A CRITICAL STUDY OF THE REORGANIZATION PROGRAM OF THE LINCOLN HIGH SCHOOL, TALLAHASSEE, FLORIDA, WITH SPECIAL REFERENCE TO CURRICULUM DEVELOPMENT, 1946-1951

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

by

GILBERT LAWRENCE PORTER, A.B., M.A.

The Ohio State University

1952

Approved by:

[Signature]
ACKNOWLEDGMENTS

Many individuals and agencies contributed valuable assistance to the author in his effort to project this study. Special acknowledgment is made to the General Education Board for financial assistance given in the form of a fellowship. The development of the design of the study was not influenced by the General Education Board.

In the Department of Education at The Ohio State University there are many whose advice and counsel have been invaluable. I am especially grateful to Professor Harold Alberty, my advisor, for his constant encouragement and for the unceasing interest which he has shown in this study. I should also like to acknowledge the valuable suggestions and help given by Professors H. Gordon Hullfish and Hugh Donald Laughlin who served as members of my advisory and reading committee.

The author expresses his appreciation to the faculty and student body of Lincoln High School for assistance given in this study. If the faculty had not been willing to experiment this study would not have been possible. To Mr. Amos P. Godby, Superintendent of Public Instruction, for his assistance.

Close friends of the author made invaluable contributions to his emotional stability as the study progressed.

Finally, I must acknowledge the aid and thoughtful consideration of my wife and family who sacrificed so much for me in completing this research study.

G.L.P.
TABLE OF CONTENTS

CHAPTER                                      PAGE

I. INTRODUCTION                                 1
   Purposes of the Study                        2
   Need for the Study                          3
   Method of the Study                         5
   The Scope and Limitations of the Study      6
   Basic Assumptions                           6
   Definitions of Terms                        7
   Organization of the Study                   8

II. LINCOLN HIGH SCHOOL AS A UNIT IN THE LEON COUNTY  11
    SCHOOL SYSTEM                               11
    Introduction                                11
    Social Setting                              12
    Public Education in Leon County, Florida, with
       Special Reference to Lincoln High School  34
    Summary                                     38

III. DEMOCRACY AND THE DEVELOPMENT OF THE HIGH SCHOOL  39
    PROGRAM                                     39
    Introduction                                39
    Basic Values in Democracy                   41
    The Implications of Democracy for the High
       School Program                           43
    The Meaning and Value of Curriculum Reorganization 47
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Importance of Cooperation in Group Efforts.</td>
<td>50</td>
</tr>
<tr>
<td>Levels of Cooperation</td>
<td>60</td>
</tr>
<tr>
<td>Curriculum Patterns</td>
<td>64</td>
</tr>
<tr>
<td>Philosophy in Program Development</td>
<td>67</td>
</tr>
<tr>
<td>Curriculum in Program Development</td>
<td>70</td>
</tr>
<tr>
<td>Patterns and Process in Curriculum Change</td>
<td>71</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>74</td>
</tr>
<tr>
<td>The Role of the Principal in Program Development</td>
<td>75</td>
</tr>
<tr>
<td>Process in Program Development</td>
<td>78</td>
</tr>
<tr>
<td>Summary.</td>
<td>83</td>
</tr>
</tbody>
</table>

IV. DEVELOPMENT OF CRITERIA WITH IMPLICATION FOR PROGRAM

DEVELOPMENT IN LINCOLN HIGH SCHOOL | 85
Criterion for a School's Philosophy | 86
Evaluating the Adequacy of the High School Curriculum and Teaching Procedures | 88
Evaluating the Adequacy of School Facilities and Resources, Including Personnel | 94
Evaluating the Adequacy of the School-Community Relationships | 98
Summary of Criteria. | 102

V. THE STATUS OF LINCOLN HIGH SCHOOL IN 1946 | 105
The School's Philosophy in 1946. | 105
The Lincoln High School Curriculum in 1946 | 112
Facilities and Resources, Including Personnel | 117
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School—Community Relations.</td>
<td>120</td>
</tr>
<tr>
<td>Summary</td>
<td>121</td>
</tr>
<tr>
<td>VI. THE EVOLVING PHILOSOPHY, CURRICULUM AND TEACHING PROCEDURES OF LINC</td>
<td>124</td>
</tr>
<tr>
<td>OLIN HIGH SCHOOL</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>124</td>
</tr>
<tr>
<td>Curriculum and Teaching Procedures</td>
<td>129</td>
</tr>
<tr>
<td>Community Survey of Social, Economic, and Educational Needs of Students</td>
<td>142</td>
</tr>
<tr>
<td>Enrolled at Lincoln High School</td>
<td></td>
</tr>
<tr>
<td>Studies and Actions Undertaken in 1947</td>
<td>145</td>
</tr>
<tr>
<td>Studies and Actions Undertaken in 1948</td>
<td>161</td>
</tr>
<tr>
<td>Studies and Actions Undertaken in 1949</td>
<td>169</td>
</tr>
<tr>
<td>Studies and Actions Undertaken in 1950</td>
<td>176</td>
</tr>
<tr>
<td>Summary</td>
<td>190</td>
</tr>
<tr>
<td>VII. THE LINCOLN HIGH SCHOOL PROGRAM IN 1951</td>
<td>193</td>
</tr>
<tr>
<td>Organization of the School Program</td>
<td>193</td>
</tr>
<tr>
<td>Summary</td>
<td>222</td>
</tr>
<tr>
<td>VIII. THE EXPANDING LINCOLN HIGH SCHOOL FACILITIES AND RESOURCES</td>
<td>224</td>
</tr>
<tr>
<td>INCLUDING PERSONNEL</td>
<td></td>
</tr>
<tr>
<td>The School Plant</td>
<td>224</td>
</tr>
<tr>
<td>The School Site</td>
<td>224</td>
</tr>
<tr>
<td>The Buildings</td>
<td>227</td>
</tr>
<tr>
<td>Building Services</td>
<td>228</td>
</tr>
<tr>
<td>Classrooms</td>
<td>229</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Special Service Rooms.</td>
<td>229</td>
</tr>
<tr>
<td>Library Services</td>
<td>230</td>
</tr>
<tr>
<td>Other Services and Facilities</td>
<td>233</td>
</tr>
<tr>
<td>School Personnel</td>
<td>235</td>
</tr>
<tr>
<td>Summary of Findings on Personnel</td>
<td>243</td>
</tr>
<tr>
<td>Maintenance and Operation of Plant</td>
<td>250</td>
</tr>
<tr>
<td>Administration of School Finances</td>
<td>251</td>
</tr>
<tr>
<td>Summary</td>
<td>253</td>
</tr>
<tr>
<td>IX. THE DEVELOPING PROGRAM OF SCHOOL-COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>255</td>
</tr>
<tr>
<td>Introduction</td>
<td>255</td>
</tr>
<tr>
<td>The Home</td>
<td>256</td>
</tr>
<tr>
<td>The Community and the School</td>
<td>257</td>
</tr>
<tr>
<td>Summary</td>
<td>266</td>
</tr>
<tr>
<td>X. APPLICATION OF CRITERIA TO THE REORGANIZATION</td>
<td></td>
</tr>
<tr>
<td>PROGRAM AT LINCOLN HIGH SCHOOL</td>
<td>269</td>
</tr>
<tr>
<td>Introduction</td>
<td>269</td>
</tr>
<tr>
<td>Trend Toward a Functional Educational Philosophy</td>
<td>270</td>
</tr>
<tr>
<td>Trend Toward a Consistent Basis for Curriculum</td>
<td>270</td>
</tr>
<tr>
<td>Reorganization</td>
<td>270</td>
</tr>
<tr>
<td>Trend Toward the Enrichment of Subjects</td>
<td>271</td>
</tr>
<tr>
<td>Trend Toward a Functioning Guidance Program</td>
<td>272</td>
</tr>
<tr>
<td>Trend Toward Maximum Pupil Participation and Responsibility in School Life</td>
<td>272</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>350</td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>356</td>
</tr>
<tr>
<td>APPENDIX F</td>
<td>360</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>362</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summary of Results of California Mental Maturity Test (I.Q.) Administered in 1950 to 319 Lincoln High School Students in Grades Nine Through Twelve.</td>
<td>174</td>
</tr>
<tr>
<td>2. Summary of Scores Obtained in 1951 by 402 Students in Grades Seven Through Twelve at Lincoln High School by Grade Equivalents and Measures of Central Tendency (Iowa Every Pupil Test of Basic Skills).</td>
<td>178</td>
</tr>
<tr>
<td>3. Average Expenditures During 36 Weeks by Students in Grades Seven Through Twelve in Lincoln High School for Ten Items of School Expense (1951)</td>
<td>182</td>
</tr>
<tr>
<td>4. Average Expenditures by Lincoln High School Students for Ten Items During 36 Weeks in 1951, Grades Seven Through Twelve</td>
<td>183</td>
</tr>
<tr>
<td>5. Imperative Needs of Lincoln High School Youth by Percentage of 188 Students in Grades Seven Through Nine and 212 Students in Grades Ten Through Twelve, Expressing Need</td>
<td>187</td>
</tr>
</tbody>
</table>
# LIST OF CHARTS

