A COMPARISON OF CHANGES IN THE OFFERINGS OF
SECONDARY SCHOOLS IN TEXAS AND
LOUISIANA SINCE 1920

APPROVED:

James F. Webb
Major Professor

J. V. Hooper
Minor Professor

J. C. Mathews
Director of the Department of Education

Dean of the Graduate Division
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By

Orville L. Phillips

148854

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of the study is to make a comparison of the curriculum changes made in the secondary schools of Texas and Louisiana since 1920, and to determine if these changes conform to changes in accepted educational aims.

Interest in the subject was initiated in a number of different ways. The writer has taught school in Texas and has received his academic training at a Texas teacher-training institution. Then he began teaching in the neighboring state of Louisiana. In these two states bordering each other he observed a number of different practices, and he became interested in the differences that he saw in the secondary school curricula of the two states. The idea for the research gradually developed, and became an absorbing interest.

Limitations of the Study

The research is limited to an investigation of the changes in the high school curricula of Texas and Louisiana and the differences between the two programs of study. No effort will
be made to determine the causes of the differences other than those readily apparent. Political, social, and economic factors are all involved and to consider them would be to write a history of the two states.

Source of Data

The data are taken mainly from official reports from the State Departments of Education of the two states. The number of bulletins published concerning the course of study for secondary schools are numerous, and furnish an authentic history of the curriculum changes. Literature in the field of curriculum objectives and principles was examined for background reading and for the formulation of criteria for evaluating the courses of study of the two states.

Method of Procedure

Chapter I gives the introduction and general information about the study such as the source of materials, importance of the research and the method of procedure.

Criteria for evaluating a course of study are set up in Chapter II. The changing aims of education are examined and an accepted philosophy of education worked out. The subject matter of secondary schools, its grade placement, and the amount required for graduation from high school are given attention. Differences in teaching techniques are illustrated.

Changes in the high school curricula of Texas form the subject matter of Chapter III. The changes are traced from the traditional school down to the present day. The influence
of the University of Texas on the secondary school curricula is given special attention. Other points for consideration are the number of credits required for graduation, the addition of new subjects, and the changes in the traditional subjects as they remained in the curriculum. Attention is also given to the nature of the curriculum, who made it, and the extent to which the teachers of the state have adopted the State Department's recommendation.

Chapter IV deals with the changes in the Louisiana high school curricula over the same period of time as that in the study of the secondary school curricula of Texas. The same plan is carried out in the study of Louisiana as that of the Texas schools.

The conclusions of the study and the main points of difference between the curriculum programs of Texas and Louisiana are given in Chapter V.
CHAPTER II

CHANGES IN EDUCATIONAL AIMS AND IN THE SECONDARY

SCHOOL CURRICULA SINCE 1900 IN

TENNESSEE AND LOUISIANA

Traditional Aims of Education

The traditional aims of education were the outgrowth of living conditions of the times. As late as 1900, the greater part of the people of the United States lived in the country and worked the soil. This required the efforts of both adults and youth. There was not too much time for advanced education, and the basic aim of the elementary school was to teach the three R's so that the pupil could take care of his immediate needs when he took upon himself the duties of adult life. The main purpose of the high schools was to train those who wished to go to college, and the main purpose of college was to train students for the professions — doctors, lawyers, dentists, and clergymen.

The school curriculum, therefore, was narrow and restricted. It broke up knowledge into separate compartments, and treated each as a separate entity. In the elementary school the basic subjects of grammar, arithmetic, spelling and reading were emphasized. In the secondary schools the entire program was a preparatory one for college, and this
aim dominated the teaching. The textbook was the main source of authority. All knowledge was encompassed within the pages of a book, and the person who could memorize this knowledge and reproduce it in writing was an educated one. Society was simple, and man's needs were few. Advanced education was only for the select few. Until 1905 or 1906 not more than ten per cent of the total number of pupils of high school age were attending high school.¹

Modern Educational Aims and Social Changes

During recent decades there has occurred in this country a transformation from an agricultural economy to an industrial and commercial economy. The invention of power machinery paved the way for the development of factories, and the factories displaced free labor of the household manufacturing plants with controlled labor for wages. The development of factories also caused a shift in the population from rural areas to the cities, bringing about many major problems of morals, of law, of the use of leisure time, of unemployment, of speed, of finance, and last, but not least, of education. The changes have been so momentous and so rapid that many persons have felt helpless before them.

During this period of socio-economic transformation, there have been tremendous changes in the size and the character of the high school population. By 1930 the percentage

of boys and girls of high school age enrolled in the last four years of full-time day secondary schools had increased from ten per cent to forty-seven per cent. It has been estimated that during the period of 1930-34 high school enrollments increased by twenty-six per cent.\textsuperscript{2} Embree has estimated that approximately seventy per cent of the American young people of high school age were actually in high school during the year 1934-35.\textsuperscript{3} Contributing to this increase in enrollment is the fact that opportunities for young people to secure gainful employment decreased. In 1930 the total per cent of children between the ages of ten and fifteen years who were gainfully employed was 18.4 while in 1930 this percentage was only 4.7.\textsuperscript{4}

These changes have called for major changes in the secondary schools themselves. No longer is the problem of the secondary school chiefly that of meeting the needs of a select group of pupils; it has become that of providing for the needs, the interest, and the aptitudes of a great mass of pupils who are largely unselected. Coupled with the problem of a large, widely differentiated secondary school population are two other factors of importance. The first is the changing status of the home. This change seems to be caused by a greater dependency on outside agencies for goods and services, by the increasing mobility of family life, by

\textsuperscript{2}Ibid.


an increase in commercial recreation, by the increased proportion of married women who are engaged in gainful employment, and by the increased divorce rate. These changes, and others, have tended to decrease the strength of the home as a social institution. The second factor is the lessened influence of the church. As Walter Lippman has pointed out, authoritarianism in the church has passed, and its passing has had an aftermath of moral disintegration and social irresponsibility. Not only must the secondary school offer educational opportunities to a tremendous, heterogeneous group of boys and girls, but it must also assume responsibilities which were formerly carried by the home and church.

The reconstruction of secondary education, which became a prime necessity under the circumstances, has involved several marked changes from the traditional outlook and method. These changes may be examined under the headings of aims, subject matter or curriculum, and methods and procedures of teaching.

In the traditional school of early America, only the children of the well-to-do were given the advantages of an education. The secondary schools catered chiefly to the class who would enter the professions or would supposedly live a life cultured in the academic sense. The aim of education was cultural and disciplinary. The student was

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assiduously trained for the duties of adult life, and his learning was all directed to the end.

The subject matter taught in the schools corresponded closely to the cultural and academic aim of education. Since the majority of students in the secondary schools were supposedly preparing themselves to enter college, the subject matter of the schools was determined by what the student would need to know when he began his college work. In the early days of America, the main professions were those of the ministry, law, medicine, and dentistry. Architecture, closely akin to vocational arts, was studied by a few, but there was no preparation for trade on a professional basis. The subject matter of the secondary schools was, therefore, mainly the college-preparatory subjects—English, Latin, history and mathematics. The sciences were physics and chemistry, and only those who expected to do advanced academic work took these subjects.

Teaching techniques in the traditional school were simple; the curriculum was divided into subjects. Each of these subjects was an individual entity, and a certain time was allotted each. The textbook was the chief source of data, and drill and memory work comprised the learning activities.

The political, social, and economic changes that took place in the United States after the beginning of the twentieth century caused changes in all phases of the educational field. The rapid growth of industry brought with it many problems. Great cities sprang up almost overnight. Machines took the place of hand labor, which in turn called for training in
special skills and created hitherto almost unknown leisure time. Health problems appeared. More and more pupils began to attend the secondary schools. By 1917 the need for the reorientation of the secondary schools to meet the changing needs and demands of a more complex society had reached the stage where some action was necessary.

