tulsa reads like a fairy story. And yet we must realize that, like men of genius, some cities seem destined for greatness. Tulsa is not a city that, like Topsy, "just grewed". Tulsa was built. Men of vision have played an all important role in shaping the destiny of this great city of the Southwest. The rise of Tulsa in the past 41 years from a village of 300 people to the metropolis that she is today gives weighty evidence to back up every claim made by Tulsans that their city is indeed a Magic Empire. The townsite was not surveyed until 1900, it was a rough frontier town when Oklahoma became a state in 1907. By 1910 a new optimism was to be found. With uncanny foresight, the citizens were building hotels and office buildings, bringing in industries, establishing banks, organizing churches, and developing schools that have become nationally recognized.

No city, large or small, can rise to true greatness without the establishment of substantial homes, schools, and churches. Schools have been an integral part in growth and success of the city.

It has always been a problem in Tulsa to find enough school buildings to keep pace with the growth of population. Before statehood it was most difficult to establish a public school system. There was none in Indian Territory, only a few mission schools, some Indian schools, some boarding schools and a few cities by immense effort had established free public school systems, Tulsa among the number. But in this they met with many discouragements. One June 8, 1906, commencement exercises were held in the Methodist Church. There were just four graduates--all

girls. The next September 1,100 pupils entered the city schools, 300 in the north side school, 800 in the high school on the south side, which was made up largely of grade pupils. The high school class of 1907 showed a considerable increase over that of 1906. There were nine graduates--and one was a boy.

Such buildings as the school system possessed were badly overcrowded, the schools which began with an enrollment of 1,100 finished the school year with 1,793 pupils, an increase of 693. The next school year, 1907-1908, closed with an enrollment of 2,295 an increase of 544 and it was seen that the race between pupils and seats would be a long one.

The largest class in the high school's history, 35, was graduated at the First Presbyterian Church on May 22, 1913. It was an unusual class, too, in that a boy was valedictorian and a girl, salutatorian.<sup>1</sup>

These brief paragraphs reveal one important problem that had to be solved in some manner. That problem was the enormous increase of boys and girls attending the public schools. The outstanding characteristic of the Tulsa Schools has been--GROWTH. Not alone in numbers but also in methods of instruction, techniques employed, courses of study--in other words curriculum development. A contributing factor and largely responsible for this growth are the outstanding educational leaders employed by progressive board members. Such men as E. E. Oberholtzer, P. P. Claxton, Merle Prunty, Will French, Harry Gowan, and Eli Foster have been willing to launch out into fields of new endeavor in the educational world. Their faith, work and rich experiences are reflected in the fifteen million dollar public school system which is recognized as one of the most progressive educational systems in the nation.

No attempt will be made to list in order of importance

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1. McClintock, Tulsa, A Story of Achievement, pp. 18-50.

or degree of success methods or procedures employed in curriculum development. Certain procedures that have been tried and have become a part of the curriculum will be listed in a chronological order. As early as 1911 a delegation of women appeared before the board of education to ask the establishment of courses in domestic science and manual training. The board had actually voted to do this the previous year but lack of finances had made it impossible. From the very beginning the curriculum has been enriched with courses as home economics, industrial arts and courses such as music, band, glee clubs and art.

Early in the progress of the schools the type of organization best suited seemed to be the so-called 6-3-3 plan. This plan is closely adhered to at the present time with few exceptions. There are 30 elementary schools organized from grades 1 to 6. There are 7 junior high schools organized from grades 7 to 9. Clinton Junior High School has just the seventh and eighth grades but will of necessity in a very short time be assigned the ninth grade because of increased enrollment at Daniel Webster High School. The other two high schools are organized from tenth to twelfth grades.

Tulsa was one of the first to organize the platoon school system in Oklahoma. On May 31, 1925, announcement was made of the inauguration of the platoon system of instruction. This has resulted in a modified and enriched curriculum.

Along with the platoon school came the home room organization. Every school in the system works through and depends

a great deal on the home room. The clubs, extra-curricular activities, assemblies, in fact a major part of all school life is given expression in and through the home room.

Before turning attention to more recent curriculum procedure a list of other practices that have become a vital part of many of the schools are only mentioned in this concluding paragraph. Such innovations as a student greenhouse, home gardening, rock gardens, part time schools, night schools, and special schools such as Edison (where older children who have difficulty in learning facts from books may work with their hands), and reorganization of the health and physical education department serve to show how the curriculum in the secondary schools has been enriched.

In direct relationship with courses of study and instruction the Tulsa Curriculum Development Organization was set up in 1929, and assigned the specific responsibility of directing the preparation of improved course of study for use in all schools.

In proceeding with the development of courses of study the curriculum board and the production committee are committed to three principles.

First, the new courses of study are expected to take into account textbooks, supplies and equipment which are available in Tulsa or which can be made immediately available coincident with the installation of courses of study. The preparation committees are expected to write courses of study making use of the best the educational world offers, but they are not expected to prepare courses of study requiring supplies and equipment so far in advance of present day practice that they cannot be supplied to Tulsa classrooms when the course of study is installed. Such courses of study make interesting research problems, but a public school curriculum organization must produce courses of study that are immediately usable in the classroom.

Second, the Curriculum Board and the preparation committees are mindful of the educational attitude of Tulsa teachers. The "Educational Attitudes Survey" made in the spring of 1930 shows that Tulsa teachers in general are educationally progressive, but that some are quite conservative. Teachers will make wise use only of those materials which their training and experience lead them to understand and appreciate. While it is expected that courses of study will be progressive in tone and that teachers will be trained in the use of new courses of study as a part of their installation, yet it is recognized that if courses of study are radical and extreme they will not be respected by many teachers and very poorly used by others. To result in actual improvement in classroom practice, courses of study must not be the last to leave the old or the first to try the new.---

Third, a course of study for use in a public school must take into account what the patrons want taught. We admit that the American public school is the American public's school. Parents expect the modern school to be different from the school of their childhood, but an ultra-progressive fad which the educational leaders of the community cannot support with convincing data is not conducive to sound educational progress in any community.<sup>2</sup>

In 1932 the Tulsa schools secured permission from the North Central Association to conduct a study to determine whether or not the superior students might do six years of high school work in five, and during their last year in the secondary school do a year of work on the college level and be prepared to enter college as sophomores. These special groups were chosen in four of the junior high school, and a chart for vertical acceleration was laid out which provided for these students to be accelerated one-half year in English, social science and mathematics during the three years in junior high school.

The first class under this plan was graduated in 1939.

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2. Prunty, Merle. "The Tulsa Curriculum Development Plan", Curriculum Bulletin No. 5, 1931, Tulsa Public Schools. pp. iii-iv.

The work on a college level which these students carried ranged from the course in English to courses in history, mathematics and French. Only a few carried all four courses. It was decided a year ago to eliminate from our program the vertical acceleration plan. In other words to discontinue the program called for in the North Central Study. This plan was discontinued for one or two specific reasons. First of all the experiment was conceived as a plan to accelerate students in terms of traditionally organized subject matter. If conceived on this basis the curriculum would be laid out with certain subject matter units to be covered, and the first and paramount aim would be to rush students as rapidly as possible through this material, placing emphasis upon their ability to pass certain examinations in these subjects as outlined. This calls for an organization whereby groups of students are carried through together in as many fields as possible, regardless of the differences that may exist in ability among these students in the various subject matter fields, even though they represented the highest ability group. We must center our attention upon the individual from a broader and different point of view. In this experiment emphasis might be placed upon subject matter for subject matter's sake or subject matter will become the end and not the means. It would seem that we are interested in subject matter as a preparation for college and little else. Subject matter must be considered not only as a preparation for college



but primarily as a means of developing attitudes and ideals. Real scholarship is more than the accumulation of facts and knowledge for their own sake--scholarship is the ability to understand, interpret and use facts and knowledge. The North Central experiment did not fit in to our philosophy at all and as quickly as possible the program was discontinued.

Concurrent with this study, and in the beginning applied to the same group of children, was the Eight Year Study of the Progressive Education Program. To understand this program as related to Tulsa's Curriculum Development it is necessary to know something of the history of this Eight Year Study. The Commission on the Relation of School and College was established in October, 1930. The demand for the Commission grew out of a two-day discussion at the annual conference of the Progressive Education Association.

The Commission during the first two years had two major objectives: to clarify its own thinking concerning the changes that ought to be made in American secondary education and to devise a feasible plan of school and college cooperation. The Committee's first task was the selection of the 30 cooperating schools. It was decided to include both private and public schools, large and small, and schools representing different sections of the United States. But the chief concern was to choose competent schools which were dissatisfied with the work they were doing and were eager to inaugurate exploratory studies and changes which could not be undertaken without the freedom granted to these schools by the colleges.<sup>3</sup>

Tulsa was fortunate to be selected as one of the thirty schools. Each school developed a plan of work and decided

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3. Educational Research Bulletin, College of Education, Ohio State University. p. 220.

for itself what changes should be made in curriculum, organization, and procedure. One of the fundamental bases of the Eight Year Plan has been the complete autonomy of each school within it, and no program of evaluation, no plan of uniform records, no assistance of the curriculum staff has been forced in any of the schools not desiring to use it. Significant developments can come only out of each school's sincere attempt to serve better the boys and girls in its own community. This policy has given to the schools the freedom and the responsibility which belong to them.

As the schools developed their plans for curriculum changes, annual conferences of approximately a week in length were held during 1933, 1934, and 1935. This work was carried on almost entirely by classroom teachers engaged in the regular work of the schools while carrying full teaching loads. To aid and encourage these teachers curriculum staff members or associates were sent to different schools.

Because teachers found it impossible, even with the help of the curriculum associates to develop during the school year all the needed curriculum materials and new instruments and programs of evaluation, a workshop was set up experimentally at Ohio State University for a period of six weeks in the summer of 1936. The workshop has two rather unique and unusual features. First, the members attending the workshop came with definite projects upon which they wished to work. Second, the staff members did not give formal lectures but spent hours helping the teachers with their projects. Seventy teachers from the thirty schools attended the first workshop. This led to a second and larger workshop known as the Bronxville workshop held in the summer of 1937; and this in turn led to three workshops in 1938 at Bronxville, Denver, and Oakland.<sup>4</sup>

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4. Ibid, p. 215.

The growing interest among teachers in opportunities for study and creative work has led to a further extension of workshops similar to these mentioned above. During the summer of 1939 workshops were held in the following ten locations: Teacher's College, Columbia University, Syracuse University, Ohio State University, University of Chicago, Colorado State College of Education, Claremont College, Leland Stanford Junior University, University of Denver, and Reed College.