<table>
<thead>
<tr>
<th>CHART</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lincoln High School Withdrawals by Grade, Sex, and Percent for the Period 1946-1951</td>
<td>163</td>
</tr>
<tr>
<td>2. Reasons for Withdrawals from Lincoln High School as Given by Non-Graduates for the Period 1946-1951</td>
<td>164</td>
</tr>
<tr>
<td>3. Lincoln High School Diversified Cooperative Training Program for the Period February 1, 1947 to June 1, 1951</td>
<td>171</td>
</tr>
<tr>
<td>4. Description of School Site at Lincoln High School in 1946 and in 1951</td>
<td>225</td>
</tr>
<tr>
<td>6. Experience and Length of Service of Lincoln High School Teachers as of June, 1951 (Total Faculty Membership - 29)</td>
<td>237</td>
</tr>
<tr>
<td>7. Academic Training of Lincoln High School Teachers by Degrees Held, 1946-1951</td>
<td>238</td>
</tr>
<tr>
<td>8. Changes in the Annual Salaries of Lincoln High School Teachers for the Period 1946-1951</td>
<td>247</td>
</tr>
<tr>
<td>9. Lincoln High School Pupil-Teacher Ratio for the Period 1946-1951</td>
<td>249</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Schools in a democracy must evolve with the society which maintains them. Changes in society give rise to new needs which must be met as far as possible by the school, through carefully planned modifications in its program. If the school is successful in its efforts to meet new needs in society, then it is progressing. That American society is undergoing rapid changes in the direction of democracy is evident in the increased opportunities afforded in America for informed citizens to share in determining the destiny of the country. All schools have important contributions to make in the development of informed individuals who are both able and willing to accept the responsibilities of citizens in a democracy, and many schools have undertaken to discover the nature of these contributions.

A 1944 summer workshop experience led the principal and group of teachers representing the school to a realization that Lincoln High
School needed a clearer definition of its role. The school was established in Tallahassee in the early 1870's and it represents the only public high school for Negroes in Leon County, Florida. Between 1944 and 1946 pilot studies undertaken by the Lincoln High School staff resulted in information which led the staff to recognize the need for a rigorous examination of the program and practices in the school. In the opinion of the faculty, if the school expected to assume its full responsibility for helping students to become informed and active citizens in a democratic social order, a periodic re-examination of its program was mandatory. This conviction on the part of the Lincoln High School principal and staff gave rise to this study.

**Purposes of the Study**

The first aim of the present study was to refine a philosophy of education formulated by the Lincoln High School faculty in the light of insights gained by the faculty between 1946-1951, as it attempted to promote democratic living in the school's program. The second purpose was to trace and assess the development of the curriculum program between 1946-1951. The importance of this purpose was of especial significance since it provided a means by which the consistency between philosophy and practice might be determined. The third purpose of this study was to develop and apply a set of objective criteria which would reveal how well the school was achieving its purposes.
Need for the Study

That Florida schools need to do more than they are now doing toward the development of citizens who accept understandably the responsibilities of democracy is clearly evident in the quality of civic, economic, and social living in Florida. This statement is supported by findings in a recent publication of the Florida State Department of Education, in which attention is called to the need for citizens to become more concerned about better living in the Southeastern Region. This need is clearly set forth in the following statement:

That all is not well with levels of living in the Southeast is now generally admitted. Such facts as low incomes, poor housing, inadequate diet, and low health levels in comparison with the Nation suggest either that the Southeast lacks one or more of the resources basic to development or that these resources have been unwisely used.

From the challenge thus presented has grown the conviction that public education through community-centered schools can and must assist other agencies in solving social problems growing out of the waste of the resources of the region, the state, and the community, and that the schools are faced with necessity for developing a program designed to improve through wiser uses of both human and natural resources.¹

Many school people, as well as citizens, in Florida are now aware of the urgent need for the schools to shoulder a larger share of the responsibility for providing a sound basis for democracy. A recent citizens committee on education urged school officials to give more attention to the establishment of such a basis, especially in Negro secondary schools. According to this committee:

The program for Negro high schools is, in most instances, academic. Training in vocations and work experiences is needed for this group, the majority of whom will never even complete high school. There is great need for a revision of their whole program. 1

The task of reorganizing school programs, as well as that of making education at any level available to a community, is too great for a single individual. It is best approached and tackled as a cooperative undertaking. To this end, school administrators and teachers must know and practice cooperative techniques in educational ventures.

The Lincoln High School faculty came to the realization that a school can grow no more rapidly than its teachers learn to work together. Thus, the staff recognized the value of cooperative thinking and planning on school and curricular problems and took some initial steps toward the establishment of cooperative working relationships. In 1945 these initial steps were reported by the staff of Lincoln High School, in a publication which gave evidence of studied changes in the school program. 2

There is a need now to reassess the Lincoln High School program gains since 1945 and to focus attention on the interpretation of trends in the reorganization of the school curriculum. The method of the study was selected in the light of this need and the foregoing aims of the study.

---


2 The Lincoln High School Faculty, The Evolution of Susan Prim, 1944, p. 61.
Method of the Study

The method of the study was consistent with a recommendation made in 1929 by Dewey for reorganization of the curriculum through cooperative research by a faculty. Dewey's recommendation was as follows:

It seems to me that the contributions that might come from classroom teachers are a comparatively neglected field; or, to change the metaphor, an almost unworked mine. It is unnecessary to point out the large extent to which superintendents and principals have been drawn into the work of studying special problems and contributing material relative to them. It is hoped that the movement will not cease until all active classroom teachers, of whatever grade, are also drawn in....