In 1915, the National Education Association appointed a committee to study secondary education and make recommendations for changes. The report of the committee was published in 1916 and its recommendations were deemed of such importance that they have since been known as the seven "cardinal principles" of education. They are:

- Health
- Command of Fundamental Processes
- Worthy Home Membership
- Vocation
- Civic Training
- Worthy Use of Leisure
- Ethical Character

These new objectives indicated that the aims of education had changed materially. The idea that school was for the purpose of training the individual for some remote future had changed to the belief that education was a continuous life process, and that the youth should be given training in the things that would help him to live a better, more successful life. His health, for example, was considered. The school had always been concerned with the health of the individual, but only in an incidental way; the recommendation here was

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for teaching health education in the schools. Command of the fundamental processes simply meant that each individual should be able to speak, spell, read, and write the mother tongue correctly, and perform common arithmetical operations, and to think clearly.

Worthy home membership was also a new note in the field of secondary education. It showed a closer relationship between the school and the home, and indicated that there was a need for the cooperation of both agencies. The effects of the growth of industry are reflected in the principle of vocational training. The worker no longer was able to learn his trade at home or through apprenticeship; technical training was necessary. Then, too, there was a much wider field of vocations from which to choose one's life work. The school, it was argued, should provide vocational training for the pupils in order to promote their ability to make a living and be economically independent. A high standard of living in society depends to a large degree upon the productivity of the people.

The objective of civic training shows the realization of the people that a democracy has special problems. In a country where there is a dictatorship or a monarchy, citizenship training is not necessary because the average individual has no part in the making of the laws or the administration of the government. A democracy is predicated upon the participation of each citizen in the affairs of the government.
By 1920 the complexity of government and the many diverse activities connected with it demanded intelligence upon the part of the people if its operation was to continue and to be a success. Once again the school was called upon to furnish training in citizenship as well as academic subjects.

The extent to which education has changed is evidenced in the recommendation that "worthy use of leisure time" be incorporated into the curriculum. In the days of hand-labor and piece-work, the people had use for almost every moment of their time; industry and machines, as well as crowded city conditions, created leisure time that became a problem. Idleness has always bred delinquency and ills; the growing youth, especially, had need for some activities that were both enjoyable and recreational. The question or principle of "ethical character" was closely tied to this worthy use of leisure time.

Changes in Education

More than a quarter of a century has passed since these principles were formulated, and modern educational thought and practice have advanced beyond them, but fundamentally they are the basic framework of the modern type of education. The greatest change that has been made in the principles concerns expansions of them; no radical changes have been made since that time.

Aims.--The aim of education has gradually changed until it encompasses the whole of life. In the traditional school,
it was thought that the purpose of education was to pass on to the present generation what had happened in the past; today, the recognized purpose of education is to teach children or people to lead more wholesome lives. In order to do this, everything that pertains to the lives of individuals must also become of prime concern to the schools.

The lessons of the past twenty years have also been illuminating and significant for the people of a democracy. World War I was fought on the principle of creating a free world wherein war would be banished, and people be free to establish governments of their own in which they would participate. The monarchies of almost every nation in Europe fell under the impact of the war, but instead of world peace and freedom the ugly head of totalitarian governments has reared itself in Europe and today the danger is immeasurably greater than it was in 1930. The Educational Policies Commission has this comment:

Democracy is threatened today by the advance of new despotisms of great vigor and aggressiveness. Already these new despotisms have reduced to ashes the great hopes of two decades ago, destroyed with incredible swiftness most of the free societies beyond the Atlantic, and penetrated deeply every remaining democracy on earth. If this totalitarian tide is not halted, America may find herself standing isolated in the world as a sole defender of democracy—even as the sole defender of the great humanistic and liberal heritage out of which democracy arose.8

8Educational Policies Commission, The Education of Free Man in American Democracy, p. 29.
One of the most potent weapons which the totalitarian states have used, and are using, to promote the growth and spread of their doctrine is organized education. These governments have not only given vast sums of money to the support of schools, but they have organized them down to the most minute detail—methods and materials of instruction, textbooks and testing devices. The schools are told what they can teach and how the teaching must be done; the youth are indoctrinated with the doctrines of totalitarianism, and all other forms of government are opposed. Propaganda of the most vicious and explosive kind is spread.

One of the fallacies of education which has been held by many in the United States is the belief that organized education is conducive to the growth of democracy, and bad for despotism. The founders of the democratic process maintained that it was established on the basis of natural rights. These things may be true, but it remains that democracy, as well as other ideas of government, is developed in much the same way as other types of government are.

There certainly is no evidence in history to support the thesis that democracy is 'natural' in the above sense. All institutions, all social systems, all conceptions of life and government are the products of human struggle, invention and desire; all are the results of efforts on the part of man to satisfy their longings under the conditions of their environment and in the light of their understanding; all are unstable, changing, subject to decay. Man, and man only, has created them all, from the most despotic to the most free. To assume that democracy is biologically transmitted from one generation to the other is to continue to indulge that fatalistic optimism which already has brought
the cause of human freedom to the brink of disaster. The most for which the friends of democracy may hope is that when men understand fully what is at stake they will prefer the ways of liberty to the ways of despotism.⁹

Democracy, then, may be lost as well as gained. Because this land was founded by those who believed in democracy, it does not follow that democracy is the natural type of government, or that it cannot be replaced. Modern man is inescapably coming to the conclusion that the patterns of democracy will be destroyed if they are not acquired anew by each generation, acquired by the complicated process of teaching and learning.¹⁰ Much attention is given in the schools to the mastery of fundamental processes, and of technical and scientific skills. This is very good and very necessary, but—

—the mastery of the ways of democracy is a far more difficult task of teaching and learning, and certainly quite as important to free men. The doctrine that children will learn these ways, if left to themselves, is as unsound as the thought that they would master geometry without the help of their elders.¹¹

The American people are coming to realize the truth of these things. They are beginning to see that they must not only train the young for wholesome living, but they must also train them to carry on and perpetuate the ways of democracy. Gradually, education has been building up to this point where today the basic philosophy underlying the school curriculum is that the school must become democratic not only

⁹Ibid., p. 48.
¹⁰Ibid.
¹¹Ibid., pp. 48-49.
in theory but in practice. If children are to be taught how to live in a democracy, they must practice living in a democratic society. The cardinal principle of "civic training" has developed into the basic philosophy of education.

Curricula.—The curriculum of the school naturally has undergone fundamental changes in accordance with the changes in educational philosophy. In the traditional school, subject matter constituted the entire curriculum, and it had little, if any, relationship to the daily experiences of the pupils. In the modern school the curriculum is based on life experiences and all the activities of the students comprise the curriculum. Excerpts from different specialists in the field of education will illustrate this change in what comprises the curriculum. The Twenty-Sixth Yearbook of the National Society for the Study of Education has this comment:

In times past, and too largely in present school practice, the curriculum has been conceived primarily as formal subject matter (facts, processes, principles), set-out-to-be-learned without adequate relation to life... The curriculum should be conceived... in terms of a succession of experiences and enterprises having a maximum of lifelikeness for the learner.12

Refauner says:

The educational activities should be shaped in relation to the educational and social objectives and the characteristics and needs of the individual. Problems studied, situations met, and activities carried forward should be treated comprehensively. These learning experiences should not be regimented and restricted by subject lines. Such regimentation is

particularly objectionable when the administrative policy requires the teacher to adhere closely to a text or a course of study outline and to cover a prescribed body of subject matter during a semester or a year. A sound principle of organization cannot be derived from the subject matter alone. To teach students well requires that the educational program be shaped in terms of their life and their needs in our developing democratic society.

Rugg has this definition for curriculum:

The 'curriculum' -- an ugly, awkward, academic work, but fastened upon us by technical custom -- is really the entire program of the school's work. It is the essential means of education. It is everything that the students and their teachers do.