These workshops have been of inestimable value to thousands of teachers the last few summers. There are a number of teachers engaged in American secondary schools whose training and experience have reached a level of development in which formal courses are not the most effective pattern of further preparation. Rather these teachers need independent study on their own peculiar problems under the guidance of experts whose work has brought them to the frontier of progress in education. These workshops are established to provide opportunities for experienced teachers, administrators and counselors in secondary schools to come together for special assistance in the study of educational problems, in the development of instructional materials and plans, in the study of the needs of adolescents and problems of individual guidance, and in the development of plans and instruments for the evaluation of educational programs.

The summer workshop is not entirely new to Tulsa

teachers. Dr. F. E. Knight, University of Iowa, who evaluated a course of study in arithmetic gave this interesting report some eight years ago.

As far as the writer knows Tulsa constructed her course of study in arithmetic by the use of a method entirely unthought of a decade ago. A group of experienced teachers was selected for the work, ample funds were provided and a counselor appointed. After preliminary conferences in Tulsa, the curriculum committee packed its books and references and left town, settling for the summer in a university research laboratory. For one hour each day the members of the committee attended class in the problems of teaching arithmetic. The remainder of the day (and the writer suspects generous fractions of many evenings also) was spent by the committee on the Tulsa course of study. Hundreds of miles from possible interruptions, with a group spirit fostered by isolation from familiar scenes, with the run of an excellent library, in daily contact with a counselor and many advanced students from the four quarters of the nation, the Tulsa committee concentrated upon and produced work of real merit.

The proof of a superior course of study as all will agree, is superior work by pupils. The results on independent tests at the end of the first year of the Tulsa Course of Study showed far more than a normal year's gain by almost all of the classes in the greater number of segments of the curriculum. The writer makes bold to predict that these gains will be matched by even more desirable ones as the new course of study is put to use during the next few years. The conclusion drawn after rather critical observation is that not only teachers and pupils are happy with the new course of study, but they are more competent because of it.

In guiding the destinies of a school system, good intentions, unquestioned devotion, and ceaseless labor are important; but these are not enough. Insight and technical skill are essential. The Tulsa arithmetic committee possessed excellent intentions, its devotion was evident, and it was prodigal of its energy. Whether or not it possessed sufficient insight and technical skill to discharge its responsibilities can best be appraised by what happens in the classrooms during the years 1931 and 1936.<sup>5</sup>

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5. Knight, F. E., op. cit., pp. ix-xi.

Tulsa was well represented in the summer conferences held in 1933, 1934, and 1935. At the first workshop held at Columbus for six weeks in 1936 the board of education sent six teachers, paying all necessary expenses. The following summer, 1937, sixteen teachers were sent to Bronxville and in 1938, twenty-six teachers were sent to Denver. The summer of 1939 found fourteen going to Denver workshop and sixteen going to Chicago. One of the important factors in Tulsa's curriculum development can be attributed to the work of administrators, directors and teachers in these summer workshops. From these teachers came the leadership necessary to carry out the program. They are found serving on various committees, as directors of the curriculum council, as council members and as leaders in study groups and are responsible for in-service training of teachers in understanding the new curriculum program.

In the beginning of these two experiments only four junior high schools were included: Cleveland, Horace Mann, Roosevelt, and Woodrow Wilson. The students were superior in academic ability, representing approximately the upper fifteen percent in each school. The teachers of these groups were freed from the requirement of following a formal course of study and were encouraged to use methods and materials independent of the prescribed course if they deemed it advisable. An attempt was made to enrich the materials of instruction, and a variety of experimental procedures followed, some of which were most successful, some of which

were not. Considerable emphasis was placed upon encouraging students to participate in creative activities. Throughout the program an attempt has been made to adapt methods and materials to the capacity, needs and interests of the individual. From the very beginning of the program administrators, directors, and teachers were serving on committees, meeting, studying and planning and working together. In September, 1936, the first of the groups included in the study entered Central High School. It then became evident that there was need for a coordinating committee. Consequently in September, 1936, a Curriculum Steering Committee was appointed to recommend to the secondary school staff adjustments, administrative procedures, and teaching practices, which it believed promised improvement in curriculum development. The committee began work immediately and on October 15, 1936, submitted Report Number One, "Suggested Aims of Secondary Education and Their Implications." Report Number Two, November 5, 1936, "Steering Committee Report Concerning the Two Studies Now in Operation in the Tulsa Secondary Schools." Report Number Three, December 10, 1936, "Aims of Secondary Education and Some of Their Implications." (A revision of Number One.) Report Number Four, December 10, 1936, "A Study of Curriculum Re-organization." Report Number Five, December 17, 1936, "Suggested Outline of the Core and Elective Portion of the Secondary Curriculum." Report Number Six, December 18, 1936, "Suggested Procedure For Continuing Our Curriculum Study."

As an example to show the work of the Steering Committee

a copy of Report Number Six, "Suggested Procedure for Continuing Our Curriculum Study," is found in the Appendix, page 46. As suggested in this report, the principals and department directors were informed as to the recommendations of the Steering Committee. It is interesting to note the reaction of the principals and directors after receiving one of the Committee Reports. A copy of the minutes of a meeting of principals and directors shows clearly what a painstaking task and slow procedure sound curriculum development must necessarily be. These minutes are found in the Appendix, page 48.

Three distinct factors stand out in these minutes:

1. It was recommended that subject matter directors study these objectives and implication in terms of subject matter and methods.

2. The principals were asked to discuss these objectives and implications with reference to their relation to organization and administration of the secondary schools.

3. The principals are to discuss objectives and implications with their faculty and ask all teachers to make suggestions and criticisms which seem to them important.

Thus principals, directors, and teachers must contribute and cooperate in any kind of a successful curriculum development program.

A letter which reveals that friendly relationship existing between the Director of Science and one of his fellow teachers is found in the Appendix, page 49. A willingness

to serve on committees and to spend long and many hours outside of school marks the success of the program. The work of all the committees, principals, directors, and teachers culminated in putting together and editing a booklet entitled, "Building a Core Curriculum in the Tulsa Public Schools." The term "core curriculum" had been changed to "general education". The booklet is divided into the following sections:

A Statement of Principles Basic to the Development of a Core Curriculum.

Building a Core Curriculum in the Tulsa Public Schools.

Aims of Secondary Education and Some of Their Implications.

Suggested Outline of the Core and Elective Portion of the Secondary Curriculum.

Report of Study Committee.

The remainder of the booklet is given over to development of certain core areas such as "Building and Maintaining Physical and Mental Health."

A statement can not be made as to the value of this piece of work. It has helped greatly in clarifying and unifying the thinking of the entire staff. It has often-times been referred to as "the little green Bible". In other words it has been our guide to curriculum development the last few years. A definite and clear statement of aims for secondary education in Tulsa is of great importance. These aims as adopted are:

I. To develop a fundamental faith in the American Ideal of Democracy and to develop those attitudes, skills, and understandings which will enable the individual, as a member of



the social group concerned, to become a positive force in the process of its achievement.

2. To develop an effective personality through an understanding of self and through an appreciation of the importance of the aesthetic and the spiritual in human activities. The most wholesome method of bringing about a change is not by means of a revolution but by a natural process of slow, step by step progressive procedure. Central High School for several years has been gradually revising and improving courses of study and working towards the aims suggested above. Need for curriculum revision has been very keenly felt in the junior high schools. Because of a great deal of interest on the part of teachers and principals, Woodrow Wilson Junior High School inaugurated an intensive study-program in the spring of 1937. The results of this teacher-study program was a determined effort made to find the interests of boys and girls in the seventh grade. Questionnaires were sent out to students and parents in nearly all the junior high schools to ascertain the interests and needs of boys and girls. This is better explained in a Foreword written by the principal of Woodrow Wilson. This Foreword was included in a monograph; "Study of Interests of Approximately 200 Seventh Grade Children in Core Curriculum Experimental Groups at Woodrow Wilson Junior High School." Following this copy will also be found a "Survey of Needs of 88 Seventh Grade Students," Horace Mann Junior High School. Please turn to the Appendix, page 51 and 57.

As suggested above, other schools cooperated in this study and all their findings were pooled together and submitted to the summer workshop group that went to Bronxville. Some of these were given the assignment to build problems or core areas for the seventh grade. The work of this group at Bronxville, set into motion the most progressive curriculum revision program ever realized by Tulsa, and perhaps not comparable to any large school system in the country.

A school within the school was set up at Woodrow Wilson. All boys and girls in the seventh grade were given their choice of entering this new school or of continuing subjects and courses of study as of previous years. Approximately two hundred boys and girls entered this school. The teachers were given the problems or source units worked out during the summer. The science, English, social studies, art, mathematics, music, and physical education teachers involved talked over the possibilities of various steps in the analysis of the problem as outlined with reference to the Wilson School set-up and selected the particular aspects of the problems which each thought could work in most logically and naturally in his or her particular field. All teachers were free a period a day to meet and have conferences to prevent overlapping or duplication. At frequent intervals they checked the aspects of the problem which had been taken up to date and added other activities which were appropriate for the particular time. After the problem had been fairly well covered teachers compared results and checked on omissions

before completing the unit in all classes. The teachers involved brought their final analyses and outcomes into conference where all were assembled in the final draft of the problem which is an outcome of the pupil-teacher planning and presentation for the original problem.

This group of teachers were the pioneers in a movement that today is to be found established and successfully working in every junior high school in the city. Because of the success of the school as it was set up in Woodrow Wilson in 1937-1938 other junior high schools demanded general education programs. That was the reason so many teachers were sent to the summer workshop in Denver. These teachers were given the same assignment as those attending the Bronxville Workshop; to work on individual problems, to explore core areas or develop source units. Just the meaning of the term source units and how they were developed by the Denver group are to be found in the Appendix, page 64. Many of the twenty-eight teachers were to return in the fall and work in general education in their respective buildings. The school year 1938-1939 found general education programs organized as follows:

- Seventh Grade--Cherokee, Cleveland, Clinton, Horace Mann, Lowell, and Wilson Junior High Schools.
- Eighth Grade--Lowell, Horace Mann, Roosevelt, and Wilson Junior High Schools.
- Ninth Grade--All Junior High Schools, except Roosevelt and Cleveland, Cherokee and Webster High Schools.
- Tenth, Eleventh, Twelfth Grades--Cherokee and Central High Schools.

Many of these schools were carrying on general education

programs as well as regular secondary class work in academic and vocational fields. For example, not all the seventh grade children were in general education in Clinton, there were just four sections or 160 pupils. This was true of all schools except Lowell. The school year 1938-1939 found Lowell Junior High School gaining national recognition. Every pupil in the seventh, eighth, and ninth grades were included in the general education program. Because of the leadership of the principal and teachers and their successful school year other schools will greatly extend their program. During the coming school year 1939-1940 the general education program will be organized as follows:

- Seventh Grade--All schools and all children, except Roosevelt.
- Eighth Grade--All schools and all children.
- Ninth Grade--Cherokee, Lowell, Webster, Wilson, and three sections in Horace Mann.
- Tenth, Eleventh, Twelfth Grades--Central, Webster, and Will Rogers will require general education classes along with electives in academic and vocational courses.