As far as schools are concerned, it is certain that the problems which require scientific treatment arise in actual relationships with students. Consequently, it is impossible to see how there can be an adequate flow of subject matter to set and control the problems investigators deal with, unless there is active participation on the part of those directly engaged in teaching.\footnote{John Dewey, The Sources of a Science of Education, 1929, pp. 46-48.}

The method of the study consisted of three interrelated processes. The first process involved a critical examination of the philosophy and curriculum of the Lincoln High School in 1946. The second process involved modifications in the Lincoln High School program during the period of this study, 1946-1951. Modifications were made in the school program as a result of the findings of a series of related surveys of the curricular program which were carried on by the staff under the leadership and direction of the principal of the school. The third process involved the application of selected criteria to the philosophy and curriculum in 1951. This latter process
provided the basis for the in-service education program at Lincoln High School between 1946–51.

The application of selected criteria to the status of the curricular program as indicated at different points by cooperative surveys and the modification of the program in the light of the selected criteria constituted the curriculum reorganization at Lincoln High School between 1946 and 1951.

The Scope and Limitations of the Study

Two main emphases regulated the scope of this study. The first was curriculum development; the second was cooperative relationships fostered by the teaching staff. The study has been confined also to the identification and interpretation of trends in four large areas of school development. These were: (1) school philosophy; (2) the educational program, including curriculum and teaching procedures; (3) facilities and resources, including personnel; and (4) school-community relationships. The interpretation was designed to show the relationship of these trends to the development of the total school program. This study was further limited to a consideration of data relevant to the curriculum reorganization program at Lincoln High School during the five-year period from 1946 to 1951.

Basic Assumptions

The major assumptions underlying the study were: (1) the values in the Lincoln High School philosophy would be realized by the faculty
and students if teachers were free to try out and report the results of worthwhile ideas; (2) if pupils were free to indicate how the program might be more worthwhile; (3) if curriculum changes were made through the use of reflective thinking; and (4) if adequate opportunities were provided for the program to be appraised in the light of valid criteria.

**Definition of Terms**

A philosophy of education refers to the purposes that give direction to the activities which the school sponsors, to the beliefs which the teaching staff holds concerning the development of human personality, to its conception of the nature of the good life in our society.

Democratic cooperation in this study refers to the process by which the teaching staff studies and solves its common problems on the bases of intelligence and mutual respect.

Guidance is conceived as education which helps the pupil in directing his own life, in solving his personal problems, and in meeting his interactive situations intelligently.

"Secondary curriculum means all the classes, activities, and any other learning experiences provided by the high school for the youth under its direction."¹

The secondary curriculum development program is both the process and the product of the total professional efforts of the high school administrative and teaching staff as the problems of the secondary curriculum are studied and modifications and changes in the high school program are made.

Functional education is that education which contributes to the fulfillment of important needs of students. It is education for use now or in the immediate future. Psychologically speaking, education is functional when the learner recognizes that it is of value to him in his interaction with his present recognizable future environment.

"The general education program is that part of the curriculum required of all students and which emphasizes learnings that are related to the common needs, responsibilities, and problems of youth living in a democratic society."\(^1\)

"The core program is that part of the general education program in which students study broad units of work organized without specific reference to conventional subject-centered areas and which emphasizes the common problems of youth and the society in which he lives."\(^1\)

"The special education program means that part of the curriculum which is designed to provide for the differentiated interests and needs, vocational and otherwise, of youth."\(^1\)

Pre-planning refers to the work done, usually by the staff, previous to the time when students are contacted in the classroom.

Post-planning refers to the work done, usually by the staff, at the close of the school term after the students are dismissed.

"Problem areas, as used in the program, are categories into which the continuing and persistent problems of youth and the society in which he lives are organized."\(^1\)

A learning unit refers to the educative experiences selected and planned cooperatively by the teacher and the students of a core class within a problem area.

A resource unit is a teacher reference used in core classes for developing learning units, including a brief analysis of the scope of a problem area, the purposes of the learning unit, bibliographies, lists of teaching aids, and suggested learning activities and evaluative procedures.

A democratic community is a group of people which is held or bound together by common interests and which solves its problems through the use of intelligent participation of all its members.

Organization of the Study

The study is organized in four parts. In part one the background of the study is presented. Part two deals with the philosophic

\(^1\) Ibid.
grounding of the study and presentation of criteria with implication for program development in Lincoln High School. Part three is concerned with the presentation and interpretation of data. Part four consists of application of selected criteria to four major phases of school development in the Lincoln High School and a general summary and recommendations.

In the several chapters which follow, an effort is made to reveal the characteristics of the Lincoln High School Program and the processes used in developing it. Definite action influencing curriculum development and cooperative working relationships in the school and community are assessed in light of the school's philosophy.

Chapter I considers the introduction of the study, the purposes of the study, the need for the study, the method of the study, the scope and limitations of the study, basic assumptions, definition of terms, and the general organization of the study. Chapter II contains a description of the basic factors in the social, economic, and educational life in Lincoln High School and its immediate community. The directing philosophy underlying the study is presented in Chapter III.

In Chapter IV selected criteria with their implications for program development in Lincoln High School are developed. In Chapter V the status of Lincoln High School at the beginning of the study (1946) is presented. In Chapter VI the evolving Lincoln High School philosophy, curriculum, and teaching procedures are set forth. Chapter VII considers the Lincoln High School Program in 1951. Chapter VIII considers the expanding Lincoln High School facilities and resources,
including personnel. Chapter IX considers the developing program of school-community relationships. Chapter X considers a general summary of the reorganization program at Lincoln High School and the application of selected criteria developed in Chapter IV are applied to four phases of school development in Lincoln High School, namely: (1) how the directing philosophy was being put into practice; (2) the curriculum and teaching procedures; (3) the school facilities and resources, including personnel; and (4) school-community relationships. Chapter XI presents the general conclusions and recommendations of the study.
CHAPTER II

LINCOLN HIGH SCHOOL AS A UNIT IN THE
LEON COUNTY SCHOOL SYSTEM

Introduction

The American people have deep faith in the power of the schools to help their children. The community rightfully expects much from the schools which share with the home and other community forces the responsibility of nurturing the growth of every child toward his optimum development in self-realization and group contribution.

The development of a school depends upon the patterns of culture and the human and natural resources found at work in the situation. The school reflects, with a remarkable degree of accuracy, the habits, mores, folkways, philosophies, and objectives of the community and its leaders. To understand the development of any school program involves an interpretation of the patterns of living in the community in which the school is located; therefore, the study of any phase of school development involves a critical study of the social, economic, political, and physical characteristics of the community.

This point of view has been fostered by educators and community-school specialists. Olsen, a community-school specialist, has said:
Educational bridges, many of them, are needed to connect the insular school with the community mainland. But before such bridges are utilized, constructed, or even designed, the educational worker must become acquainted with that mainland topography. He must know its underlying strata, its basic patterns, its operating processes, its stresses, strains, and problems, its organized institutions, and its major agencies. He must gain intelligent perspective upon community life as a whole, seeing it as a strucational and functional unity possessing internal organization and meaning.