Hopkins defines the curriculum as it is used in his school:

... Lincoln School conceives of the curriculum as the way in which the school aids boys and girls to improve their daily living. Under this conception, life and living constitute the content of the school day and the school endeavor. How to live is learned in and through the process of living. This means that the curriculum is composed of all those activities or aspects of the living of children which are directly influenced by the school. Since life is not confined to the classroom, to a building, to books, to conventional school subjects, the curriculum cannot be confined to these and other limiting areas. It goes on in the school, the home, the school bus, the playground, the museum, the theater, and other places too numerous to mention. Lincoln school... early recognized that it must shift its orientation from subject matter in school subjects or "studies" to individuals and groups of individuals facing courageously, meeting intelligently, and satisfying more effectively their needs or wants in daily living.


\[15\] L. Thomas Hopkins, "Curriculum Development," Teachers College Record, XXXII (February, 1936), 441.
It is evident from these excerpts, and from many, many others that might be quoted, that leaders in educational thinking and planning have gradually moved away from the idea of the "subject curriculum." That is, they have done this in theory and a great many times in practice. However, it is the history of change that it takes place gradually, and that philosophy usually goes far ahead. Not all schools today have gotten away from the subject curriculum; not all schools want to get too far away from it. Some educators have remained adamant in their allegiance to the traditional method of viewing the curriculum, but the greater majority of educators have come to consider the curriculum as a series of life activities, and have conscientiously tried to organize their teaching on the new basis.

In their activities these educators have used various combinations and introduced many new techniques. Command of the fundamental processes has been felt to be such a necessity in education that the so-called "core subjects" have been retained, in many instances as the base of the schoolwork. Hopkins outlines the various types of curriculums that have been used and classifies them into two main categories; subject curriculum, experience curriculum and the broad fields curriculum.\textsuperscript{16} Each of these has had its advocates.

Another item that has been considered in the curriculum is: who makes it? In the traditional school, the courses of

study was prescribed, and often outlined in every detail. The creative agency was often times a committee of college teachers who planned secondary school curricula to fit painlessly into later college work along the same lines. As education spread and high school enrollment increased, there grew up a demand for a wider curriculum that would embrace the non-college students as well as those preparing for college work. State Boards of Education then took over the work of deciding what was to constitute the course of study, and again it was prescribed. The teachers, with no share in the creating of the course of study, often did not know too much themselves about what should be taught and what left out. Gradually the teachers have been consulted and their advice and cooperation sought in the making of the curriculum in some localities. In the majority of instances, however, some outside authority decides on the curriculum and neither teacher nor pupil has any part in its creation. Modern educational thought frowns on such a practice. Hopkins says:

The curriculum of the school should be designed by all of those who are most intimately concerned with the activities of the life of the children while they are in school. This, of course, means the children themselves, together with their teachers, parents, other educators and citizens of the community. Since the children must learn how to manage their living successfully within the democratic process, they must have a large share and an increasing responsibility in making their own curriculum. In fact, one of the most important duties of the school is to help them make a curriculum as intelligently as possible at their age and maturity. This means that a curriculum must be as flexible as life and living. It cannot be made beforehand by adults and given to pupils and teachers to install. It must find its scope, sequence,
continuity in the intelligent pursuit of democratic process goals. It must be variable among groups in a school and among schools in a city. 17

Such a conception of a curriculum is certainly a wide departure from the original belief that school constituted only the study of several special, separated subjects. There is no attempt here to state that such a type of curriculum has been generally accepted and put into use; mention is made, rather, to show the tendency in curriculum thinking.

Techniques.—The techniques of teaching have differed widely and changed with the other changes that have occurred in the aims of education and in the curriculum. Where once drill and memory work ruled, the life experiences of the pupil now, in most instances, form the basis of the learning activities. The core subjects still form the basis of most of the school curricula, but integration of subject matter is practiced extensively. In some instances, curriculum committees have designed "broad fields", but in a large number of the schools the "unit" has been chosen as the base of the learning activity. Where once the core subjects comprised facts and dry data, they now have been changed until life activities or experiences are used in learning the material which once was memorized. For example, history in the secondary school was once a matter of dry, memorized studies of the rise and fall of nations, and the wars that continually developed. Today, history is regarded as present

in every phase of daily life, and the social and economic life of man receives as much, if not more attention, than a recital of his battle activities. History is linked closely with companion studies—geography, economics and sociology—and with them forms what is called a course in social science. 18

The traditional school, then, has changed greatly in the last half of a century. Its aims have expanded and changed appreciably; its curriculum has undergone almost a complete metamorphosis; and its technique of teaching has been revolutionized.

In the following chapters, the curriculum of the secondary schools in Texas and Louisiana for the last half of a century will be examined and the changes noted. Particular attention will be given to the changes in the aims, the additions of subject matter and the changes in core subjects already established in the curriculum, and the recommended outlines of study. Also noted will be the authority responsible for the selection of the curriculum. The extent to which the different states have followed the general outlines of change noted in this study will also be indicated. The courses of study, as outlined for the different states, will be evaluated as to the extent to which they have, or have not, kept pace with modern educational thought in educational practices.

CHAPTER III

CHANGES IN THE SECONDARY SCHOOL CURRICULA
OF TEXAS FROM 1860 TO 1948

The Secondary School Curricula In Texas Before 1917

The first municipal high school in Texas was established in the town of Brenham in 1875.\(^1\) It was an outgrowth of the common practice of teachers of the lower grades teaching advanced studies to the brighter students who desired to remain in school after the free public grammar grade school was completed. Algebra, geometry, Latin, and other subjects had long been taught in the private schools in this way, and after the free public school system was inaugurated the practice continued. Special fees were charged the pupils for such teaching. Schools began to add grades above the elementary level, and it may be said that the Texas high school was a gradual evolution out of the old private academy. Eby says:

The municipal high schools were not a new creation. They merely took the place of the old private academies.

\(^1\)Frederick Eby, *The Development of Education in Texas*, p. 245.
As it existed in Texas, the academy formed a complete school system, teaching all children from the primary grades through advanced and sometimes even collegiate studies. The establishment of state elementary schools cut off the patronage which had supported these private establishments. The teachers gladly transferred to the public schools and carried with them, as far as possible, the curricula and spirit of the old institutions. The high school... replaced the academy and inherited a broad and fairly practical course of training fitting the youth for life.²

The main object in the establishment of secondary high schools was to provide training above the elementary level for students who desired to enter college. The University of Texas was established in Austin in 1883, and it gave new impetus to the growth of high schools. The University, offering a high degree of scholarship, found few pupils prepared to take this training. It was obliged to establish and maintain a preparatory school in connection with the University, or give assistance to high schools in organization and in prescribing standards of achievement. The University chose this latter course, and a committee from the school was given the work of inspecting high schools, prescribing curricula, and setting up achievement standards.

Such a situation could only result in one way: the curriculum that the committee prescribed for the high schools was the one that the University would most logically follow in its training. In other words, the college curriculum dominated the high school curriculum, and the goal of the early high schools in Texas might be described almost exclusively as college-preparedness.

²Ibid., pp. 246-47.
For a number of years, then, the lines of development of the secondary school curriculum in Texas were essentially determined by the college entrance and accrediting agency requirements. Following a practice set some time before in other states, the University began to affiliate high schools; that is, it would grant entrance to the University of students from schools which had met certain standards. Henderson states the conditions of such affiliation:

To be affiliated at all, a school must prepare its graduates for the Freshman class in English (3 units), history (2 units), and mathematics (algebra or plane geometry, 5½ units), in all 7 units. English, history, and mathematics then, were the key subjects in the early high school curriculum. Since the University required three credits in Latin for admission, it was also to be expected that the teaching of the subject was stressed.