At the outset of this chapter a statement was made that the outstanding characteristic of the Tulsa school system has been its GROWTH. A history of Tulsa's Secondary Schools is a story of not only growth in numbers of boys and girls attending schools, but many new buildings, new and progressive practices have been introduced, and a spirit of optimism prevails. Educational leaders have given Tulsa a progressive school system to keep pace with an alert, progressive and growing city. The board of education has employed outstanding principals and teachers and without

stint of funds have provided them with nearly every conceivable teaching device. Libraries are well provided, and individual classrooms have adequate books, maps, globes, charts, apparatus, for experiments, visual education materials, and all sorts of instructional supplies. Opportunities for teacher visitation and observation in other schools; excursions for pupils to community projects, are a few examples of efforts being made to offer to Tulsa an enriched curriculum program.

## CHAPTER III

## OUTSTANDING FEATURES CONCERNING TULSA'S CURRICULUM DEVELOPMENT

At the present time administration, organization and methods of teaching in general education are very much alike in the senior high schools and junior high schools. For this reason a few broad general statements can be made concerning the present status of curriculum development in Tulsa Secondary Schools. Tulsa is in the midst of building a curriculum which provides rich and meaningful experiences in the major aspects of life such as will promote the most effective participation in a democratic society and optimum personal development. Such a curriculum which is both integrative--developing the skills, attitudes, understandings, habits, interests, and appreciations necessary for effective participation in a democratic society, and at the same time, differentiative--meeting the special needs of the individual student and developing his interests, abilities, and aptitudes, calls for this curriculum revision program.

The portion of the curriculum which deals with the fundamental areas of learning and experience necessary for all educated persons in a democracy is known as general education. It is based upon functional needs and significant life problems and cuts across all subject matter and departmental boundaries and is concerned with the solution of problems rather than with subject matter content. This point needs to be clearly understood.

Due to the nature of the general education program, it

must of necessity confine itself to the needs and interests of a majority of all students. This leaves a broad field open to the special subjects in meeting the needs and interests of special groups. We still have an obligation to those students who have special needs or interests in such fields as mathematics, foreign language, English, arts, science, home economics, and commerce. There is a need for special subjects with trained teachers to instruct in those subjects. The special groups who are preparing for definite college courses or who need specific training for business or the arts are entitled to that training. Many of the teachers and administrators place much importance upon the portion of the curriculum which meets the special needs and interests of individual pupils or groups of pupils and believe that approximately as much of the pupil's time should be spent in special fields as in general education. As the objectives of the latter are achieved, as individual needs and interests develop and as the student displays particular aptitude for a specialized field, part of his time is transferred from general education to the elective portion of the curriculum. Although it is planned that the general education program will take all of the child's time in the seventh grade the amount of time spent in general education will decrease with each grade, as the time allotted for special interests increases, so that by the time the child reaches the twelfth grade all of his time except one hour will be spent in the elective portion of the curriculum. At the present time it seems quite

necessary that the special subjects be re-organized in the light of the objectives and the materials which are covered in the general education program. Re-organization of courses is needed to eliminate excessive duplication between subjects and unnecessary duplication between grade levels. It has been the duty of the special subject teachers and the subject directors to re-organize their materials to meet these needs. Much of the success of this new program has depended upon contributions of the experiences and information of the highly trained special subject teachers and the organized departments.

To show the contributions of directors of departments, let us consider the remarks of Nelle E. Bowman, Director of Social Studies.

We find more time being given to Social Studies in the general curriculum as a whole. Many of the progressive schools have made Social Studies the core of their curriculum. This may be due to the wider scope of the field and to the fact that Social Studies has become an all inclusive subject of human relations.

The tendency is for the courses to be more practical and functional. Many of our traditionalists deplore dividing the time of their pet subjects, history, geography, and economics but they must accept the challenge of the changing society. We instantly change our hats and our style of hairdress, our automobiles and our household equipment to meet the changing social customs, so, naturally, Mr. Wesley says, our curriculum "must slough off those elements that have become useless, must alter its emphases to fit new conditions; and it must add those new elements that have become an integral part of the society in which it functions".<sup>1</sup>

\*\*\*But all re-organization demands teachers of wide experience with a very different training from that of

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1. Wesley, Edgar. Teaching the Social Studies, Heath and Co. 1937, p. 146.



the past. If we expect to emphasize the contemporary and controversial we must have teachers with wisdom and tact who can evaluate materials and can lead students to search for and recognize sound information. It calls for a very different classroom procedure. If we are to train students to live in a democracy, we must have them experience democracy in the every day processes of living. They must learn to read newspapers intelligently and to be aware of all the factors entering into the formation of public opinion. This demands high art in teaching and teachers of experience, wisdom, courage, initiative and resourcefulness. It also calls for sympathy and co-operation of administrators and school officials.<sup>2</sup>

Certainly the work of outstanding departmental directors who are scholars as well as teachers have contributed much to the success of Tulsa's program. Miss Bowman suggests that there must be that willingness on the part of all to accept the new in education. Many principals, directors, and teachers have been very critical and skeptical of general education practices. They have vigorously shaken the sieve so as to separate the unsound educational practices and theories (these might be called the fads and frills) from that which is sound and practicable. This has had a tremendous influence upon Tulsa's curriculum development. It has been a slow process. But once set in motion there has been no turning backward, there has been constant progress and growth.

Richard Lloyd Jones, Editor of the Tulsa Tribune, makes some interesting comments in an editorial:

\*\*\*\*Granted: there is too much formalized education for some people and not enough for the many jobs that need trained minds. We doubt that the answer is too much

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2. Bowman, Nelle E., Some Philosophy and Experience in Evolving a Social Studies Program in Tulsa. Board of Education, Tulsa. 1939, pp. 10-11.

education. But a little, poor education is just as dangerous.

The nation is spending \$1,950,000,000 annually upon public education. That is not too much, if it is purchasing enriched lives for the individual and compensating citizenship.

\*\*\*But new occasions arose that called for new duties. The schools did not make the adjustment fast enough. The American people are essentially conservative; now and again they follow will-o-the-wisps. But soon they are back on the clear track again. They do not like their lives to be dislocated suddenly and radically. And so they did not want startling innovations in their schools; parents did not like to have Johnnie and Susie coming home with entirely different problems than they had had in school; it was disrupting to the family and the household. So our schools reflected the alertness of the stolidity of the community.

Progressive Education became a term to be juggled with. So general is the misconception of progressive education that all sorts of educational atrocities are committed in its name; and crimes attributed to it which are the result of misuse of the fundamental principles of progressive education. Progressive education is accused, for instance, of making studies so easy that Johnnie doesn't know how to do a hard job; that Susie only has to study what she likes. It's all just play.

This is true only of the imitation. Sound progressive education, to define it in abc terms, is learning by doing, i. e., relating new facts to things the child is familiar with. This and self-discipline which is the hardest discipline in the world, are the surest safeguards in a democracy against autocracy. Progressive education is not the pouring in process as we used to know it in school. It is training the mind to think.

There is some compulsion in every job that's worth a hoot. There is also authority. There was value in drill; it was right or it was wrong. No immature "opinion" or "good enough" answer will replace it.

Half-baked ideas about progressive education are responsible for most of its criticism. There are teachers who believe they are using progressive methods when they make all work so attractive the children just love to come to school. Addled thinking by the teacher turns out muddled minds. It is that product of our schools that calls forth indictments such as that laid down by the educators themselves.

Tulsa has progressive education in its schools. When these criticisms are leveled at education Tulsa may with some pride look upon her schools and find most of the indictments being met. Tulsa schools have been singled out for national honors. Tulsa was selected as one of the thirty cities in the United States wherein

to experiment with a correlation of studies along progressive lines. Tulsa was wise enough to accept and apply it to only a part of the student body, as experiments should be tried. The teachers were carefully picked. It was all conditioned to prove something, or prove nothing.

Tulsa has its teachers on national councils, which are studying trends. Tulsa's curriculum is the subject of study, by groups of teachers, every summer. Tulsa's curriculum is not static. It is growing, adapting itself to needs.

All of this has been self-generated. Tulsa looked into its own school affairs ten or a dozen years ago, and found them wanting. What Tulsa didn't have that it thought it needed, it went outside the state and got. Tulsa has since had a series of able school administrators. Tulsa used to be a mecca for some of the best teaching talent in the country. But salary cuts, not yet restored, have lost Tulsa many good teachers. But there are many good ones left; and some who would be outstanding in any system.

It is proper that Tulsa should guard jealously this position of importance which our schools have earned.\*\*\*\*

The way the schools accept criticism, hold the helm so as to still serve the times without yielding to it, will test their true worth. And they will come through.<sup>3</sup>

The criticism, the harsh words spoken, the unwillingness to be daring exponents to the new, all these have been blessings in disguise. Because of critical mindedness and thinking we have been free from many practices that might retard our progress. Teachers have been given a great deal of freedom. Along with this freedom teachers have accepted responsibilities and in many instances have made many contributions to the program. An example of leadership on the part of teachers is found in a set of Recommendations to the Tulsa School Administrators; Appendix, page 71.

A recommendation was made that a Curriculum Council with a Curriculum Director be set up to plan and lead the way in the program. At the present time there is a director and

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3. Jones, Richard Lloyd, Indictment of Public Schools, Tulsa Tribune, Thursday, December 15, 1938.

a curriculum council, made up of principals, directors and teachers with at least one teacher from each of the secondary schools. The purposes of this council are:

1. To serve as a clearing house for ideas concerning the general education program.

2. To study ways and means by which the program can be developed.

3. To recommend to the principals and directors the procedures and policies which may further the curriculum development of the secondary schools. The curriculum council has no power except to recommend. It rests with the principals and directors to make recommendations concerning the policies and procedures of curriculum development to the superintendent.

During the year 1938-1939 the director and curriculum council has been the guiding hand for the schools. The council has kept all members of the entire teaching staff informed as to plans and progress of the programs. Many bulletins have been placed in their hands so as to clarify the thinking of teachers and enable them to make plans for the future. A general bulletin issued by the council is found in the Appendix, page 73. This bulletin defines certain terms and helps to interpret the direction that general education is attempting to take.