Until this fundamental orientation is secured, ambitious builders of pedagogic bridges will lack both direction and skill; their labors, however devoted will achieve at best only partial success. Adequate community analysis is always essential to community understanding and activity.¹

Essentially the same idea was expressed by Counts.

It is clear that any group, charged with the task of shaping educational theory or practice for any people should begin with an examination of the society to be served — its natural surroundings, its major trends and tensions, its controlling ideals, values, and interests.²

The writer shares the point of view that there is value in marshalling as much information as possible about the community for use in curriculum planning and development. Such information is contained in the brief discussions which follow.

**Social Setting**

**Location and area.** Leon County is situated in the northwestern section of the state of Florida. The county borders the state of Georgia on the north, Jefferson County on the east, Wakulla County on the south, and Gadsden County on the west. With the exception of the

---

southern part of the county, which slopes gradually toward the Gulf of Mexico, the terrain is somewhat hilly.

**History of the community.** The site of Tallahassee was chosen in 1823 as the seat of government of the recently formed Territory of Florida. In that year John Lee Williams, of Pensacola, and Dr. W. H. Simmons, of St. Augustine, were named commissioners to select a permanent seat of government at some point between the Ochlocknee and Suwannee Rivers.

The first settlers, headed by John McIver, of North Carolina, arrived at the new town site on April 9, 1824. Two days later Johathan Robinson and Sherod McCall, planters on Little River in the Forbes Purchase, brought their hands and erected three log cabins for the accommodation of the Legislative Council, which was to meet at the new capital in the fall.

The new capital took its name from the Tallahassee Seminoles, who occupied the area, or from one of their villages. The word "Tallahassee" is of Greek derivation, meaning literally "old town," but is frequently translated "old fields."

Tallahassee had been located almost literally in the wilderness. The fertile lands of Middle Florida, however, quickly attracted from the older Southern states settlers who opened up large plantations which they worked with slave labor.

"The houses, about three hundred," wrote a visitor in 1838, "are almost all built of wood and on the Italian model. They rarely have
more than one story; two or three are of brick painted a bright red with green shutters."

A traveler in the mid-fifties found the town a desirable place of residence, with cheerful houses whose intelligent, hospitable occupants entertained fashionable ideas in dress and equipages. "All it needs to make it a more prosperous town," he said, "is a sprinkling of Yankee enterprise, and the establishment of modern traveling facilities."

As the capital of the State, Tallahassee has been the scene of four Constitutional Conventions, all of which were motivated, either directly or indirectly, by the causes and results of the Civil War.

The turbulent politics of the Reconstruction Period, naturally, centered in Tallahassee. The town attracted freedmen, who took part in both local and state politics, and by 1870, 1,203 of its 2,023 inhabitants were Negroes.

Although political excitement prevailed, economic stagnation set in. Emancipation had so disrupted the labor supply that plantation owners were forced to resort to the tenant system. Within a few years most of the plantations were in ruins and their lands impoverished by poor tillage. The farm tenant system, introduced as a result of the war, has persisted. During the last two decades there has been a move toward diversified farming, but as late as 1945 more than half of Leon County farms were still operated by tenants.¹

¹ Source: Dr. Dorothy Dodd, archivist for the Florida State Library, Tallahassee, Florida.
Racial heritage and relationships. A melange of Indians, Spaniards, Frenchmen, Italians, Negroes, and Englishmen have lived in Tallahassee, leaving the manifestations of their cultural impress in architecture and traditions which have tended to add unique qualities to the community.

Superimposed upon this situation, as in most Southern communities, is the dual racial pattern or system. This type of pattern places an undue limitation on freedom of speech, on the opportunity to own certain property, on free participation in the social, economic, and the political life of the community.

For example, drinking fountains in some stores are labeled "White Only," and "Colored Only," benches in front of the county courthouse are marked "Colored" and "White," and except for certain rest rooms in filling stations provided for Negroes, only one other public rest room, located in the county courthouse, is provided for them. In the stores there is no evidence that lavatories are provided for Negroes.

One department store, located in the heart of the city, has recently built a lunch counter in the rear for Negroes. There are no seats at this lunch counter. On any given day one may find as many white as Negro customers eating side by side at this place. Thus far there has been no report of racial friction.

In some stores Negro customers are asked to take special seats in the rear of the store if they wish to make a purchase of shoes. In still other stores the clerks have been known to refuse to allow Negro customers to try on shoes. Moreover, in some of the finest stores,
Negro women may not try on dresses in the store but they may take home as many dresses to try on as they wish.

This dual system has other odd characteristics. For example, a Negro may ride to Tallahassee from another city on a Pullman, but he cannot secure a Pullman ticket to leave the city. Some white people preach that the two races must be kept separate at all times, yet Negro women serve as wet nurses in many of the homes of the city, Negro women have been seen nursing white babies on the main street, while some white men have given open recognition to their Negro children.

In-group and out-group relationships. Antagonism also seems to exist between native-born Negroes and those who have recently come to the community from other sections. Work opportunities in the community are limited for Negro people. The best jobs held by Negroes are those teaching in the county school system and at the Florida Agricultural and Mechanical College for Negroes. Most of the teachers in the county school system are natives of the community but most of the college teachers have come from places outside the state. In recent years there has not been any concerted efforts to bring these two groups together for the best interests of all concerned. The recent war, however, helped to bring about closer working relationships between these two groups. Home visits between the college group and the city group have increased, as has the membership in civic clubs and other organizations in the community.
Population of the community. The present community has a population made up mostly of whites and Negroes. A large percentage of the Negro population is native-born. The 6,476 Negroes in Tallahassee in 1940\(^1\) formed 39.9 per cent of the city's population. At the time there were in the entire county 16,106 Negroes\(^2\) or 50.9 per cent of the total population. A more recent report gives the total population of the county as 51,590\(^3\) persons. The local Chamber of Commerce lists Tallahassee as having a total population of 27,158\(^4\) persons. There has been more than the normal increase in population during the past five years. Many persons have moved into the city because of the return of certain governmental agencies of the state and the 1947 Legislature made the Florida State University a coeducational institution. At the same time, the Negro population has not been increased by an influx of persons from the outside. This, perhaps, is due to the limited job opportunities for Negroes in the community.

Climatic characteristics. The climate is rather mild during the winters, while the summer months are long, dry, and hot. The annual temperature averages 66.6 degrees, while the rainfall is 54.89 inches.\(^5\)

---

There are approximately 282 days in the growing season each year.

**Agricultural characteristics.** Leon County is mainly an agricultural county in appearance but, in reality, it may be considered an urban county.\(^1\) Approximately 75 per cent of the better farm land of the county is owned by non-residents.

Most of the land is in large plantations maintained primarily for game hunting purposes and operated by Negro tenants on a fixed commodity rent or rent-free basis. The other farms of the county, such as commercial dairies, poultry, and general-livestock farms, are mostly owner operated.

Scattered throughout the county are people from northern states who have come to Leon County mainly to enjoy Florida's year-round comfortable climate. They have purchased small farms with the idea of making livestock, dairying, or farming enterprise-paying ventures.