However, not all the schools were required to go the same route, and take the same required courses. In the small high schools a prescribed secondary school curriculum was used. In the larger schools, elective subjects early became popular. French, Greek and German were offered as well as Latin. In 1893-94, Waco offered a commercial course. No fixed curriculum was offered by the larger schools, and they exercised a wide freedom in formulating courses of study.

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The first manual training department in the state was established in 1896 in the Austin high school. Domestic science was first offered in the Fort Worth high school in 1903.

The University of Texas, so the larger high schools charged, was slow in recognizing and affiliating the new elective courses in the high schools. In the period from 1910 to 1920 the total population of Texas increased twenty per cent, while the high school enrollment increased 114 per cent, or nearly six times as rapidly. This constantly increasing proportion of young people going to high school materially increased the importance of the training. In the early secondary schools the majority of the students were destined to enter the professions, and the classic-dominated curriculum fitted their needs. But when the masses of the people began to educate their children, new needs arose. There came a demand for a new type of subject matter, which the University was slow to accept for credits and standardization.

The development of other colleges in Texas was another factor in the demand for a change in the standardizing and accrediting agency for secondary schools. As long as the University was the only important college in the state, its supervision over the high schools was not resented, but with the growth of other colleges there began to be a feeling that the University, in its dominance over the high school, enjoyed a favoritism which was not justified.

Dr. George W. Works, "Summary of Texas School Survey Report," The Texas Outlook, TX (June, 1925), 24.
In 1911 the Thirty-Second Legislature authorized the State Department of Education to classify high schools into first, second and third class.⁶ Owing to the limited office force of the State Department of Education, it was not possible to give efficient service. At the meeting of the Texas State Teachers' Association in 1915, a recommendation was adopted to place the duty of standardizing and inspecting the high schools under the direction and control of the State Department of Education. The transfer of these duties was made and the new agency began accrediting schools on September 1, 1917. A survey of the course of study as recommended by the University of Texas prior to 1917 will give a picture of the secondary school curriculum at that time.⁷

In the first year of high school, English, mathematics, and history were required subjects, and each of these had a unit value of one. One or one-half units might be chosen as electives from the following subjects: Latin, physiology, physical geography, agriculture, manual training or domestic science. Agriculture and Latin had a unit value of one, while all the others had only one-half unit value.

In the second year, the required subjects were English and mathematics, and the electives, of which there might be two or two and one-half units, were Latin, Spanish, German, history, biology, manual training and domestic science. All


⁷State Department of Education, Manual and Course of Study for the Public Schools of Texas, 1917, p. 17.
of these had a one unit value except the last two which had a value of one-half unit each.

In the third year, English and mathematics were the required subjects. Two or two and one-half units of electives were permitted and these might be English, History, Latin, Spanish, German, agriculture, manual training, domestic science, physics and chemistry. All of these had a unit value of one except manual training and domestic science.

In the fourth year of high school, English was the only required subject. Three or three and one-half elective units were permitted. These electives were history, Latin, German, Spanish, physics, agriculture, manual training and domestic science.\(^8\)

The traditional course of study, it is seen, had been enriched with a number of electives under the accrediting system set up by the University of Texas. The vocational subjects, outside of agriculture, however, were only given a unit rating of one-half in each of the years in which they were offered. The emphasis was on the traditional subjects of English, history, and mathematics.

The schools had no part in deciding their own curriculum; that is, if the courses were to be accredited. The larger high schools early adopted the policy of adding many electives, and the University's reluctance to accredit many of these electives was one thing that caused a demand for a change in the accrediting agency. The State Department of Education

\(^8\)Ibid.
Committee for Accrediting and Standardizing High Schools was composed of representatives from the Department, the colleges, and the high schools as well. This was giving a greater measure of selection to the schools, but the curriculum was still prescribed and dictated.

The methods of teaching were traditional. Assignments were made by the teacher, and the textbook was the source of material. Learning about life was obtained by reading about it, not by living experiences. The school was mechanical, unrelated in most instances to the actual daily life of the pupils.

Such was the situation in regard to the curriculum of the secondary high school in Texas in 1917. In thinking about the aims of the school, the type of curriculum, and the methods of teaching, it is a surprising thing to find the school almost a complete little dictatorship in itself. In a land dedicated to freedom of the individual enterprise, the institution the state founded for training its young had few, if any, democratic principles.

Changes in Secondary School Curricula from 1917 to 1930

The terms of a more diversified, more democratic school curriculum were already fermenting in 1917 when the State Department of Education assumed the task of standardizing and accrediting the schools. The aim of education at that time was expressed in one of the bulletins:

It is the one fundamental purpose of the high school to give that training which will prepare the student for greater efficiency, greater usefulness
and longer service. All boys and girls leaving high school should go with a definite purpose in life, and should be able to turn back to the public the money expended in increased efficiency. It is also the function of the high school to give the student such amount of cultural training as will help him appreciate the beautiful in nature and in art, and at the same time to enable him to choose a vocation for life. In other words, our high school should strive to give a liberal education—an education that is both cultural and vocational—and discipline will be a product of the vocational as well as the cultural if the work is well done.9

The idea that education might prepare the child for more abundant living as well as a college career was beginning to make itself felt.

State Superintendent of Education Blanton spoke her mind in 1921 about subject matter in the high schools:

The public high school is the 'People's College;' its course of study should not be restricted to the preparation of students to enter any particular institution, but such subjects should be taught as would best prepare the ninety per cent who never to college to adjust themselves to their environment. There is much justice in the demand that the student should be prepared for entering a vocational college, as well as a classical institution.10

The repercussions of World War I, too, had their effects on the aims of secondary schools. The first selective draft legislation with its physical and mental examinations, called attention to the need for better health practices. The findings of the Committee on the Orientation of Secondary Schools stressed the new cardinal aims of secondary education. Altogether the period extending from 1917 to 1930 was a pregnant

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one for secondary school aims in Texas as well as in the nation as a whole. In theory, at least, the secondary schools were beginning to break away from the traditional aims of education, and to give attention to training a child in a natural, democratic fashion.

These changes in aims caused corresponding changes in the secondary school curriculum. The most pronounced changes in subject matter were the additions of many new elective subjects. Manual training and domestic science had been introduced in many of the larger schools prior to this time, but expensive equipment and specially trained teachers restricted the program to the large schools. As the schools more and more planned their programs to meet the prospective needs of the pupils, new subjects were required. The State Department of Education decided that such studies as elementary bookkeeping, typing, commercial geography, commercial arithmetic, and occupations might be worth a half-year of the time of every boy and girl. It was thought that such courses would be of help to high school students. Those who left high school before graduation would find the courses helpful in filling positions; those who continued in business education would have a basis for choosing and progressing in advanced studies. All young people, it was said, needed this minimum of business training for daily life.\footnote{Ibid.} Accordingly, stenography, bookkeeping, commercial law, economics, sociology and advanced arithmetic were accredited in the 1922 course of study.
The inclusion of courses in sociology and economics was significant of the changed attitude toward the purpose of the schools. There was a growing conviction that high schools were training pupils for citizens. The aim of these courses, it was stated, was to make good citizens and this was in line with the thought of the era, society had become complex in its relationships by this time, and it was beginning to be realized that the welfare of the group as a whole took precedence over the individual. Training in social and economic relationships became a necessity of the new industrial society.

A general science course was introduced in the secondary school curriculum in the 1922 course of study. Science was beginning to play an important part in the lives of the people. If the school was to meet life needs, it was necessary for the students to learn something of the importance of science aside from particular phases of the science program. This general science course was an introductory study of the importance and purpose of the scientific work being carried on in the laboratory and the business world, and was placed in the first year of high school.