In March, 1939, a committee from the Council made out a questionnaire which was sent to every principal, director and teacher in an attempt to get an expression of approval

or disapproval as to the progress and results obtained thus far in the general education program. A few points should be given special emphasis. Section 13 has to do with extension of the program. The question is asked--Should the general education program be expanded and put into operation:

- A. throughout the entire seventh grade in your building?
- B. throughout the entire eighth grade in your building?
- C. throughout the entire ninth grade in your building?
- D. throughout the entire tenth grade in your building?

Replies from those now in general education were as follows:

- A. 65 yes: 1 no.
- B. 59 yes: 3 no.
- C. 49 yes: 5 no.
- D. 5 yes: 2 no.

Replies from those not in general education were as follows:

- A. 4 yes: 11 no.
- B. 4 yes: 11 no.
- C. 4 yes: 11 no.

No school principal, director, or teacher has been forced into general education. Each school was given a choice to be in or out of the program. For this reason Roosevelt Junior High School, during the school year 1939-1940, has decided to have only a few sections of the eighth grade in the program. This is a very significant fact. Throughout the program principals and teachers may feel that they are doing the thing of their choice, that they

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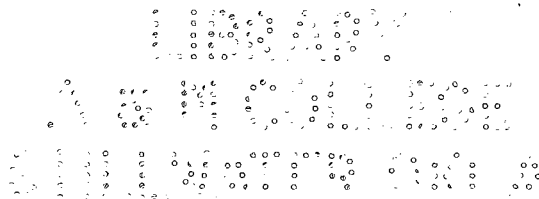
have a right to determine certain issues or policies of their school.

Section 14--If this program should be extended to include teachers who are not working in the program, how can they best be prepared for their new work?

The following suggestions were made: workshop, 23; conferences, 26; visitations, 9; a Tulsa summer conference, 9; instruction in philosophy, 14; discussion groups, 4; work units, 8.

This has been a problem and will continue to be a problem of first magnitude--how to prepare principals and teachers for any change from the old to the new practices and techniques. The best plan is a definite, well organized, in-service training of teachers and other educational workers. Regular conferences or meetings have been held throughout the year. No teacher wishing to become well informed about general education can conscientiously say that she has not had a chance to know and understand the program. Only in a few instances have teachers made no effort to become informed about the program. Regular meetings were held every two weeks for the different grade levels, once a month a departmental meeting was held and once a month all teachers in the program gathered for a general conference. Teachers were welcomed and many visitors attended the curriculum council meetings held every two weeks.

Another important function of the council has been arrangement for a weeks conference held under the guidance of the Progressive Education Curriculum Staff. These



conferences at first were of inestimable value in giving to the teacher the philosophy of the program, an understanding of actual procedures of teacher-pupil planning and teacher daily conferences. The relationship of the Curriculum Staff and the Curriculum Council is to be found in the minutes recorded April 13, 1939. This was a joint meeting of Staff and Council members. These minutes are to be found in the Appendix, page 76 ff.

The Evaluation Staff under the guidance of Dr. Ralph Tyler, has held an annual conference the past few years. Regular faculty meetings within each building have contributed much in broadening the views of individual teachers. An abundance of material on curriculum development is to be found in the Tulsa Classroom Teacher's Library. Throughout the Tulsa System the current of in-service training of teachers moves on and on--slowly at times--but ever constant and sure. This is the key to success of any school system.

In the questionnaire mentioned above teachers were asked, "What are the values in the new program which are significant and which should be extended?" Answers given from teachers working in the program were given as follows:

- |   |     |
|---|-----|
| A. Pupil-teacher planning.                                      | 45. |
| B. Teacher-group planning.                                      | 35. |
| C. More suited to pupil needs and problems.                     | 33. |
| D. Develops initiative and self-direction on part of students.  | 26. |
| E. Opportunity for better and more creative teaching.           | 18. |
| F. More opportunity for integration.                            | 21. |
| G. Cooperation among teachers and appreciation of others' work. | 26  |

H. Greater opportunity for guidance.	16.
I. More democratic procedure.	20.
J. More attention to objectives and behavior patterns.	16.
K. Development of problem solving technique.	5.
L. Teacher load lighter.	5.
M. Subject matter means and not end. (better teaching).	11.
N. Stimulates teacher professional growth.	3.
O. Richer experience for children.	5.

The above statements give expression of the real value of the program. Those who have actually worked in the program and who know something about it, should be able to evaluate it in terms of success or failure. Such statements as these have carried a great deal of weight in determining the expansion of the program.

A very interesting and an entirely new experiment in the field of education was carried on in Tulsa at the close of the school year 1939. The Tulsa Conference on Education held May 29 and continuing through June 10 was an interesting and valuable professional experience. Three hundred and ten Tulsa teachers and one hundred teachers from outside the city attended the conference. The Tulsa Public Schools and the University of Tulsa cooperated in the plan. The general theme of the conference was:

"Adjusting the Educational Program to the Needs of the Community." There were six areas of discussion led by such eminent authorities as

1. Improvement of Instruction, Supervision, and Administration. Dr. Claude W. Knudsen, George Peabody College for Teachers.



2. Evaluating Secondary Education, Dr. J. Wayne Wrightstone, Ohio State University.

3. General Education, Dr. H. L. Caswell, Teachers College, Columbia University.

4. Improving Instruction through Activity Teaching, Dr. Lois Coffey Mossman, Teachers College, Columbia University, and Dr. Harry C. McKown, educational writer and lecturer.

5. Integrated Program for Elementary School Reading, Language, and Social Studies, Miss Helen Gibbons, Colorado State College of Education, Greeley, Colorado.

6. Behavior of Individuals, Dr. Paul Witty, Northwestern University, and Dr. Harriet O'Shea, Purdue University.

An attempt has been made in this chapter to point out the outstanding features of Tulsa's curriculum program at the present time. Following is a brief summary of these practices.

The schools are attempting to give to the boys and girls experiences in democratic living, to shape the pupils' course so that it is best fitted to his needs and so that all his work has meaning and significance for him. If his interests are in special fields or special subjects he may be given special training. Administrators, directors, teachers, and outside curriculum experts have done much to fit the school curriculum to the needs of individual communities. Many of the fads and frills have never been undertaken--the new has been tried and accepted only after much counsel and deliberation. There has been a mass movement of in-service training of teachers so that those most responsible may serve better the boys and girls of Tulsa.

## CHAPTER IV

## CONCLUSIONS

The purpose of this study has been to get an understanding of methods employed, to follow through the growth and development of these methods and practices and in the end to evaluate Tulsa's curriculum program at the present time. The writer has for the past eighteen months been given many opportunities to gain first hand information concerning the program. As a result of such experiences as serving on study committees, attending summer workshop, member of curriculum council, classroom teaching, visitation of other schools, and conferences with outstanding curriculum leaders, the writer has made some very definite findings or conclusions.

1. Boys and girls in the secondary schools find themselves in a curriculum which has rich and meaningful experiences. Visits to classrooms indicate that the children are happily, busily, and, apparently, properly employed. If a recitation is in progress it is easily seen whether there is a good attitude on the part of the children toward the work they are attempting to do. The visitor can see whether there is real interest, whether the children are thoroughly alert and responsive. It is possible in many instances to get some notion as to organization of the material which is under consideration by the teacher and pupils. Conversely, it is possible at times to observe what seems to be poor organization, where children are not alert, where there is considerable inattention and unjustifiable confusion due to

the lack of well organized plans on the part of the teacher and pupils.

2. The pupils are taking a larger share in planning individual and group work. The teachers are taking the pupils into their confidence at the beginning of the year's work and are saying to them: "This is what we have in mind. Let us investigate it together to see what its possibilities are and then work it out jointly." Most students welcome the opportunity to share in this way and their contributions are very much worth while. They engage in such undertakings with purpose and enthusiasm.

3. Many kinds of questionnaires such as employed by Woodrow Wilson, (page 50) and pupil--investigation projects devised by Horace Mann's pupils and parents, (page 57) have stimulated a great amount of interest in their work. Instead of memorizing parts of textbooks, the pupil undertakes, under guidance, the investigation of a topic or the working out of an experiment. He learns how to use books and other materials for a purpose, how to plan and carry through an investigation and how to draw conclusions and report them to his group. There are bound to be fewer failures in the schools because of this increased responsibility in choosing and planning the tasks before them. This results in parent co-operation with the schools, because they realize that their children are happy and progressing in their school experience.

4. Many teachers have become guidance minded. The

results of principal-teacher questionnaire (tabulation, page 54) gives the opinion of teachers in this regard. The teacher no longer conceives that his chief task is to be the discovery of what a student does not know. He comes more and more to understand his responsibility to be that of leadership and guidance of the student in his work. The classroom teacher has become a guidance expert. There are several plans at work to bring about this proper relationship:

First, Teachers have been advanced with pupils year after year. There is provision for more complete and effective study of individual students; (a) by keeping and using fuller and more significant records over a period of years; (b) by recording significant incidents in the life of the student observed by teachers in classroom, assembly, on the playground, wherever the teacher has an opportunity to note individual behavior. Thus the teacher becomes better acquainted with children, may better study them as individuals than otherwise would be the case.

Second, Teachers in many instances have about the same number of children in each class (many have an average of 40) but are meeting double periods. Lowell, Cleveland, and Horace Mann teachers are attempting correlated or integrated courses. For example, many units of work can be taught by teachers of science, social studies, and English. The success of these courses depends on the breadth of view of the teachers involved. So far, such

courses are rather experimental and much more work needs to be done.

Third, Teaching has become a sharing process. Teachers are participating more fully, cooperating with each other in planning work, sharing teaching responsibilities, and evaluating, critically, the results of their own work. Many of the teachers are attempting to understand the other teachers' subjects, interests, and points of view and to discover how he may work most effectively with them. In every secondary school in the city, teachers working with a particular group of children meet together in a teacher-planning conference one period every day. This one practice is the most outstanding feature of Tulsa's Curriculum program. From this conference radiates the spirit of progress, goodwill, and cooperation.

5. The administration of the schools has moved definitely toward friendlier relations and closer cooperation with teachers and a willingness to become more and more concerned with the major problem of education. That problem is supervision of instruction. The administration has taken three definite steps that will assure improvement of instruction.

First: Expending a great amount of money to send a number of principals, directors, and teachers to the summer workshops. (Thirty being sent the summer of 1939.)

Second: Establishment of an annual Tulsa Conference on Education. (310 attending the first conference, 1939.)

Plans are being made now for the second conference.

Third: A vast amount of money is spent annually for library books, materials of all sorts, sound projectors, films, an abundance of instructional supplies. (Approximately \$150,000 in this year's budget, 1939-1940.)

6. The administration is attempting to inform the public regarding the policies, programs, objectives, activities, and plans for the future of the schools.

7. The schools are becoming a part of the community. Evening classes are being held in many of the schools. These after-school activities consist of shop work and gymnasium classes. Certain experiments are being carried on such as the pre-kindergarten school. Daniel Webster established one of these schools last year, 1938-1939.