A small per cent of the Negro population is transient. Considerable moving about results because many of the jobs in the locality are political and change with each new administration. At the present time, some of what is normally farm labor is being drawn away from the farm by big construction jobs in the city and nearby communities. Many are leaving the farms due to changes in ownership and attitudes of the new owners. For example, in most instances, large plantation owners buy small farms simply to add to their already large holdings, thus the

---

\(^1\) Report taken from the Agricultural Extension Service as tabulated for Leon County, 1951, Agricultural Extension Staff, Tallahassee, Florida, pp. 1-27.
holdings, thus the tenant moves away because his services are no longer needed. In some cases, large landowners are planting tung oil trees, which take several years to start bearing.

The soil of Leon County, generally, is in a depleted and eroded condition. As a result of many years of continuous row cropping of cotton and corn. This type of early farming was carried on without the proper use of fertilizer, crop rotation, or control of soil erosion. Much of the corn land has now been abandoned for other cultivation.

The soil is made up mainly of the various types of Orangeberg, Norfolk, and Leon Series. The southern portion of the county is made up of light, sandy Norfolk and Leon soils. Three-fourths of the better land is located in the northern half of the county.

Most of the abandoned crop land and adjoining woodlands have been combined into a limited number of large plantations, and are now maintained primarily as game reserves. There is no particular desire on the part of the owners to operate their farms on a profitable basis. Tenant farmers who live on the plantations are permitted to farm a small garden, have a cow, a pig, and a few chickens. The remainder of their time is spent at work for the owner. The plantation owners do a limited amount of farming, but they raise considerable game food, both summer and winter. They also maintain good forestry practices, consisting of plowing and maintaining fire lines, plantings, and proper thinning operations.

According to the 1951 report from Agricultural Extension Service, previously referred to in this chapter, there are approximately 438,400
acres of land in the county, of which 153,505 acres are in farms containing 66,091 acres of crop land and 71,727 acres of pasture and woodland, and 15,687 acres for home beautification and gardening. There are 1,105 farms, averaging 138.9 acres of land per farm, with 59.8 acres of crop land in each. Of the 1,105 farms there are 278 white and 827 Negro operators. Owners or part-owners operate 519 farms, or 47 per cent of the total number of farms. There are 564 tenants and 32 managers operating the remaining 53 per cent of the farms.\(^1\)

A careful survey of the farming situation in the community by the Agriculture Department of Lincoln High School, the Leon County Agriculturist, and consulting specialists, revealed important problems of living that stem from the agricultural economy of Leon County. These are listed because of their bearing of the development of an educational program.

Farming has not proved very profitable to the Negro farmers of Leon County for the following reasons:

1. Poor or infertile soils
2. Low crop yields
3. Inadequate income from small farms
4. Poor livestock management practices
5. Insufficient and improper utilization of all lands and water available for maximum income
6. Low health standards of a great many rural families
7. Insufficient skills in the operation of home activities
8. Inadequate means and activities for rural assembly, recreation, and character building
9. Inadequate and poor income produced food supplies
10. Poor management which causes waste and destruction of food and feed
11. Inadequate planning for interior and exterior home improvement

\(^{1}\) Ibid.
Much of the land of the county is poor and infertile as a result of the following conditions:

1. Naturally poor soil
2. Topography resulting in erosion and leaching
3. Too much rainfall
4. The climate is not suitable for some crops
5. Row crop system
6. Tenant system
7. Insufficient fertilizer
8. No soil building crops

Crop yields on most farms of the county are far too low. This is particularly true in the case of small tenant farms of the large game plantations that are farmed by Negro tenants. Low crop yields are due to several or all of the following conditions:

1. Naturally poor soil
2. Depleted soil
3. Improper preparation of soil and cultivation
4. Improper varieties
5. Poor stands
6. Lack of seed treatment
7. Insufficient fertilizer
8. Tenant system
9. Insect and disease damage
10. Financial difficulties

On the large plantations, particularly, late planting is also a contributing factor to low crop yield as tenants are not allowed to cultivate their land until late February or March because of the quail season.

In spite of the fact that the average sized farm in this county is 138.9 acres, a large percentage of the farms are entirely too small for economic farming units. Most of these small farming units are
operated by Negro tenants on large plantations. There are a number of such plantations ranging in size from 3,000 to 50,000 acres that are owned by northern people who are interested solely in the production of game. These units are too small for beef cattle production and dairying and many are too small for hog production. Marketing quotas on peanuts and tobacco offer no hope from the standpoint of increased acreage of these crops. Additional income is badly needed by this group, either as a result of an increase in cultivated acreage or new enterprises of an extensive nature.

**Earning a livelihood.** Leon County is in the livestock and field corp area. As a result, livestock such as dairy cattle, beef cattle, hogs, and poultry are raised and farm crops are raised such as cotton, peanuts, velvet beans, cowpeas, sweet potatoes, sugar cane (for syrup), tung oil, and garden vegetables. Many Negro farmers are able to increase their incomes by selling vegetables, syrup, eggs, and poultry at the Tallahassee Curb Market. Both white and Negro farmers sell farm products at this market. Most of the Negro farmers' wives do the actual selling at the market. According to the county farm agent, the total sales from products sold at this market often exceeds $20,000.00 per year.

Most of the Negro women of Tallahassee are employed in domestic service. It has been estimated that over 1,000 women are engaged in this type of work. In many cases these same women do laundry work at night. Some serve as cooks, nursemaid's, or work at the Elberta Crate
Factory where the majority of the employees are men. Men are also employed as porters and janitors in state office buildings, hotels, and at the two state colleges. A large number of men are employed at filling stations, garages and on farms as laborers. A few of the men are engaged in semiprofessional and professional work. Before World War II very few native Tallahasseeans left town to find work, but during the war many left to enter defense plants. Some returned after World War II, but many did not.

It is usually necessary for married women to work. The combined income of husband and wife provide for an improvement in the standard of living; yet the total income of both husband and wife is not adequate to meet the rising price demands for the necessities of life. Some effort has been made by Lincoln High School to help these families improve their financial status but, thus far, little progress has been made.

**Housing conditions.** Housing for the majority of Negroes in this community is anything but adequate. Negroes live, for the most part, in unpainted, dilapidated, tin roofed, unscreened, clapboard shanties, with remnants of steps. Conveniences are limited, to say the least. Often families must secure water from a public spigot and carry it back to their homes for use. In many sections several families are compelled to use the same outdoor toilet facilities. Flies, mangy, flea-bitten dogs, unkept children and, occasionally, a jacked-up car are to be seen in the yards. Washing is often done in black iron
washpots out-of-doors. Wash water is sometimes carelessly thrown in the yard and streets. Rental property of this type is often owned by local "leading" white citizens. Thus far all efforts to start a low-rent housing project in this community for Negroes have met with stiff opposition from landlords who are satisfied with conditions as they are. Such rental property, as described above, can be found in at least six sections of the city where Negroes live. Recently, several clean-up movements have been started by Negro civic organizations in the community. A few of the tenants have tried to beautify their sordid surroundings.

There are many Negroes, however, who live in fine homes of modern frame and brick design. These homes are not in any one section of Tallahassee, but can be found scattered throughout the city. Many homes of this type are within easy walking or riding distance of the main shopping district, with the exception of those homes near the campus of the Florida Agricultural and Mechanical College. This residential section was once referred to as "Sugar Hill." The names of the other Negro residential sections are Northwest, Springfield, Griffin Heights, Frenchtown, Carroll's Quarters, East Tallahassee, Florida Agricultural and Mechanical College Sub-Division, College Terrace, Speeds Sub-Division, Bonds Sub-Division, and Allen's Sub-Division.