In line with the recommendations of the National Committee, many of the large city schools had introduced health education into their curricula before 1920, but such actions were the exception and not the rule. There was a gradual

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increase in the number of schools scheduling such work, and in 1930 physical education became a part of the curriculum of the Texas schools through statutory enactment. Physical education, heretofore, had dealt largely with the development of large muscles and competitive skills, but a new interpretation was now given to the term "physical education."

The State Department of Education defined it in this way:

Modern physical education implies that children are taught, as members of a group in which social participation is wisely guided, skills, information and attitudes which will lead them to engage in activities which are physically wholesome, which further growth and development, which can be enjoyed outside of school and in later life as recreational pursuits, and which offer additional avenues through which character training may proceed and through which initiative and leadership may be encouraged.13

This was a new concept of physical education. In it, physical education was a necessity for all the children with the ultimate aim the improvement of health in general. Schools not only were to instruct the children in the fundamentals of learning but were to safeguard their health, teach good health habits and attitudes.

There were major changes in the core subjects, too, after the State Department of Education began its work of standardizing and accrediting the schools. These changes were not so much in subject matter as in new procedures and techniques. Take history for example. Traditional history dealt mostly with wars and the fortunes of political and military leaders; modern history takes into consideration the

duties of citizenship and the complexity of modern life. Instead of the ancient and mediaeval history which were mandatory in the traditional school, a study of modern history has been made a part of the new curriculum. The 1922 Manual of Study offered this advice to the teachers:

Stress the social, political, and economic phases of life throughout, and touch lightly on the military aspects except as they relate to other phases. . . . The past should be used to make intelligible the social, political, and economic world of the present.14

It was further suggested that the history work be integrated with the study of current events, and standard periodicals were recommended as supplementary materials for textbooks.

A departure from the one-subject method of teaching is indicated in the introduction of the unit method of teaching. "The Canterbury Tales", for example, in the classical schools were taught as one distinct phase of English; that is, they were taught from the standpoint of their value as an English subject—style, rhythm and characterization. In the unit method, the poems could be integrated with many other phases of the curriculum. The geographical location of the pilgrimage, the purpose of the travelers and the manners and customs of the people would all enter into the study. Before the unit was completed, geography, history, economics, sociology, spelling, and English would all be intermingled.

Since there are no exact ways of measuring the extent or the growth of the movement to liberalize the curriculum of the high school, there can be no accurate data presented

as to the advancement of the program in 1930. However, a reading of the changes in subject matter—additions of new subjects and new methods of teaching the old—show a decided change in the aim of the curriculum in general. The belief that education was a life process was gaining ground. The liberalized curriculum was planned to fit into the daily activities of the children and lose some of its "remote training" aspects.

On the other hand, the curriculum was prescribed and handed over to the teachers by a higher authority. Many of the new subjects such as health education were the responsibility mainly of the classroom teachers. In 1930 when such a program was made mandatory in the schools, few teachers in the state had any adequate knowledge of what was required or the ways in which to teach health services. They had no part in the making of the curriculum. The pupils, who were the recipients of the school's training, had still less part in anything that went on. High school education, it appears, had expanded in theory, but practice lagged far behind.

Changes in the Secondary Curricula from 1930 to 1946

As has been indicated, the scope of the high school curriculum had increased repeatedly as the schools multiplied in number and the school population increased. However, little effort had been made to synthesize the numerous offerings, and the school found itself with a crowded curriculum. This became more confusing with the continued addition of
new electives. The report of the Texas Educational Survey in 1924 gave the results of a survey of courses of study and instruction, and emphasized the need for a revised curriculum. The National Education Association called the attention of the teachers to the need for some synthesis and revision of the curriculum. The schools in the large cities began to take an active interest in the subject, and in 1935 a resolution was adopted at the Texas State Teachers Association for the inauguration of a state-wide curriculum revision movement.

A committee was appointed to undertake the curriculum revision. This committee was composed of representatives from the State Department of Education and the State Board of Education, the chairman of the Commission on Curriculum of the Texas State Teachers Association, the president of the Texas State Teachers Association and a general consultant, Dr. Fred C. Ayer of the University of Texas. The following purposes of the revision program were set forth:

(1) The development and installation of courses of study...in the various subjects of the high school;

(2) The unification of various school programs in order to lessen the retardation of children transferring from one school community to another;

(3) The improvement of the progressive outlook of teachers by giving them an opportunity to participate in curriculum study and production;

(4) An increasing of worthwhile knowledge and wholesome interests in world affairs on the part of the people.16

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15 Margaret Rouse, "Texas Curriculum Revision Program," The Texas Outlook, XXXI (January, 1947), 21.

16 Ibid.
A four-year program for the curriculum revision movement was held at the University of Texas, and throughout the year of 1934-35 the teacher-training institutions offered courses in curriculum orientation in residence and in extension courses. Study groups were organized at various centers.\textsuperscript{17}

In 1935-36 the colleges of the state offered courses in procedures and techniques of curriculum production. In these courses the teachers actively participated in the shaping of a new curriculum. A curriculum news bulletin was published periodically, and teachers throughout the state were given forms to aid in planning programs, and all teachers were invited to send contributions to the state production committee. A \textit{Handbook for Curriculum Development} was published in February, 1936.\textsuperscript{18}

In 1936-37, the third year of the study, a tentative course of study was printed and tried in various schools. Over a hundred schools offered to serve as laboratory schools for experimental use of the proposed curriculum. The proposed changes were actually instituted, and then evaluations of the results were attempted.

The fourth year was designated as the year for installation of the course of study and for the establishment of a permanent curriculum organization. In the summer of 1937, the colleges offered courses in the installation of courses of study.

\textsuperscript{17}Ibid. \hspace{1cm} \textsuperscript{18}Ibid.
As a result of the experimentation carried on with the Tentative Course of Study (1936), two revised courses of study appeared: Years One Through Three in November, 1936; and Course of Study, Years Four Through Six in January, 1939.\(^{19}\)

In this program of revision, the committee was guided by the following principles of curriculum revision:

1. The curriculum shall provide educative experiences adapted to the fundamental needs of each child of whatever race, type or mental aptitude;
2. the curriculum shall provide educative experiences for effective participation in social life and which will serve to perpetuate and improve the ideals and practices of our democratic society;
3. the curriculum shall be conceived as a program of study and activity subject to teacher guidance;
4. the curriculum revision program shall be conceived as an experimental program; and
5. the curriculum shall not be subverted to special interest.\(^{20}\)

These principles were in full accord with modern educational thought on all phases of the curriculum. It broke away from the old subject-matter curriculum, provided for life activities, and based the curriculum on the needs of individual schools. The basic principles were the same, but the curriculum itself was tentative, subject to change, and to be worked out in many details in individual schools.

The extent to which the new curriculum departed from the traditional curriculum may be gauged by an examination

\(^{19}\)Ibid.

\(^{20}\)Ibid.
of the nature of the new proposed courses of study. In a bulletin issued in 1939, the following quotation described the work of the committee:

For purposes of more general and effective integration it seems advantageous to think of the general education program in terms of the five major core areas of curriculum activity...rather than in terms of the great variety of isolated subjects and activities which frequently dominate curriculum programs. The five core areas of group culture and related subject matter are:

A. Language Arts
B. Social Relations
C. Home and Vocational Arts
D. Creative and Recreative Arts

From the point of view which controls the Texas Curriculum Revision Program these five areas represent the five most important fields of educational opportunity. They reflect the most significant aspects of modern civilization and hold most in prospect for the growing individual...

It is proposed to set up five corresponding main areas of curriculum activity which shall operate with varying degrees of emphasis at all levels of the school program.\textsuperscript{21}

A general plan was then outlined for curriculum construction based on these dominant themes: (1) language; (2) society; (3) security; (4) individual development; and (5) science. Broad fields of study, thus are designated instead of special subject matter.