8. More and more the community becomes a part of the school. The administration provides transportation for frequent excursions away from the school to manufacturing plants, union station, the post office, and other centers where the work of the community is in progress. The Administration has sponsored with the assistance of the P.T.A., summer playground parks. Thus we see the community becomes a part of the school.

In this chapter the writer has attempted to point certain outcomes of this new curriculum program. Schools exist for boys and girls and they must be happily adjusted to attain any degree of progress. An attempt has been made to evaluate the program in the light of its effect

on the lives of boys and girls. Next in importance to the boys and girls in the schools are the teachers. What has been their part and how they have contributed in this program? Last, the cooperation, assistance, and encouragement that the administration of the Tulsa Schools have given to pupils, teachers, and patrons.

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## APPENDIX

C O P Y

P. E. A.  
Steering Committee  
December 18, 1939  
Report No. Vi

SUGGESTED PROCEDURE FOR CONTINUING OUR  
CURRICULUM STUDY

Thus far in our curriculum study we have accomplished the following:

1. The formation of a statement of the aims of secondary education in Tulsa and some of their implications.
2. Acceptance of this statement of aims and implications by the secondary school principals and subject matter directors.
3. A statement of the implications for each subject matter area growing out of the statement of aims and implications.
4. The formation of a suggested outline which might be followed in reorganizing the secondary school curriculum in a manner more likely to achieve the desired aims of secondary education.

The suggested outline to be followed in our attempts to reorganize the secondary school curriculum was presented to the secondary principals and department directors in their luncheon meeting, December 17. There grew out of this meeting, the question, "Just how can we proceed to reorganize our present curriculum in the manner suggested in the outline?" Especially were department directors concerned in determining just what the next practical step should be.

While there are many possible next steps which could be taken up, the following procedure is suggested as one direction our efforts might take:

1. Review the statement of aims and their implications.
2. Review the implications, which grew out of this statement of aims and implications, for your department.
3. Consider the six areas suggested in the outline of the core portion of the curriculum.
4. Make a list of "topics" or "units" under each of the six areas, of a nature that will suggest the experiences and curriculum content from your departmental field which will make a definite contribution to this area.

The lists developed by each department in the manner suggested above will, when compared, suggest the specific contributions which each department can make to each of the

six areas in the core. We will then be in a position to organize these various contributions into a series of integrated "topics" or "units".

Following the development of this integrated series of "topics" or "units", committees can then proceed to develop the blocks of curriculum materials and experiences suggested by the "unit" in the series.

It is, of course, understood that in this phase of our study, we are, in reality, testing the practicability of continuing our attempt to develop an improved curriculum organization along the lines indicated in the "Suggested Outline Of The Core And Elective Portion Of The Secondary Curriculum".

## C O P Y

## Minutes of the Joint Meeting of Principals and Directors

October 15, 1939

1. The time was taken up with a discussion of the report of the curriculum Steering Committee. The following motion was passed:

That the report of the Steering Committee be accepted; that the committee be commended for its efforts; and that the committee continue along the lines set up with the cooperation of principals and directors.

Some changes were suggested in the objectives and implications presented by the Steering Committee. It was recommended that subject matter directors study these objectives and implications in terms of subject matter and method and be ready to list the implications so far as their subject matter area is concerned. The principals were asked to discuss these objectives and implications with reference to their relation to organization and administration of the secondary schools. It is understood that both subject matter directors and principals will over-lap as they see fit in their listing of implications.

The revised draft of objectives and implications will be sent to each of the buildings and it is the hope of the committee that principals will discuss these with their faculty and ask all teachers to make suggestions and criticisms which seem to them important. The judgment of the whole secondary faculty is desired and necessary in the development of any program changes which may be made.

Let it be understood that the Steering Committee assumes no authority except the power to recommend. Let it also be understood that the Steering Committee does not claim any originality for the objectives and implications presented but it is merely an effort to get down in writing the underlying principles which we feel are important.

Assistant Superintendent

C O P Y

January 22, 1937

Mr. \_\_\_\_\_:

There is in progress a curriculum study relating to the reorganization of the curriculum affecting pupils in the Progressive Education Association study groups.

As a phase of this study, a committee of teachers in each subject-matter department will begin a consideration of the recommendations of the P. E. A. Steering Committee and construction of subject-matter sources from which the parts of the new curriculum will be built.

I hope you will accept membership on the science committee which will begin working on this problem, but I hope you will feel free to ask to be excused if you think you would not enjoy the work.

Will you please let me know whether or not you will serve on this committee?

Director of Science

STUDY OF INTERESTS OF APPROXIMATELY 200 SEVENTH GRADE  
CHILDREN IN CORE CURRICULUM EXPERIMENTAL GROUPS  
at  
WOODROW WILSON JUNIOR HIGH SCHOOL

## FOREWORD

Teachers wished to better understand the pupils who were included in the experimental group at Woodrow Wilson Junior High School. They hoped to be better friends with boys and girls so that their young people would be less reticent. The teachers involved made a survey of the specific activities which come from the work and play of these children. Telling the teacher on paper the types of radio program which interested them, the games they enjoyed, and the collections which they made, seemed to break down a barrier between them and the teachers. They began to talk more freely on many questions as soon as they felt that they and the teachers were better acquainted. Knowing some things about the pupil's past experiences enabled instructors to talk in their language and they in turn began to unfold more and more.

Conditions in the home have a marked effect on the progress of the child. Knowing the number in the family, the occupation of the father and something of the habits, likes, and dislikes of the children makes the teachers more sensitive to the children's surroundings and aids the teachers in creating the best class room influence for each individual. The home environment, the children's interests, the way they have spent their vacations--these and similar types of information have provided a wealth of material which teachers are utilizing in developing problems which will meet the needs of these boys and girls through active participation in activities which lie within the range of their actual interests. Since new learnings are built upon past experiences, teachers are relating the new and the old by means of the children's interests.

A problem in design which is now being worked out in an art group illustrates the use to which information embodied in this survey is being used in actual class room situations. The art teacher told the children that they might use their hobbies as motifs in constructing designs. She talked briefly with the children concerning rhythm of line in design and then pupils went to work. Outstanding art products included designs utilizing mills from various states, skating, reading, flowers and ships. The art teacher reports that children picked up the idea of rhythmic design with much greater ease than is usual, and that drawings are strikingly individual and colorful.

Oct. 15, 1937

Roy B. Bradshaw, Principal



STUDY OF INTERESTS OF APPROXIMATELY 200 SEVENTH  
GRADE CHILDREN IN CORE CURRICULUM EXPERIMENTAL GROUPS

After discussion with incoming 7th graders, teachers in science, social studies, mathematics, and English obtained written statements of the following interests and activities:

I. If you could have only one hour a day to study, how would you use it?

Science (various topics)	30	Spelling	3
Mathematics	21	Typing	3
English (inc. library)	17	Engineering	2
Art	13	Foreign Countries	2
Mechanical Drawing	2	Medical work	2
Woodwork	9	Nursing	2
Metal work	1	Dancing	1
Physical education	9	Writing	1
Music	9	"The Navy"	1
Household Arts (cooking 6)		The Bible	1
(sewing 1)	7	Social Service ("How	
Social studies	6	To Help This World")	1
		Crime	1

II. What would you like to study in social studies?

Crime	152	Treatment of Colored	
War	123	Race	16
Government	115	Home Life	11
Citizenship	111	World Trade	8
People of other lands	88	Transportation	7
Make Friends	71	Slums	7
School	36	How opinions are	
Labor	22	formed	6
World Peace	22	Mining	3
Inventions	20	Health	3
Improvement in personal- ity	32	Conservation	1

III. What would you like to study in science?

Chemistry	44	Foreign countries	4
The Heavens (Stars, etc.)	42	Maps	2
Animals	40	Petroleum	2
Rocks	23	Foods	3
Transportation and Communication	11	Germs	3
Water (rivers, water power, etc.)	11	Human body	1
Air (air pressure, winds, etc.)	5	Narcotics	1
Plants	4	Electricity	1
Machinery	4	"Poisoning and Inventing"	1
		Crime	1

IV. What do you like to do best?

Active participation in athletics	93
Hunting and fishing	18
Creative activities	26
Building things	
Drawing	
Doing chemical experiments	
Writing stories and poems	
Cooking and sewing	
Musical performance	
Travel	25
Study of some sort	21
Making collections	3
Passive pursuits	6
Listening to music	
Seeing moving pictures	
Eating and sleeping	
"Going to bed in winter"	
Miscellaneous	5
Taking care of animals	
Camping	
Doing scout work	
Buying clothes	
Working in father's store	

V. What kind of story do you like to read best?

Mystery	66	Historical and	
Adventure	54	geographical	10
Western and cowboy	15	Indian	8
Animal	14	Nature and science	3
Stories of athletics	13	Funny stories	1
Girls' stories	13	War Stories	2

VI. What do you read in the newspaper?

Funnies	172	Headlines	39
Sports	52	General news	28
Front page	41	Continued stories	5

VII. To which radio programs do you listen?

Comedy	162	Adventure	77
Gang Busters	141	Sports	25
Drama	113	News	24
Music	96		

VIII. Which magazines do you read?

American Boy	19	Esquire	4
Popular Mechanics	18	Better Homes & Gardens	4
Open Road for Boys	17	Delineator	4
Tip Top Comics	17	Readers Digest	4
American	16	Farmer - Stockman	3
Child Life	16	Red Book	3
Look	15	Detective Stories	2
Movie	15	American Home	2
Ladies Home Journal	14	Farm and Ranch	2
McCall's	12	Field and Stream	2
Woman's Home Companion	12	Wee Wisdom	2
Popular Science	12	Scribners'	2
Time	10	Capper's Farm Weekly	2
National Geographic	10	American Legion	1
Holland	8	Coronet	1
Cosmopolitan	8	Playtime	1
Pictorial Review	7	Farmer's Wife	1
Youth's Companion	4	Flying Aces	1
True Story	4	Fortune	1

IX. What was the most interesting thing you ever saw?

Natural Scenery	72
Carlsbad and other caves	27
Niagara and other falls	9
Royal Gorge, the ocean, national parks, etc.	
Man-made features	55
The White House and other buildings	
Locomotives, steamships, air- planes	
Boulder Dam	
Statue of Liberty	
Pioneer Woman	
A sundial	
"Beads I got in Colorado", etc.	
Events in nature	19
Eclipses	
Sunsets	
A dust storm	
A snowfall	
Insects at work	
Mother bear scolding her cubs	
A moose fight, etc.	
Events caused by man	9
Historical pageant	
Surgical operation	
Excavation removing dinosaur's bones	
Conflagrations - etc.	
Fairs and museums	18
Animals of various kinds	18
People	4