Organizations. The church is the organization in the community attracting the largest number of Negro adults. There are 29 Negro churches in Tallahassee proper, and approximately that number scattered
throughout the rural section of the county. Negroes attend one "non-segregated" church. The other 29 churches found within the city of Tallahassee are divided as follows:

<table>
<thead>
<tr>
<th>Church Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptist</td>
<td>13</td>
</tr>
<tr>
<td>Holiness</td>
<td>8</td>
</tr>
<tr>
<td>Methodist</td>
<td>5</td>
</tr>
<tr>
<td>Episcopal</td>
<td>1</td>
</tr>
<tr>
<td>Church of God</td>
<td>1</td>
</tr>
<tr>
<td>Seventh-Day Adventists</td>
<td>1</td>
</tr>
</tbody>
</table>

A recent church survey made by students of Lincoln High School revealed the total membership of these various churches in the city as approximately 5,400. Of this number, it was found that 3,400 members attend church regularly. Some of these persons who do not attend church often give various reasons for non-attendance. Some have Sunday jobs and cannot leave their work; some claim that the church services are not interesting any more; others claim that the church services are too long and that there are too many rallies to raise money. A large number of church members are referred to as "first Sunday members." The reason for this is that most churches have communion each first Sunday and the members are usually present for this occasion.

Each church has its own organization which sponsors various activities and church programs throughout the year. There are some who feel that the future of the church in the community depends upon a more sympathetic understanding of the youth and their needs, interests, and problems. Those who take this position hold that the churches must provide opportunities for young folk to participate more
fully in all affairs of the church.

The Tallahassee Civic League, a Negro organization, has sponsored more improvement projects for Negroes than any other civic organization in the community. This organization meets monthly and discusses community problems affecting Negroes. At the present time this organization, along with all the other Negro civic groups, is trying to get Negro policemen in the city. The Tallahassee Civic League is interested in doing something about the housing and recreational conditions in the community. The membership of the League is approximately 150. Each member pays a membership fee of $2.00 per year. This organization, more than any other, commands the respect of both Negro and white groups. It is non-political, but it does encourage Negroes to qualify so that they can vote.

The Negro American Legion Post 205, with approximately 150 members, is doing a worthwhile job in the community. This organization recently opened a ten-age center for our young folk.

**Negro business.** A group of businessmen have recently formed a Negro business league in the community. It is their purpose to build up Negro business and encourage more young Negroes to enter business. Most of the civic organizations hold their business meetings in the Lincoln High School building at night. There is no other central place to hold such meetings.

Negroes have been operating certain types of business establishments over a long period of time. A recent check indicated there were
25 grocery stores owned and operated by Negroes. Most of these stores carry a complete line of staple and fancy goods. These stores give employment to the relatives of the owners; to some of the diversified cooperative training students at Lincoln High School, as well as to other citizens in the community. At present there are two shoe repair shops operated and owned by Negroes in the community. The scarcity of materials and rising costs of leather during World War II, and afterwards, forced people to conserve, thus the importance of the shoemaker was increased. The two shops offer employment to several people in the city.

There are 29 Negro-owned cafes and restaurants operated for Negroes. One of the cafe operators has been in business for over 30 years in the same location. These eating establishments often serve as social gathering places, especially on week ends, for many groups. In addition to standard furnishings, one usually finds the music vendor machine. Some of the owners declare that their rent can be paid from the income derived from the vending machines.

As of old, barber shops are gathering places where choice news tidbits and ideas are exchanged. Thirteen shops serve the Negro citizens of the community. There are two poolrooms, two beer gardens, one drug store, one meat market, one poultry market, and several businesses of miscellaneous nature, ranging from real estate to woodyards.

Two funeral homes serve this community. Modern chapels are maintained by each. Many of the Negro citizens who cannot afford regular life insurance protection are members of the Burial League Associa—
tion. In this organization each member pays a few cents each week and at death the league gives each a decent burial.

There are six filling stations operated and owned by Negroes in the city. There are four garages and one blacksmith shop in operation. The blacksmith shop is the only one in operation in the entire community. Both white and Negro citizens trade with this operator. There are three taxicab stations, owned and operated by Negroes, in the city of Tallahassee.

Throughout the city there are 41 licensed beauty shops, owned and operated by Negro women, serving the Negro population. Each establishment employs from one to three operators. There is one training school in the community where students can learn beauty culture. This training facility is connected with the Florida Agricultural and Mechanical College.

There are seven dry-cleaning and pressing shops serving the community. In most cases these shops are operated by men who have been trained as tailors. These establishments offer employment to a large number of people. One merchant tailor has served the community for over 40 years. This shop, with its attractive window displays, is located across from the capitol; and its clientele consists of senators, governors, state officials, and just "plain folk." The owner of this establishment has recently retired from business.

More than 15 insurance companies do business with Negroes in the community. Three of these companies are owned and operated by Negroes. These companies offer employment to several Negro agents, but
none of the white companies employ Negro agents.

**Health and welfare services.** The health standards and services for the community are not as adequate as most people desire. Four Negro physicians, two dentists, and two pharmacists care for the health of most of the Negroes in the community. Negroes who prefer to be served by white physicians must use separate waiting rooms. A private clinic, costing over $100,000.00, was opened by one of the Negro physicians in 1948. One of the finest hospitals in this section of the country was opened at the Florida Agricultural and Mechanical College for Negroes in December, 1950. This hospital was sponsored jointly by the city, county, state, and federal government at a cost of one and a quarter million dollars. This hospital has 100 beds. It is also used as a training school for nurses.

The Leon County Health Department, a unit of the Florida State Health Department, employs a director and several nurses who do field work among those citizens who cannot afford private medical attention and care. In cases of emergencies, welfare patients are placed in the Florida Agricultural and Mechanical College Hospital. The Leon County Welfare Association pays a flat rate for whatever services are rendered welfare patients. It is the responsibility of the Leon County Health Department to examine the water and milk supply, the food served in eating places, and outdoor toilet facilities in the community. The city commission has recently passed an ordinance requiring all property owners to put in sanitary toilets. The health department works very closely with the schools in making periodic examinations each year of
the health of all school children in the county. Vaccinations and in­jections are given for typhoid fever, smallpox, tuberculosis, and other communicable diseases.

Recreation in the community. For years there was only one theater in the community for Negroes. This theater was started several years ago by an outstanding Negro woman who had retired as a public school teacher. This theater was located in the Frenchtown section of the community and was named the Capitol Theater. It carried first-run pictures most of the time and charged a small admission price.

Later the Leon Theater was opened for Negroes. It is owned and operated by a white syndicate. Rather than remodel the Capitol Theater the owner sold it to the owners of the Leon Theater. Many Negroes attend the movies in nearby cities where the accommodations are better.

Nearly every Negro youth in the community is a "jitterbug." This is about the only type of dancing seen at any of the local dances. There is only one small public dance hall in the community besides the Lincoln High School gymnasium which is used at times for dances. However, considerable dancing is done in public places, often referred to as "juke joints."

Plays, minstrels, and carnivals are given throughout the school year at Lincoln High School and at Florida Agricultural and Mechanical College. As a rule, a small fee is charged for these activities. Programs are also given in the other schools in the community from time to time. These affairs are well attended by both children and adults. Concerts, too, are frequently given. These concerts feature
outstanding artists. The various churches provide their share of enter­tainment by having trips-around-the-world, "million dollar" and "Tom Thumb" weddings, to which the public is invited and charged a small fee for admission.