The course of study set up under this plan for both elementary and high school did not prescribe in detail either the methods to be followed by the teacher or the pages of the

\textsuperscript{21} State Department of Education, Course of Study for Years Four Through Six, Bulletin 394, p. 11, 1939.
textbook to be covered. Instead, suggestions and materials were provided which would enable the teachers to do better work. The teachers were told that:

The sample units are provided merely as illustrations, and are in no sense to be regarded as standards to be followed slavishly by the teacher in developing her own procedures. Many teachers will be able to do better teaching than that recorded in the accounts of units of teaching...

The program comes from and lends itself to various sections of the state. It is flexible, suggestive. 22

The course of study, then, was merely a guide for the teacher who would fit it into the general school program. It was much more democratic in origin, function and administration than any preceding course of study for the schools. Since the basic patterns have been restated in subsequent bulletins of 1943 and 1945, it is indicated that this basic pattern of curriculum reorganization is advocated at the present time.

The question now might be asked: To what extent did the high schools of Texas make use of these recommendations of the Curriculum Committee? Margaret Rouse, in a concluding article on the "Present Status of the Elementary School Curriculum" gives some pertinent facts about the elementary curriculum in Texas which are almost equally so about the high-school curriculum. In reporting a study of Texas schools using the new broad fields of study, she says it was found that the typical school curriculum in Texas was organized

22Ibid.
into separate subjects taught on a daily assignment basis.\textsuperscript{23} The survey indicated that the school curriculum in actual practice today is not the one proposed by the Texas Curriculum Revision Committee.

One of the reasons advanced for this lack of use by the teachers of the new curriculum is that the State Department of Education does not have enough money to give the necessary supervision of the establishment of such a program. Another reason advanced is charged against the teacher-training institutions. In these schools the instructors talk a great deal about democracy and life experiences, and then conduct their own classes in exactly the same method as of old-arbitrary lesson assignments and compartmentalized teaching. The would-be-teacher accepts what he hears with his tongue in his cheek, evaluates the teaching procedure, and then follows the path of least resistance when he enters the schoolroom himself. It is much easier to teach by rote and by textbook than through creative experiences.

There can be no quarrel with the philosophy and the curriculum of the secondary schools of Texas as far as the printed course of study is concerned. The trouble is with the actual teaching practices if the surveys reported are indicative. However, the Curriculum Committee has only been at work for the short space of ten years, and during that time

\textsuperscript{23}Margaret Rouse, "Present Status of the Elementary School", \textit{The Texas Outlook}, XXXI (February, 1947), 16.
the schools have suffered the loss of many of their most capable teachers. As long as the educational philosophy of the teachers is sound and trustworthy, the future events may be trusted to work themselves out in the best interest of all the students of the schools.
CHAPTER IV

THE DEVELOPMENT OF THE SECONDARY SCHOOL CURRICULA
IN THE STATE OF LOUISIANA

Secondary School Curricula Before 1910

Secondary schools in Louisiana were almost unheard of in the year 1900. At that time there were only thirty-two such schools in the entire state; in 1905 the number had only increased to forty-seven. Five years later in 1910 there were only eighty-seven high schools, but by 1925 there were 318. The enrollment had grown from 1,481 in 1905 to 38,694 in 1925.¹ It was estimated at that time that this number comprised eighty per cent of the young people who were within the high school age brackets at that time. Present day facilities are adequate to permit all the young people of today who wish to take advantage of a free secondary school education.

It will be significant in this study to appraise the course of study in the secondary schools and to note the changes which took place as the high schools expanded and increased their enrollment.

¹John M. Foote, Twenty-Five Years of Public Education in Louisiana, 1925, p. 18.
Louisiana, unlike Texas, did not have its State University direct its early high school program, but the State Department of Education performed this function. Trudeau, State High School Supervisor for Louisiana stated:

Up to now, the responsibility for preparing high school pupils for college entrance has unfailingly rested upon the shoulders of the State authorities, and in order to allow none to escape, the State has compelled all pupils through its course of study, to pursue college preparatory courses.  

Trudeau was writing in 1932. If the high schools were forced by the state to pursue college preparatory courses at that time, it is evident that the work of the early high schools was predicated on the same basis. Unfortunately, there are few available data concerning the development of the high school curriculum prior to 1910, and the earliest available course of study for this investigation is the one issued in 1919. For the time prior to this, Trudeau's description of the high school curriculum as "college preparatory courses" will have to suffice. A study of the development of the curriculum will have to begin at this point, and it is taken up from there.

The Status of the Secondary School Curriculum in 1919

Sixteen units were required for graduation from a high school in Louisiana in 1919, and nine of these units were required.  

It will be remembered that the same number of


The Status of the Secondary School Curriculum in 1919

Sixteen units were required for graduation from a high school in Louisiana in 1919, and nine of these units were required. It will be remembered that the same number of units were required for graduation from a Texas high school in 1917, but only seven and one-half of these were required. The difference between the states was in science; there were no requirements for this study in Texas, while Louisiana required two units in science for graduation.

The suggested program of studies was outlined as follows:

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<td>Commercial Arithmetic</td>
<td>History</td>
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<td>Vocational subject</td>
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The bulletin stated that the State Department of Education felt that the above named order offered balanced work. The foreign languages offered were Latin and French. The Texas course of study permitted electives in Latin, Spanish

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4. Ibid., p. 12.
and German. The vocational electives were manual training, home economics, agriculture and business education—bookkeeping, commercial arithmetic, typewriting, and stenography. Additional electives were music and drawing and physical education but no credits were given for these. Reference again to the Texas course of study for the same period shows that no electives in business education were offered. However, the home economics course in Louisiana was a four year course, and so was agriculture. Bookkeeping was a two-year course.

No mention was made in the course of study of the aims of secondary education in the state, but in the discussion of special subjects the aims of each were stated. The course of study was issued by the state department of education and gave explicit details about the various subjects and the methods of technique. Text books for the different subjects were enumerated, and in a great many instances page numbers were listed for the work to be given in different months.5

The teaching technique may be determined by an examination of some of the suggested methods of teaching. In the study of history much written work was required. The subject matter of this written work was made up of certain requirements. Fifty per cent of the work might be copied and consist of maps, filled-in outlines, copied drawings, selected

5Tbid., p. 6.
illustrative material, documents, and a limited number of favorite quotations, political watch words and obscure phases in common use. The other fifty per cent of the written work might be answers to questions, synopses of source material, brief statements of collateral reading, charts, brief compositions of original thought and discussions or debates. History, it is evident, was taught as a remote affair from the perplexing problems that were a part of the everyday life of the period.

Much the same was true of the other subjects. In physics and chemistry there was no mention made of the contributions of science to civilization, or efforts to work out original problems. A certain number of designated experiments was required, and the notebooks detailing same had to be made up in a certain way. Little provision was made for originality or creative work of any kind.

The Louisiana course of study in 1919 then was a mixture of the traditional and the practical. New subject matter had been added to the original course of core subjects, but the methods of teaching were stereotyped and artificial. There was little democracy in the schools at that time.

Changes in the Secondary Curriculum Between 1920 and 1930

A new course of study for the high school of the state was issued by Louisiana in 1926. It differed little from the one of 1919 except that it gave more detailed explanations

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Ibid., pp. 64-65.
of how and what to teach. Almost every detail of the different subjects was prescribed.

In 1923, however, a new departure from the traditional methods is evidenced. The course of study issued in this year made no attempt to offer highly detailed outlines of subject-courses; it was stated that the textbooks had much information of this kind, and that it was the belief of the State Department of Education that the high-school teachers in Louisiana were well-prepared for their work and that they did not need much detailed information.\(^7\)

The high school curriculum was divided into five standard courses: General Course, agriculture, home economics, Manual Training, and Commerce. The subjects which might be taken in each of these courses was outlined year by year. For example, in the Agriculture Course, English, business arithmetic, and general science were the core subjects in the first year. Electives were principles of plant culture, and soils and fertilizers. In the second year, algebra took the place of first-year business arithmetic, while animal husbandry, milk production, and poultry keeping comprised the electives.