"My mother"  
 Jean Harlow  
 A lion trainer in a cage  
 A mummy  
 Unclassified - Human scalps 1

X. What are your hobbies?

	<u>Boys</u>	<u>Girls</u>
1. Athletic games - - - - -	34	30
baseball 14		baseball 13
football 10		basketball 1
basketball 3		all sports 8
all sports 6		tennis 3
tennis 1		soccer 5
2. Individual Activities- 17 - - - - -		15
fishing 7		horseback
hunting 4		riding 6
bicycling 1		swimming 5
golf 2		bicycling 1
swimming 1		climbing 1
horseback		ice skating 2
riding 1		
boating 1		
3. Collecting		
a. Natural- - - - -	6	2
rocks 4		autographs 1
fossils 1		insects 1
butterflies 1		
b. Manufactured - - - - -	26	41
stamps 18		mills 1
post cards 1		vases 1
coins 3		stamps 6
news items 1		movie star
movie star		pictures 15
pictures 1		dolls 5
cigar bands 1		china dogs 2
match fold-		coins 1
ers 1		animal pictures 1
		souvenirs 1
		perfume
		bottles 1
		ribbons 1
		china cats 1
		china horses 1
		china animals 1
4. Constructive activities - 33 - - - - -		37
cub scouts 1		singing 1
woodwork 5		music 8
model air-		dancing 7
planes 11		cooking 2

metal work	1	sewing	3
bead work	1	drawing	3
care of children		reading	9
and ducks	1	making scrapbooks	2
radios	1	dramatics	1
elec. trains	1	woodwork	1
model boats	3		
repairing			
furniture	1		
music	3		
playing			
accordian	1		
playing cornet	1		
reading	1		
drawing	1		

XI. What do you want to do when you grow up?

First Choice

Office work	34	Explorer	5	Surveyor	2
Engineer	21	Dress designer	5	Bookkeeper	2
Aviator	11	Teacher	5	Housewife	2
Prof. ball player	9	Reporter	4	State Rep.	1
Musician	9	Artist	4	Minister	1
Nurse	8	Auditor	4	Florist	1
Dancing teacher	7	Business	4	Ice skater	1
Actress	7	Ranchman	3	Soldier of	
Doctor	7	R.R. dispatcher	3	fortune	1
G-men	6	Lawyer	3	President	1
Geologist	6	Mechanic	2		
Architect	5	Jeweler	2		
Air hostess	5	Army	2		

Second Choice

Engineer	20	Oil man	5	Housewife	2
Air pilot	12	Interior Dec.	5	Artist	1
Office work	12	Officer	5	Dancing teacher	1
Air hostess	10	Author	4	Lawyer	1
Archeologist	9	Mechanic	4	Plumber	1
Musician	9	Dress Designer	4	Astronomer	1
Teacher	9	Business man	3	Pres. of bank	1
Chemist	7	Navy	3	Telephone opr.	1
Reporter	7	Ball player	3	Dentist	1
Doctor	7	Geologist	2	R.R. express	
Architect	6	Ranchman	2	agent	1
Missionary	5	Bookkeeper	2		

Survey of Needs of 88 Seventh Grade Students  
Horace Mann Junior High Schools

The following list of needs grew out of a discussion with seventh grade students as to how their time might be most profitably spent. The students were asked to discuss with two adults the question, "What Must I Learn to Live My Life Successfully?" 88 students and 168 adults participated in the study.

I. Education

A. General statements:

1. Develop an appreciation of cultural things
  - (a) painting
  - (b) Music
  - (c) literature
  - (d) drama
  - (e) nature
  - (f) human values
2. Get the best education that we can even if we sacrifice much in order that we may have it.
3. Keeping this in mind, we must
  - (a) Learn some new thing each day.
  - (b) Learn a great deal about some one thing and something about many other things.
  - (c) We should learn to take care of our bodies in order that we may be most efficient.
  - (d) Always keep in mind the fact that a person who speaks his language correctly will be admitted to many groups where he could not go if he used incorrect English.
  - (e) Make every effort to be a good conversationalist.

B. More specific statements:

1. Learn a vocation.
2. Have at least one hobby. "An idle mind is the devil's workshop."
3. Learn something in several fields. One must save something for "a rainy day".
4. Everyone should gather facts concerning the past so they may know what to expect in the future.
5. Be students of human nature.
6. Nature can teach us a great deal if we really try to learn.
7. We ought to study and learn how to make friends.
8. Learn to choose associates.
9. We should try to be good conversationalists.
10. Practice writing letters until we can write interesting ones to friends and effective ones for business purposes.
11. Learn what to do with our leisure time.

12. Every person should be a good housekeeper even if we have only a desk or a locker to keep.
13. Use your imagination.
14. We should try to be accurate in everything we think. We can cultivate this quality.
15. We must not be gullible. (Children insisted this was a part of their education. As in all other words they introduced this one.)
16. Practice the habit of concentration. (They decided this came under education and character traits.)
17. Each person can do some one thing better than another. Because of this we ought to find out what our talents are and try to develop them.
18. Think before we speak.
19. We should try to learn how to recognize success and how to deal with it if we meet it.
20. Leave alcohol and narcotics absolutely alone so far as our use of them is concerned. Never accept candy or drinks from strangers.
21. Learn to know our ability. The schools can help in this. So can our parents help us in this.
22. Don't be a "bookbender".
23. Begin early to think about the things which interest us so as to find the right occupation.
24. People who think don't scribble their name on everything and in every public place.
25. Learn to act your age, be natural.
26. Be thrifty and don't be stingy.
27. There is a right and a wrong time for everything just as there is a right and a wrong way to do things.
28. Learn to know good literature and read good books.
29. Invest savings in a safe business.
30. Study how to be a leader. Then try to be a good one.
31. Learn to think scientifically.
  - (a) do not draw conclusions without substantial evidence;
  - (b) be open minded and willing to be convinced;
  - (c) keep in mind that we can know so little of what there is to be learned.

## II. Character traits and attitudes necessary to the making of a good citizen.

1. Must not allow ourselves to be boastful.
2. One can be too unselfish but we can afford to go a long way in this direction.
3. Always be friendly.
4. Try to gain the respect of others but first of all one must have self-respect.
5. One must develop initiative.

6. Will-power is necessary; so is self control. Sometimes one of these serves to balance the other.
7. It is well to be individual; do not mimic others.
8. Be honest with one's self first and then with others.
9. We should not allow ourselves to be afraid of difficult problems.
10. It takes courage to accomplish the work we shall have.
11. Loyalty to every good cause and to every person who is making an effort to give us a better world in which to live is a duty we owe.
12. Always try to be helpful, particularly to those who are aged and to children who are smaller and weaker than ourselves.
13. Courtesy or politeness is necessary to success.
14. Be kind to everyone; maintain this attitude in all dealings. Most of all, be kind to dumb animals.
15. Obedience is a virtue. This is a necessary trait and not for children but for grown people as well.
16. Try to be cheerful at all times.
17. The good citizen is thrifty. Always get something for your money.
18. Have faith in God. Cultivate this. No one could have made such a wonderful world if he were human as we are. The creator must have had some great power, different from what we have, to create things as they are. We should at least have respect for this great power.
19. Learn how to find joy in work.
20. Cultivate the idea of putting yourself in someone else's place by using your imagination. This will help you to understand why people act as they do. It will also make you more sympathetic and may result in many friendships.
21. Always do your best; don't allow yourself to be satisfied with less.
22. Practice thinking in terms of "the eternal principle of right". (This is quoted exactly as offered and was explained as follows). A thing is either right or wrong. We can't make it right just because we want to do it and say that it is right. Just because many people say a thing is right and a few think it wrong is no sign that the thing is right.
23. Diplomacy is a good quality. It is very near in meaning to the word tactfulness, if not the same. (They could not agree.) It is always better to be tactful and use persuasion rather than force.



24. Clear thinking is necessary at all times.
25. Straight thinking is necessary to the good citizen.
26. Deep thinking is necessary for the person who fills a responsible position.
27. To be a good listener is a very valuable asset.
28. Always try to be reasonable.
29. We should have learned to discriminate before this time and we must continue to practice this. We must learn to make decisions and use this in reaching conclusions.
30. We must be willing to tackle any problem.
31. Cultivate and keep a sense of humor.
32. Everyone should learn to take criticism. There are two kinds of criticism, constructive and destructive. Constructive criticism is the right kind to give.
33. We should do what we do and say what we say so that we won't be bothered by thinking about it afterwards, in other words, be conscientious.
34. The least we can do is to cooperate.
35. Begin now to cultivate a good personality.
36. We should be ambitious.
37. We can train our memory. Some people remember better than other people but everyone can improve in this respect.
38. Have high ideals. "Nitch your wagon to a star." This is better than to have low ideals in the beginning.
39. Do not allow yourself to be easily discouraged.
40. Don't think in terms of the impossible. "Keep your feet on the ground."
41. "Be a good sport." When you lose, take it gracefully.
42. Try to be patient.
43. Be agreeable; this makes others happy.
44. Be a clean thinker and clean in what you do. (This was their way of defining virtue.)
45. We should learn how to play and use this knowledge when we are older. One can not work all the time.
46. A neat and clean appearance is always an asset.
47. If you want a job, don't appear to be lazy. Practice being energetic.
48. We must be thorough in what we do.
49. A certain amount of enthusiasm helps our personality.
50. We must have determination; (perseverance.)
51. To be envious makes one uncomfortable and disliked.
52. Everybody should be generous but not too much so.
53. We should be charitable. Sometimes this means the same as being generous but not always.

54. We should be considerate of other people; first of all, to those who do the most for us and care most for us. Also to elderly people and little children.
55. Everybody should be dependable. (Reliable means the same, also trustworthy).
56. We should try to acquire a good reputation and keep it.
57. Good manners are one of our most valuable assets.
58. Respect our superiors.
59. Always try to be fair. This may be the same as partiality but it isn't always so.
60. Be prompt or punctual.
61. We should not believe everything we hear without some proof, and we should not repeat things which will harm others. (I'm still wondering why they did not connect this with gossip.)
62. Learn how to profit by failure.
63. Everybody should have a purpose in living.
64. We should learn to concentrate.
65. Work hard to create something which will be of use to other people.
66. We must not "carry a chip on our shoulder" if we expect people to like us.
67. Respect for the opinions of others is worth something.
68. Learn to finish things we begin.
69. Work independently.
70. Learn when to speak.
71. Always try to be broadminded.
72. Don't put off what you can do today until tomorrow. This is a bad habit which we call procrastination.
73. Respect older people.
74. Be careful to pay back what one borrows.
75. Don't be snobbish.
76. Cultivate poise; learn to take irksome matters gracefully.
77. Don't be a "clock watcher" or a "whistle-listener".
78. We should discipline ourselves.
79. Try to resist temptation.
80. We must guard against being overconfident. If we let our victories "go to our head" we may be defeated next time.
81. Learn to wait for our turn.
82. Don't try to tell another how to do a thing when we ourselves don't know.
83. Be industrious. It is well to be perseverant but we should avoid being a pest.
84. We should not idle our time away.
85. Washing dishes and helping with the house work does not make a "sissy" out of a boy.