Because there are two colleges and three high schools in the community with football teams, the public has an opportunity to see many games during a season. All of the high schools in the community use the same playing field for football games.

All college basketball games are held in their respective college gymnasiums. All of Lincoln High School's games are played in the Lincoln High School's new gymnasium. This gymnasium is also used by several other schools in the community, as well as by adults who are interested in forming basketball teams for recreation.

From a recent survey of reading interests it was found that the Negro people of this community, as a whole, read very little. The principal reading material is the newspaper, but magazine reading does seem to be growing. The Negro weekly newspapers are sold by several business concerns and by newsboys. Many people in the community keep abreast of the times by listening to the radio. The Tallahassee Daily Democrat is the only local newspaper published. It carries the local news, also advertising of local and national business concerns. The daily newspapers from Jacksonville, Florida and Tampa, Florida have a fairly large circulation. The Saturday Evening Post, Time, Life and Look appear to be the most popular weekly magazines read. Ebony, Color, and the Reader's Digest are the most popular among the monthly magazines read.
Persons living in or near Tallahassee are located in a natural playground. However, few Negroes have the time or facilities to utilize the wide stretch of sandy beaches along the Gulf of Mexico, the lakes, or the historical sites which are generally open to all. Many nearby places afford an answer to the fisherman's prayer, to the romanticist, or to the lover of nature. Those who are not interested in fishing may go swimming or boat riding. Many picnics are held near the lakes around the community.

Another spot which adds to the educational interests of the community is called Lake Tamonia. Periodically the 22-mile lake becomes totally dry. Several explanations are given for this, but the most reasonable one is that the Florida Peninsula is of limestone formation with many caves and subterranean streams which open and close at various times. In 1934 the lake went dry. Some time later the water rose through the same sinkholes where it had drained out. Whenever the lake goes dry fish are caught by the thousands. It is necessary for the Fish and Game Commission to restock the lake each time it goes dry.

There are four community playgrounds for Negroes. They were organized in an effort to provide recreational facilities for Negro adolescents. The city recreation board is composed of whites, though a Negro advisory board was recently created. The playgrounds are opened soon after the close of school and remain open throughout the month of August. One hired instructor has charge of each playground.
Transportation. Although Tallahassee is the capital and the largest city in this vicinity it is somewhat isolated. It is much easier to reach by highway than by rail. For quick service and satisfactory accommodations, those who can, go to Thomasville, Georgia, or Monticello, Florida, to board fast trains. The Seaboard Airline Railway provides the only railroad transportation service between the east and west coasts of Florida. Intrastate bus lines also serve this community. A convenient way to travel from Tallahassee to other areas is by bus. For those who are air-minded the Eastern Air Lines and National Air Lines provide plane service daily. Dale Mabry, a municipally-owned airfield, is just two miles west of Tallahassee.

Local government and political outlook. Leon County is governed by a commission, composed of five men elected from five districts in the county. The county commissioners are elected at large by the qualified voters of the county and state. Tallahassee is governed by a five-man commission-manager plan. Each man on the commission gets an opportunity to serve as mayor of the city before he retires from the commission. The commission appoints a city manager.

In this community there are approximately 15,000 qualified voters. Negroes make up approximately 2,750 of this number. Three times this number are eligible to register and vote but, for one reason or another, have not taken advantage of this opportunity. Approximately 95 per cent of the registered voters are Democrats, the remainder being Republicans or Independents. The year 1948 was the
first in which Negroes voted in large numbers in this community since the Reconstruction days. Negroes hold no political offices in this community. For the past five years there has been a concerted effort to employ Negro policemen. Recently the chief of police met with the city commissioners and stated that he would assign Negro policemen to the Negro sections of the community if the commissioners would agree to employ qualified men. Three commissioners replied that they were willing to employ Negro policemen immediately. The situation is being carefully studied at present and there is a general feeling that Negro policemen will soon be appointed.

Public Education in Leon County, Florida, with Special Reference to Lincoln High School

General organization. The schools occupy an entirely different status from any other services provided in the county. Education is recognized as, primarily, a function of the state rather than of the county. While education is thus recognized as a state function, the law also makes clear that the county school officials are responsible for the control, organization, administration, and supervision of the county school system. The county school system thus must be operated in accordance with the provisions of the law and must meet the requirements of the minimum standards prescribed by the state. In view of this situation, close cooperation between county and state school officials is of great importance.

The constitution of Florida requires the legislature to provide for the election for a term of four years of a county superintendent
of public instruction in each county, whose powers and duties are to be
prescribed by law. In Florida the county superintendent, as well as
the members of the county board, is elected by vote of the people of
the county. Moreover, the trustees of each district are elected by
vote of the people of that district. The county superintendent, the
county board, and the trustees are, thus, all responsible to the
people for the school program.

The county superintendent has only such powers relating to the
schools as are prescribed by law. According to the School Code the
county board is clearly established as the policy-forming and contract­
ing agency. The county superintendent is assigned the responsibility
of advising with the county board, of serving as its secretary, and
of executing policies adopted by the board. The county superintendent,
therefore, has no power to contract or create obligations.

Sources of revenue. Revenue for the maintenance of schools and
educational programs is secured from federal, state, and county sources.

The federal source includes funds for vocational education, the
school lunch program, veteran classes, and revenue from the National
Forest Service.

The Florida Minimum Foundation Program provides the major
source of revenue for public education at the state level. Taxes, tax
redemptions, excess fees from the tax collector and tax assessor, and
bond sales are the major county sources of revenue.

---

1 Handbook for County Superintendents in Florida, Florida
Program for Improvement of Schools, Bulletin No. 19 (December, 1940),
p. 1.
Number of schools, enrollment, and transportation. In 1950-51 there were 11 white and 24 Negro schools in the county, with an enrollment of 5,664 and 4,976 pupils, respectively.

In 1938, previous to the institution of a consolidated program, there were 46 Negro schools. Today, as a result of the consolidation movement in Leon County, 1,928 Negro students are transported in ten county buses at county expense.

Future plans for expanding the school program. The future plans for expanding the school program for Negro children include:

1. Converting the present facilities at Lincoln High School into a senior vocational high school

2. Building a new junior high school in another section of the community

3. Expanding the Northwest Elementary School in order to alleviate crowded conditions at Lincoln High School and to care for normal school growth based on a pupil school survey.

4. Addition of a "cafetorium" and four classrooms to the Bond Junior High School

The entire expansion program is to be financed from the Capital Outlay Fund, under the Florida Minimum Foundation Program.

Beginning of Lincoln High School. The first public school for Tallahassee Negroes was established on Copeland Street in 1868. At that time the entire faculty was white. When this building burned in 1871, the Leon County School Board erected Lincoln Academy on Park Avenue. The academy was dedicated to public education by State Super—
intendant of Education, Hon. W. W. Hicks, with flags waving, cheering citizens, and marching children participating in the great celebration.¹ Sixteen years later the Florida Agricultural and Mechanical College for Negroes was established in a three-room building on the campus of Lincoln Academy. This building still stands on what is now part of the campus of Florida State University.