In the third year of high school, the agriculture Course comprised English, geometry, general history, horticulture and field corps. In the fourth year, the program consisted of English, physics or chemistry, farm management, elements

of rural economics, farm engineering, American History and advanced algebra.\textsuperscript{8}

The announced aim of the new course of study was to strengthen each of the five standard courses offered, synthesize the multiplicity of courses, and discourage "nibbling courses."\textsuperscript{9} The requirements for graduation were raised to sixteen and one-half units. Pupils elected courses rather than subjects, and they were strongly urged, although not compelled, to remain at least two years in the course they elected when they entered school.

This program was not put out in the form of suggestions, but it was stated that it was "confidently expected" that all the provisions set forth in the new course of study would be in effective operation by the close of the session 1925-26.\textsuperscript{10}

One complicating factor in such a program was the fact that the parish school officials had a determining voice also in the school program. Trudeau says:

The parish school officials are now, as heretofore, vested with the authority and charged with the responsibility of determining for each school within their respective systems, what courses shall be offered among those authorized and approved by the State Board of Education.\textsuperscript{11}

Another course of study for the high schools was issued by the State Department of Education in 1929. Four additional subjects had been added to the list of accredited subjects and the new bulletin was for the purpose of indicating the time and place assigned these subjects in the curricula, and

\textsuperscript{8}Ibid., p. 8. \textsuperscript{9}Ibid., pp. 8-9-10. \textsuperscript{10}Ibid., pp. 6-7. \textsuperscript{11}Trudeau, op. cit., p. 7.
for making more elastic the field of subjects set up in the 1925 course of study. Then, too, it was felt that a more detailed explanation was due of the changes made when the five general courses were announced.

The 1925 course of study was changed in no material way. All that was allowed by the 1925 course was allowed by the 1929 course; the main difference between them was "a greater latitude was offered school administrators and pupils, first in the organization of curricula, and second, in the choice of subjects to be pursued." The new subjects added were Spanish, music and art, and Studies of Louisiana. The latter course was an elective in the second year of Home Economics and Manual Training, and a requirement in the first year of the Commercial Course.

The number of prescribed or required units for graduation was raised from nine to twelve and one-half. Four years of English, two and one-half of mathematics, two years of social science, two years of science, and two years of either foreign language or vocational subjects were required. The foreign language must be two years of the same language, and the vocational subject must be two years in the same field.

The State Department of Education, it is apparent, gradually assumed more and more control over the type of courses offered, the subjects chosen by the pupil, and required more units for graduation.

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13 Ibid.
The methods of teaching, as outlined in the bulletin, were also somewhat authoritative in nature. In the English course the textbooks for each semester were named, page numbers to be covered were notated, objectives were set up, and approved lists of collateral readings were given.

In spite of this authoritative set up, though, the bulletin announced in the beginning of the study that it approved of the seven "cardinal principles" of education as worthy aim of the education program of the state.

In aims, in curricula, and in technique, the Louisiana high schools became more and more authoritative as the school system grew.

Changes in the Secondary School Curricula from 1930 to 1945

A new course of study was prepared by the State High School Supervisor for Louisiana in 1933. The purpose of the bulletin was stated in the introduction:

This bulletin, number 259, contains information and suggestions deemed essential to classroom teachers and to high school administrators in properly interpreting the aims, purposes and scope of the various curricula, in readily locating necessary references and other materials, in a word, in aiding to make the work of the classroom teacher progressively effective.14

The cooperation of the teachers and administrators was asked, and they were invited to send their suggestions and recommendations to the supervisor. In turn, he promised to

14 State Department of Education of Louisiana, Courses of Study for Louisiana High Schools, p. 5, 1933.
incorporate such suggestions into "refined, individual courses of study". This was the extent to which the teachers joined in making the curricula.

The aims of the program once more were announced to be those of the seven cardinal principles of education.

The high-school curricula are best described in the words of the bulletin:

The subjects constituting the State Program of Studies have been arranged on the following pages in sequential order in five suggested curricula, namely: General, Agricultural, Home-Economics, Commercial and Industrial Arts. Each pupil, with the approval of his parents or guardian, should select the curriculum that will best meet his individual needs and should pursue that curriculum to graduation. The elective subjects included in each curriculum make it unnecessary for pupils to change from one curriculum to another in order to schedule certain desired subjects.

The program of studies and the number of curricula to be offered by an individual school are matters to be determined not by the pupils, but by the local school authorities. These authorities shall select from the State Program of Studies the subjects to be offered in each school. The pupils' range of choice will then be limited to the school's program of studies.\(^{15}\)

This arrangement whereby the parish boards selected the subject matter to be taught in their school was statutory, and was protested by Trudeau.\(^{16}\) He desired to vest the authority of determining the courses jointly in pupils, parents and the local school authorities.

Changes were made not only in the addition of new courses but in the requirements for graduation. The number of required units was reduced from sixteen and one-half to sixteen. The required unit subjects were reduced from twelve to eight.

\(^{15}\)Ibid., p. 15.  \(^{16}\)Ibid., p. 83.
The foreign language or vocational studies requirements were eliminated and only one unit in mathematics and science was required, respectively.

The new subject matter was expansion of the courses or subjects already in the curriculum. Theory and Harmony were added to the music course, Salesmanship and Advertising to the Commercial Course and Health and Physical Education became a part of each general course. The discussion given to each subject may be indicated by the length of the bulletin, 255 pages.

While the bulletin was explicit in details and advice to the teacher, its objectives were likewise specific. The educational philosophy of the entire program may be judged by the objectives listed for teaching Commercial Geography. They were:

a. To gain a knowledge of the resources of the various parts of the world and the geographical conditions which contribute to surplus, communication and ease of transportation.

b. To gain an understanding of the principles governing trade and commerce.

c. To gain a world perspective from the standpoint of markets, and to eliminate the prejudices that grow out of isolation and self-sufficiency.

d. To see America and her resources in relation to world markets and other economic relationships.¹⁷

Those objectives indicate that the State Department of Education was in line with modern thought on teaching social, economic and political relationships of present-day affairs.

¹⁷Ibid.
the technique of teaching can not be evaluated. However, since this technique was left to the teacher, it may be inferred that it would fit individual situations.

Superseding the 1936 course of study was another issued in 1937. The same general plan was followed in the arrangement of the curriculum, but the requirements for high school graduation were changed some. Sixteen units were still required with eight of these being prescribed. Three of the prescribed units were English, and two were Social Studies, Mathematics, Science, health, and physical education had a requirement each of one unit.18 Instead of the bulletin describing the different courses, listing aims, and enumerating long lists of reading materials, it discussed administrative and supervisory problems of the high schools. Standards for building and equipment were presented. The work was left in the hands of the teachers.

Prior to the publication of the new high school course of study in 1937, a curriculum revision movement had begun in Louisiana. Desiring to improve the quality of their work, the teachers formed a Curriculum Laboratory Group at Louisiana State University during the summer of 1936 and outlined a course of procedure.19 In the summer of 1937, Bulletin 351 was prepared and published. The motive prompting the study


was minimizing or overcoming certain weaknesses in the school work.

The Laboratory Group stated that its courses of study were out of date. Too much emphasis was placed on the mechanical aspects of learning. Emphasis should be shifted from the learning of subject matter to the development of the individual. Schools should make a greater use of local materials and community life activities. The types of materials and their placements in the curricula did not provide for enough integration of the various fields of knowledge and experience. The program of education was not flexible enough to meet individual needs of children and the wide variety of conditions prevalent in Louisiana. The educational program was not closely united with the parents and the community. Teaching practices caused undesirable competition among pupils for credits and marks. Unsatisfactory grade placements had caused excessive failures. The teaching practices had tended to destroy the initiative of teachers and pupils. Current materials and controversial issues had not been treated adequately, it was claimed.