86. Guard against hurting other people's feelings.
87. Don't be a copyist; be original.
88. Be willing to "go the other mile".
89. Avoid feeling inferior and don't allow yourself to be the "underdog" as a result of it.
90. Be straightforward and not deceitful.
91. Don't be a borrower and never a lender.

### III. Community Service:

1. We should take part in civic enterprises. Ex. Tulsa Symphony Orchestra.
2. Be loyal to our own community.
3. Decide what is good for the community and then make yourself a part of organized effort to accomplish what you want to do.
4. We should learn what our laws are and obey them.
5. Interest ourselves in beautifying the community.
6. It is absolutely necessary that we interest ourselves in safety.
7. We must take an interest in politics.
8. The school is a most necessary part of our community and we should give it our support.
9. Assume individual responsibility.
10. Accept group responsibility.
11. Take good care of property; our own and others.
12. We should study the laws of our city, state, and country so that we may be more effective citizens.
13. Have a business of which you can be proud.
14. Look to the future; be prepared.
15. Support hospitals, churches and other institutions which raise the standard of living in a community.
16. Leave some permanent contribution to society.
17. Establish a good credit as a member of your community.
18. Learn what the rights of a citizen are.
19. Prove that you are patriotic by the way you act.
20. Prize the privilege of voting very highly and give some time to deciding how you vote. Do not fail to vote.
21. Be something besides a "wishy-washy" individual. Let the community know that you stand for good and that it may depend upon you.
22. Shoulder your responsibility to the community in preventing crime.
23. Be interested at least, in what becomes of the unfortunate people.

### IV. Home

1. Assume our share of the responsibilities of the home.

2. Practice your religion here if no where else. Be sure you have one.
3. "Do unto others as you would have them to do you."
4. Learn to be a host or hostess.
5. Cooperate in making family expense come within the income.
6. Learn and practice good manners in the home as a safeguard against embarrassment away from home.
7. Look for the good traits in other members of your family.
8. Think of what you can do to be happy and to make others happy.
9. Don't shirk your part of the work; particularly those things which nobody wants to do.
10. Take care to wait on yourself. Don't expect your mother or the maid to wait on you; "Hang up your own pajamas."
11. Accept the responsibility of getting yourself to school on time; of taking your materials with you, and other similar duties.

V. Health - We must consider

- (a) physical
- (b) mental
- (c) spiritual

1. Accept your share of responsibility concerning the spread of contagious diseases.
2. Keep your own yards and buildings clean and free from breeding places for germs.
3. Everyone should get regular exercise. If you don't get it away from home, plan to take it at home on your own.
4. We should not allow ourselves to think about hating people. If we must become angry don't keep thinking this way. Learn to be forgiving.
5. To become angry makes one sick and we usually hurt ourselves more than anyone else.
6. Everyone should believe in God and have faith in Him.
7. Sometimes when a person has a very weak or crippled body the loss is made up by what they accomplish because they have a good mind and a fine spiritual outlook.
8. We ought to use good judgment in choosing our foods which are indigestible. Too much candy is an example of this.
9. Drink plenty of good, pure water.
10. If you need a quarantine put on your house, accept it and abide by the regulations.
11. Think fine thoughts; don't live in the gutter mentally.

## THE NATURE AND USE OF SOURCE UNITS

A source unit is a preliminary exploration of a broad problem or topic to discover its teaching possibilities. It is not an outline of work to be done by any one class over a definite period of time. Suggestions may be drawn from it for the work of many different classes in different fields of study or in the "Core Curriculum". Bits of it may be drawn into the work of a class at various times from the seventh grade through the twelfth. In planning an actual teaching unit suggestions may be drawn from several source units. For example, in a unit on community planning one might combine suggestions from various source units on this topic and on housing, democracy, reflective thinking, communication, etc. It is assumed, of course, that such units will be planned cooperatively by pupils and teachers, utilizing source units only as one source of suggestions.

A source unit usually contains some analysis of the problem or topic under consideration to show its relationship to common and recurrent problems, of children and of our society. It may include lists of pupil needs and interests which may give rise to the study of this problem, and lists of desirable changes in pupil behavior which may be effected by this study. The heart of a source unit is usually a list of possible activities and experiences to meet these needs and interests and bring about these changes in behavior. There may also be a bibliography of helpful materials and suggestions for evaluation.

A source unit is not the product of arm-chair theorizing. It grows out of the experience of classroom teachers with actual pupils in a specific social settings. They usually mean to use it themselves in the near future. The activities suggested may not be wildly exciting to the educational theorist, but they are usually definite and practical translating our educational philosophy into the relatively crude, immature, simple things that children can do. They may be expressed too briefly to capture the imagination, but other teachers who have been working along similar lines will realize their possibilities.

This source unit was produced by a group of teachers representing several different fields of study in different schools at the Rocky Mountain Workshop of the Progressive Education Association in Denver in the summer of 1938. A considerable portion of the activities of this Workshop centered around the production of source units, since most of the teachers in attendance were creating new types of courses (whether "core courses" or courses in the regular subjects) in which the problem of what to teach had to be thought through afresh. The production of a source unit proved to be an exercise in which this problem could be

thought through cooperatively from its philosophical basis to its final evaluation.

Although source units are directly useful in teaching, their greatest value probably resides in the experience of building one. It offers a concrete example of how to translate an educational philosophy into classroom practice--with the stimulation, assistance and criticism of teachers of varied backgrounds and points of view. We hope that teachers who use this source unit will not be deterred from producing source units of their own on this and other topics. At this stage in their development all source units will be incomplete and imperfect. We need more and better ones from every capable and interested teacher. And above all, we must not follow a source unit as an outline of work to be covered by any of our classes. It should be used only as a source of suggestions, modified to fit the local situation, and submitted in the course of pupil-teacher planning when and if the situation calls for them.

## HOME AND FAMILY LIFE

### Introduction

Boys and girls of ten and eleven years of age are chiefly concerned with problems centering about their home or their school. Consequently, in developing a curriculum based upon the needs and interests of children, then Tulsa Curriculum Council felt that the problems allocated to the seventh grade should relate to the school and to home and family life.

It is hoped that as the child studies the unit on Orientation to the New School that many of the problems which he has in adjusting himself to his new school environment will be so solved that his experiences in junior high school will be happier and more meaningful. Many of these school problems, however, are closely related to his home and family life and in all probability will lead directly into some phase of family living. Such problems as, "How can I get money for my school supplies?" leads to studying the family budget; "How can I get to school on time?" may lead to numerous family problems such as transportation, meals, punctuality and family responsibilities; while "How can I learn to study more efficiently?" may lead to a study of cooperation in the home, living conditions in the home, or the effect of home life upon the child's development.

The committee responsible for developing source units for use with seventh grade students were convinced that Home and Family Life was too large a theme for one unit and so, for purposes of organizing educational experiences and activities into a more convenient form, divided it into the following subdivisions and constructed source units for each:

#### A. Orientation.

1. How does the modern family provide for its needs?
2. What are my responsibilities within the group in which I live?
3. How interdependent are the family and the community?
4. How do the family spend their leisure time?
5. How does my home life affect my development?

The teachers using these units should not feel bound by this organization of materials but should feel free to draw upon any unit for suggestive experiences to be used how and when the need arises. In fact, the committee recommends that the material developed on "What are my responsibilities within the group in which I live?" could be more effectively used if not taught as a separate unit but rather in connection with other aspects of Home and Family Life.

In developing these source units, the Committee was concerned that the learning activities should contribute to the child's personal development--physical, mental and cultural; to his development towards mature participation in a democratic society by giving attention to his needs in the four major aspects of living; immediate social relationships, social-civic relationship, and economic relationships. The committee was also concerned with the child's development of essential skills of communication and expression.

Of especial help to the committee were the contributions of the teachers of the core curriculum experimental groups in Woodrow Wilson Junior High School. Their seventh grade source unit on Home and Family Life, worked out during the year 1937-38, contains a rich store of suggestive and helpful material.



## HOW DOES THE MODERN FAMILY PROVIDE FOR ITS MATERIAL NEEDS?

Prepared by

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This material was prepared at the Rocky Mountain Workshop held under the auspices of the Progressive Education Association during the summer of 1938.

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## Preface

A committee of Tulsa teachers came to the Rocky Mountain Workshop of the Progressive Education Association with the specific problem of building source units to be used in eighth grade core classes in Tulsa. The problem was somewhat different and probably more difficult than was the work of other Tulsa committees at the Workshop, in that no previous work had been done at this particular grade level. In a sense, then, the Committee was breaking entirely new ground. As a basis of procedure, however, there was available the valuable experimental work carried on in the seventh grade core classes in Woodrow Wilson Junior High School. In addition a survey of student's interests had been made in several junior high schools in Tulsa.

It was apparent from the results of this survey and from a survey of opinions of teachers who had worked with boys and girls of the eighth grade level, that pupils at this grade level were intensely interested in themselves, in the machine civilization in which they live, and in their natural environment. Accordingly, an over-arching theme, "Man In Relation to His Natural Environment," was chosen as a basis from which to build source units. For purposes of organizing materials, it seemed advisable to subdivide the over-arching theme into, "How Man Uses the Natural Environment In Securing the Necessities of Life; and "How Man Is Changing His Environment And Adjusting Himself to New Conditions." Because young people always have the problem of adjusting themselves to new people and new situations in their group, an orientation unit permeating the entire year has been built. The committee hopes the work of revising and building these units in a more expanded form will be carried on as the work goes forward in the classrooms.

The thinking that has gone into the building of these units represents the cooperative efforts of teachers of various subject matter backgrounds. The fields of interests represented were Social Studies, Science, English, Mathematics and Industrial Arts. Dr. S. P. McCutchen of the Curriculum Staff of the Progressive Education Association was the adviser. He gave constructive criticism and helpful suggestions. Other staff members and members of the Workshop cooperated in many ways with the Committee in its attempt to build these source units.

The Committee accepts the view point that the fundamental basis for curriculum construction is the democratic philosophy. Since the school is an integral part of a society committed to the democratic way of life, it is obligated to provide experiences which would develop a

rich and many-sided personality, practice in the scientific method of thinking and solving problems, and training toward mature participation in our democratic society.

Any valid measurement of outcomes would not be measured by traditional tests in terms of subject matter but rather would seek to answer such questions as: What growth has the pupil made in knowledge, appreciations, and understandings? To what extent is he becoming a self-directing member of the group? Is the student growing in ability to think for himself? Is he becoming a cooperative member of the social group? And so on.

The Committee realizes that in using this source unit careful planning and whole-hearted cooperation are most essential. It is important that teachers who use it be more concerned about students real learning and less concerned about keeping rigid lines of separate subjects. To us the experience of building it has been a valuable lesson in cooperation.

## RECOMMENDATIONS TO THE TULSA SCHOOL ADMINISTRATION:

From the Tulsa representatives of the Rocky Mountain Workshop.

1. That this program of curriculum reorganization be known as the "Tulsa Curriculum Program".
2. That the name "core" be eliminated - if a term is absolutely necessary it might be called "General Education Curriculum".
3. That the secondary schools of Tulsa continue to give special study to the program of curriculum development during the ensuing year.
4. That teachers working with groups in the General Education Curriculum be relieved from departmental responsibilities so that their time may be devoted to the reorganization, development and evaluation of source and teaching units in General Education.
5. That a planning committee, or a curriculum director, or both be established to bring about coordination between the General Education Curriculum and elective subjects.
6. That a daily conference period be set up within the school day for all teachers working with a General Education group to meet together and that any school unable to provide this conference period not attempt the installation of this program.
7. That all secondary schools make every effort possible to build schedules which will facilitate the operation of the General Education Curriculum.
8. That each faculty study and construct instruments of evaluation for its own school.
9. That a local workshop be set up the first semester. The organization of the workshop be left to a planning committee.
10. That study be made of the possibility of holding a summer workshop in Tulsa either next year or the one following in order that all secondary teachers of Tulsa have an opportunity to become acquainted with the reorganization program.

11. That teachers in the General Education Curriculum be excused from departmental meetings in the week preceding the opening of school for a study and conference on the General Education program.
12. That all members of the Tulsa Educational Staff be aware of the necessity for continuous revision of the source units.

Rocky Mountain Workshop Committee

## General Education Bulletin

### Terminology

In order to clarify the meaning of a few of the terms which are constantly being used, we wish to call your attention to the following paragraph from Building a Core Curriculum, p. 38.

"In building a curriculum based upon helping adolescents to meet their needs, these needs may be stated in different ways. For example, the need 'to choose food wisely' is stated in terms of an activity or behavior pattern. The same need under the statement 'health' expresses a major purpose for selecting food. If stated as a problem involved in selecting the food which promotes health, the need might be expressed as 'what kind of food should I eat'?. Or again the need might be stated in terms of personal characteristics, i.e., understandings, attitudes, skills, etc., as 'to understand and appreciate the relation of food to my physical and mental health'. All of these aspects of a need are important in giving a clearer understanding of the need and its possible curriculum values."

A behavior pattern, then, is expressed in terms of activity or overt action. It is the ultimate objective or outcome of any educational experience.

Examples: To choose food wisely  
To be temperate in eating and drinking  
To read discriminately

Personal characteristics are those qualities of personality which are held to be essential to the attainment of the major educational values. They are qualities necessary for producing the desired behavior pattern, e. g., attitudes, understandings, interests, appreciations, skills, habits, social sensitivity, knowledge, social adaptability, ability to think scientifically and emotional maturity. The development of one or more of these personal characteristics is the objective of an educational experience because such characteristics are essential in producing the ultimate objective, the behavior of the child and the adult which the child will become.

Examples: To develop skill in the selection of food materials.  
To know that a properly balanced diet must contain the essential food elements in a form which the body can use.

To understand the relation of food to one's mental and physical health.  
 To know the criteria by which one judges a good book.

A problem should be significant to a child in that it challenges his interest, meets his immediate or future needs and requires the technique of problem solving in its solution. The mental processes involved in problem solving are: (1) recognition and definition of the problem (2) collection and organization of data. This involves the development of necessary skills in reading, writing, and mathematical calculations in using the laboratory and library, in making interviews and surveys, in collecting historical material, in working on individual or group projects, etc., (3) formation of hypotheses, (4) interpretation of data, (5) modification of hypotheses and (6) generalization and application of principles. For criteria for the selection of problems to be used in General Education, the core portion of the curriculum, see p. 39 in Building a Core Curriculum.

Examples: How can dust storms be prevented?  
 How do we form our beliefs?  
 How can I learn to budget my income wisely?

Generalizations. We have found it useful to use generalizations in helping us choose and limit the subject matter to be included in the teaching of a problem. In using a generalization in this manner, the following assumptions are involved and should be understood.

1. The term generalization is used to mean a truth or a principle which is functional for the child in that it helps him to understand and interpret the experiences of living. Such a generalization must have social significance in that it is interpretative and differs from a pure subject-matter generalization such as a scientific principle or a mathematical theorem.
2. Such generalizations should not be taught as statements of fact to be learned but rather that through the best learning procedures the child will arrive at an understanding of these generalizations and will be able to apply them in new situations.

In testing the validity and usefulness of a generalization for curriculum purposes the following questions should be asked.

1. Do the experiences by which you expect children to arrive at an understanding of the generalization challenge their interests?
2. Is the generalization sufficiently specific to suggest to you and to those working with you the activities appropriate to the attainment of the generalization?
3. Will an understanding of the generalization enlarge the student's horizon and contribute to his ultimate understanding of the problem so that he may make more satisfactory adjustments to the problems which will enter his life as an educated citizen?

Examples: Plant and animal life influence human welfare.  
War is destructive of human resources.  
A close relationship exists between man's recreation and his natural environment.

Curriculum Council  
February 28, 1939



### Minutes of the Tulsa Curriculum Council

The Council held an open dinner meeting at the English Inn on April 13 in honor of members of the curriculum staff of the Progressive Education Association who were in the city from April 10-14. Honor guests were: Dr. Akin, Dr. McCutcheon, Dr. Giles, and Dr. Zechiel.

After dinner, pictures taken at the Denver Workshop last year were shown. Miss Hanna then introduced Dr. Giles who showed a film made by the 10th grade students in the Des Moines schools and explained the purpose for which it was intended. He asked for criticisms and suggestions in regard to the construction of similar films in other schools which might be helpful in demonstrating modern educational methods.

At the close of discussion concerning the film, Dr. Giles commented briefly on his observations concerning progress being made in the Tulsa schools. He connected the organization which met up here last fall - The Curriculum Council as an advisory group - with similar conference groups in each school.

He saw a great development of mutual understanding in the local situation; but could not help wondering if the work comes up the talk. He felt that there is a consistent movement in the direction of finding ways of meeting problems. Conference periods have probably been very helpful in bringing about noticeable gains in: defining and re-defining purposes, invigorating teaching, and increasing confidence. He said that much of the strain noticeable in teachers last fall is gone.

Dr. Giles attributed a great part of this change in teacher morale to the role played by local administrators in the more realistic program. He quoted directly from statements made by one group of teachers. The teachers said: (1) The administrator is back of us. (2) Before he asked us to try this he had become informed himself. (3) The administrator knows what is actually happening in the classroom.

Dr. Giles closed his remarks by saying that if democracy wins in the present political-social struggle, it will be through education. At present, no one knows the answers, but many are meeting the challenge, and are beginning to have faith in these techniques.

Dr. McCutcheon agreed with many of Dr. Giles views as to the Tulsa situation. He, too, felt that today there is a stronger feeling of tangible security - fewer jitters- and evidence of finding better ways of getting answers. He feels that teachers are being more explicit, are beginning to make ideas fit into a basic frame of reference. During this visit they showed less deference toward the staff - but worked better with them.

Dr. McCutcheon commented on an interesting paradox which he has observed in Tulsa. Teachers are showing less jealousy and more loyalty toward General Education. However there is evidence of continued inter-school jealousy. There is a broader outlook between subjects. All of this indicates a problem. One conflict is between departmental and grade level organizations. This will never be completely resolved because they involve two sorts of teacher relationships. The thing to do is to get it out into the open and clearly see the two impinge upon one another.

Dr. McCutcheon warned those present that it is necessary to think always in terms of curriculum revision - that plans must not be permitted to rigidify. Teachers must never say "This is complete". They must be constantly re-thinking over-arching themes. It may be that other themes more suitable can be found for each grade level. These themes need validation through constant re-examining of the needs of students. Today the grade placements of needs is tentative and it should be kept so.

Class schedules should be revised in the light of the needs of students. All administrative devices should be the hand-maidens of education. Administrators need to think in new pioneer patterns and to continue to become more democratic in procedure.

Dr. Zechiel also noted the increased sense of security apparent among Tulsa teachers. He feels that there is an increasing spread of democracy evident everywhere in American education. He advised that some device be set up whereby revision can be continuous during the process of teaching. Such a plan would eliminate the danger of a static program. Dr. Zechiel thinks that there is a great lack of source materials in the Tulsa schools. He made the suggestion that a system of classroom libraries be set up. They might make the over-arching theme idea more workable. For example - a series of units might be designed so that sequence would be relatively unimportant. Four libraries might be set up for four units - if the units were each taught at about the same time, books might be traded, expenditures would be greatly reduced and there would be ample coverage - sort of rotating library idea. One of the chief difficulties in

Tulsa today is the obtaining of adequate source materials. The libraries in the various buildings are too small for the student population. Materials in the library are not available for students when the librarian is teaching six classes a day in that room. Classroom libraries might be a solution for this problem.

Dr. Zechiel sees a growing tendency for teachers to assume responsibility for content outside of their individual areas. We are coming to the place where a teacher will spend more time with a single group. The teacher will be more familiar with that group-home-room and individual guidance will be linked more closely.

One outcome evident in all the schools is that teachers are achieving a better grasp of the entire educational problem. There is need for greater understanding.

- A. Teachers need to know more about all the educational experiences of their group of students.
- B. Teachers need to know more about the educational experiences of their children above and below their present level.

One problem, which seems to have been solved in most schools in Tulsa, is to provide a common planning period for teachers. The speaker explained one plan which has been worked out in a Denver school. The periods are one hour and five minutes long, with a five period teaching day. The 8th grade, for example, is divided into two sections. One section does not report until the second hour. Teachers of that section have their planning period during the first hour. The first section leaves school at the beginning of the last hour. Teachers of that group have their planning period during last period of the day. The plan seems to have worked satisfactorily.

The great problem as Dr. Zechiel sees it is to see that each school staff has a common philosophy and a common purpose.

When Miss Hanna called upon Dr. Akin he said that he had nothing to say except to confirm statements already made. He also commended Tulsa administrators for their courage and ingenuity in providing time for conference periods.

The meeting was adjourned at 9:00 o'clock.

Typist: Maurine Duke