After the perusal of the complaints, even the most severe critic of the authoritarian regime that had been built up in the Louisiana Secondary school could not help but acknowledge that Louisiana teachers were aware of the shortcomings of the system. It is to the credit of the teachers that they

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20 Ibid., p. 12.
set about trying to remedy the situation. They sent out questionnaires to other teachers. They made reports on research, and they worked out in cooperation many "try-outs" and reported their findings. These reports constitute the subject matter in Bulletin 351.

The philosophy and guiding principles of education for the schools of Louisiana were formulated by the Laboratory Group.

The public schools are maintained by the American people because they believe that education is essential to successful living, and that only through universal education can the democratic ideal be realized and perpetuated.

The democratic ideal can be realized only when the citizens of the country are intelligent, capable, industrious, considerate in promoting the general welfare. The school is the best institution for working toward these ends. To accomplish them, it must uphold democracy as an ideal of human relationships and as a basis of government.

Every schoolroom can and should be a democracy. There the children can and should experience the purpose, the planning, the evaluating, the deciding, and the responsible acting practiced in democratic living.21

These principles are in complete accord with the modern concept of educating the youth in a democracy. The Louisiana teachers, at least, recognized the direction in which they wished to travel.

In the try-outs the most modern methods of developing units were illustrated.

In the 1945 course of study, provision was made for twelve grades. Seventeen units were required for graduation,

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21 Ibid., p. 27.
the extra unit being the addition of one and one-half units prescribed mathematics. World War II had shown that the boys not too long out of high school were woefully lacking in the knowledge of mathematics fundamentals. This additional course was made to strengthen the entire mathematics program.

The different fields of study with their rigid prescribed subjects were discontinued in the 1937 course of study. The plan of setting up required basic studies with choice of electives substituted for the previous plan of different courses.

This is the situation as it exists in Louisiana today. In summarizing the development of the curricula, it is apparent that there was a strong authoritarian attitude of the State Department of Education toward the high schools of the state for a period. The department was very prone to tell the teachers what they could do, what they could teach, and how they could teach it. This period roughly extending from 1925 to 1935, corresponds rather closely to the time when Huey Long was Governor of Louisiana. Under his guidance the entire state government took on the aspects of a dictatorship, and the reflection of this spirit in school affairs is to be expected. An examination of the literature, however, put out by the State Department of Education indicates that a great deal of money was spent on education, and that the state advanced rapidly in its efforts to educate all the children of all the people.
In the next and concluding chapter, the findings of the study on the changes in the curricula of Texas and Louisiana high schools from 1900 to 1945 will be given.
CHAPTER V

SUMMARY AND CONCLUSIONS REACHED FROM THE STUDY

Summary

Texas and Louisiana were settled about the same time, but public education in Texas developed much faster than it did in Louisiana. The first secondary school was established in Texas in 1886, but it was not until 1910 that Louisiana began the establishment of high schools.

In both Texas and Louisiana the aim of the traditional high school was to prepare students for college work. The subject matter curriculum dominated. The text book was the source of authority and memorization and drill predominated as learning techniques. Since the student was being trained for a remote period of time, there was little effort to link school activities to daily life experiences.

In the period from 1910 to 1920, a change began to make itself felt in the high school curriculum. By this time the masses of the people were sending their children to school, and a large per cent of these had no idea of attending college. It was not considered fair to them to continue a college-preparatory curriculum; the opinion began to grow that the curriculum should offer more practical subjects which the students could use after graduation from high school.

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Manual training, home economics, agriculture, and business education were all well established in the schools of both states before 1920.

However, there were many differences in grade placement of these subjects and in the amount of importance attached to each. In Louisiana, agriculture and home economics each had a four year course if the student so desired; in Texas there was only one-half unit given. Louisiana, too, specifically outlined its offerings for each year of the high school.

The curriculum or course of study for the high schools was considered more or less as so much subject matter. The State Department of Education of the different states determined the subjects which they wanted in the curricula, and then made out courses of study for the teachers to follow. In a land where democracy was rampant, the schools were anything but a democratic institution.

More real changes occurred in the curricula of the two states in the period between 1920 and 1930 than in any other, that is, changes in additions of new subject matter. Electives were gaining more favor all the time, and the high schools added sociology, economics, music, art, health, and physical education as well as variations of other subjects.

Louisiana, in this period, became more and more rigid in its control over the high school curriculum. The State Department of Education set up five general courses and detailed the subject matter of each and the electives as well.
The number of prescribed subjects for graduation were increased.

Texas high schools at that time, it appears, followed no well-defined plan. A large number of electives were added to the curricula and little effort was made to synthesize the offerings. The techniques of teaching, however, underwent important changes, and in theory, at least, the life activities of the pupil instead of subject matter were the basis of the learning process.

A movement for curriculum revision got under way in the schools of both Louisiana and Texas in the period from 1930 on to the present time. There was a difference in this revision from that of preceding ones however; the teachers and the pupils, to some extent, were given a part in the revision. In Texas, a Curriculum Revision Committee was appointed and it worked through workshops in the teacher-training institutions, in the University of Texas, and in major core areas of the state. The teachers were asked to study the situation, aid in writing a new course of study, and then to experiment with teaching techniques. Finally, a new set-up was worked out for the curricula in the way of "Fields of Study" instead of subject matter.

In Louisiana, the movement towards authoritarianism stopped as abruptly as it had begun. New courses of study discarded the five general courses with it rigid requirements and substituted certain prescribed subjects with the student choosing most of his electives. A Laboratory Group was
formed at the Louisiana State University for remaking and revising the curriculum. One of the duties of this group was to study the aims of education and try to build a course of study that would carry out the aims.

Research in Texas, on the extent to which the teachers used the new recommended fields of study indicated that the majority of schools still followed the subject-matter curriculum. Louisiana had never gotten too far away from such a practice because the State Department of Education had required all schools, not suggested, to carry out the assignments of the courses of study. It may be concluded, then, that a great many of the changes have been "printed changes" instead of actual realities, but the history of education is that philosophy must precede action by a long period of time. There is much encouragement for the future of high school education in the unanimity of curriculum objectives expressed by the educators in both states. The basic idea that a democracy must train its children in the ways of democracy if these ways are to be transmitted from one generation to the next is apparent in surveying the writings of the state educational leaders. Basically, there has not been a great deal of difference between the two states, and as time passed these differences have lessened instead of increased.

The following conclusions have been reached from the study:

1. In general, the changes in the curricula of secondary
schools in Louisiana and Texas have conformed to the changes in educational aims during the period.

2. There has been a difference in the stress placed on different subjects in the two states. Louisiana has stressed home economics and agriculture and French in its secondary school curriculum; Texas has favored the teaching of Spanish more than other languages.

3. Louisiana has been more specific in its requirements that the teachers follow the courses of study outlined by the State Departments of Education than has Texas. For a number of years, Louisiana set out a definite course of study and required the teachers to conform it.

4. The teachers in Texas have had a great deal of latitude in following the outlined courses of study. In a great many instances, new subjects have been added to the curriculum without any apparent effort to synthesize the entire program.

5. In both states, there have been changes in the methods of teaching the core subjects. Electives have provided much new material.

6. The high school student in Texas has had more freedom of choice in choosing his course of study than the student of the high schools in Louisiana.

The major conclusion of the study is that the educational leaders in both states have been alert to changes in the aims of education, and have sought to incorporate these changes in the secondary school curricula. There has not
been a great deal of difference in many respects in the entire program, and basically the curriculum changes have followed the pattern outlined by modern educational psychology and leaders in the field of educational thought.
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