Since 1905 the high school has been moved three times. As the high school moved into more adequate quarters, the elementary school inherited the old high school buildings. The last large wooden structure burned in 1935, after which the elementary school was housed in a brick building similar to the one in use by the high school on the same grounds.

Lincoln High School today stands as the largest public high school for Negroes in Leon County, Florida. This school serves a county population of 51,590 persons, of which more than one-third are Negroes.² This school was accredited in 1940, by the Southern Association of Colleges and Secondary Schools, as one of the three class "A" high schools in the state for Negroes.

The Lincoln High School campus occupies six acres on West Brevard Street, in the northwest section of Tallahassee. Starting with one building, housing less than 100 students, the school has grown into an extensive plant which accommodates more than 1,598 students and adults of the community.

¹ The Lincoln High School Faculty, The Evolution of Susan Prim, p. viii
² Ibid.
Summary

The basic factors in the social, economic, and educational setting of the Lincoln High School community are revealed in survey data gathered by the principal, students, and teachers. These factors are those normally found in a southern agricultural community, but the effects of these factors on the Negro school and community are intensified by the Negro's peculiar status in Southern society. A realistic school philosophy and program must give due consideration to these factors.

The Lincoln High School is seen as an integral part of the Leon County Public School System, in the sense that it draws its support from the common school fund and is responsible to the board of public education in Leon County. It is, however, a school for Negroes and is, consequently, affected by those special policies which are generally applied to Negro schools in a segregated school system.

In the next chapter attention will be focused on the democratic framework, the underlying ideals which support it, and the development of the high school program.
 CHAPTER III

DEMOCRACY AND THE DEVELOPMENT OF THE
HIGH SCHOOL PROGRAM

Introduction

Democracy is more than just a form of government. It is a dynamic attitude and way of living, capable of infinite variety and growth, which levies certain disciplines and responsibilities on all of those who enjoy its benefits. The democratic way of life refers to a pattern of individual and group behavior which grows out of acceptance of a point of view as to the way life should be lived. The relationship of the individual's behavior in regard to the values that he cherishes for the guidance of his conduct is crucially important.

There are many contrasting situations in our present American culture. A critical survey and glance in review show wide gaps between what we profess, what we seek and believe possible, and what we actually have been able to accomplish. It is true that we have vast resources at our command at present. It is also true that we have many perplexing problems to which, at present, we have not found a solution. Thus, Americans are challenged to develop a civilization in which all citizens will find their rightful heritage.
For example, there is much talk about looking out for the interests of the common man, yet there are social barriers which the most democratic schools, churches, and other social institutions have not broken down. It is difficult to reconcile the fact that wealth and abject poverty are side-by-side in one of the richest countries in the world. With all of the recent advances made in scientific discoveries and inventions, the social conditions in far too many communities of our country remain in a backward state.

Democracy does not mean dealing with the mass as a mass. It truly means opening the avenues of opportunity to every individual of the mass and not just a few selected or favored ones. Equality of opportunity for one must also mean equality of opportunity for the other — brilliant and non-brilliant, rich and poor, man or woman, this race or that race, this religion or that religion.

The rate and direction of curriculum reorganization are determined by many factors operating inside and outside of the control of a school faculty. As a staff gains control of an increasing number of these factors, it is in better position to fashion a curriculum in keeping with values cherished by the school. According to the American ideal, at least, democracy and free public education go hand-in-hand and neither can be brought to full and complete realization without the other.

In this chapter the reader's attention is directed to a discussion of democracy, its ideals, its basic values, and the implications of democracy for the high school program.
Basic Values in Democracy

Democratic values. The American way of life has grown too complex to move forward without a better understanding and acceptance of its fundamental values. Democracy is a set of dedications and obediences, as well as freedoms, of duties as well as rights, of obligations as well as privileges, of requirements as well as indulgences, and of discriminating judgments as well as tolerances.

It is an open and progressive system rather than a sealed and authoritarian system, but it has stable principles and depends upon the authority of an order of moral values. For example, the principle of freedom does not in any way qualify the fact that a democracy must have a citizenry that believes in and practices such essentials as fair play, personal honesty and integrity, respect for persons as persons, lawful procedures, and parliamentary processes.

That democracy is the major commitment of the American people can be verified in the writings of recognized American historians and educators. Increasingly these writers have called attention to a widespread need for translating our words and beliefs into actual practice. A report of the Educational Policies Commission, for example, states that:

...When the members of a democratic society fully understand the nature of democracy, and when they are skilled in the practice of its ways, then a democracy is more efficient than an autocracy in performing any task not inconsistent with democracy itself.¹

¹ Educational Policies Commission, Learning the Ways of Democracy, 1940, p. 17.
In a democracy, philosophy has an important function to perform. Philosophy furnishes the framework for thinking, planning, and acting on problems of society. It determines the kinds of values to be cherished by citizens and the consistency of these values within the over-all system. Dewey, in writing of philosophy and its service in social living, says:

...philosophy is...an explicit formulation of the various interests of life and a propounding of points of view and methods through which a better balance of interests may be affected.¹

The realization of the values in a society can take place only as rapidly as individuals come to cherish these values. Philosophy is a reflection on social ideals that aims at defining social difficulties and at suggesting methods of dealing with them.

Sources of values. Value formation is desirable in all education. It should be obvious that values cannot be deduced from theories alone, nor from books alone. These values are derived from many sources, including philosophy, economics, politics, education, and other social experiences. They must evolve largely from experiences of living.

Taba and Van Til have summed up the task of democracy in the following statement:

The democratic creed includes respect for individual personality, working together for common purposes, and the use of the method of intelligence. If we respect individual personality, we cannot refuse a man a teaching position because his religion is

Catholic, Jewish, or Protestant. If we believe in working together for common purposes, we cannot sanction slum housing for newcomers to America, for racial groups, for so-called lower-class people. Nor can we refuse a man a ballot to share in making governmental policies while we conscript him for the armed forces. If we prize the method of intelligence, we cannot "think with our blood," Nazi-style, hate whole populations of ethnic backgrounds different from our own, nor post signs reading "Christians Only." There is simply no way of reconciling democratic living and discriminatory practices.¹

It should be clear that education has a responsibility in bringing to light inconsistencies between precept and practices and in deriving means for handling the inconsistencies.

The Implications of Democracy for the High School Program

An educational philosophy should be grounded in a consistent social philosophy. The school is a microcosm of society, and problems of racial, religion, ethnic, and economic relationships are found within it. Society has established the school in order to insure the performance of those tasks of citizenship that are necessary for the continuation of society. The general function of the school in our present culture is to work through the values, attitudes, and understandings it helps to build with young people. It is only by developing in the young a deep understanding and respect for cardinal values in a culture that the culture can insure its extension and perpetuation. In complex cultures, therefore, intricate educational systems have been

worked out to guide the young into preferred patterns of behavior.

Thus we see society delegates to the schools many functions so that the youth may be guided into preferred patterns of behavior.

Dewey mentions three functions of the school. They are:

The first office of the social organ we call the school is to provide a simplified environment. It selects the features which are fairly fundamental and capable of being responded to by the young. Then, it establishes a progressive order using the factors first acquired as means of gaining insight into what is more complicated.

In the second place, it is the business of the school environment to eliminate, so far as possible, the unworthy features of the existing environment from influence upon mental habits. It establishes a purified medium of action.... Every society gets encumbered with what is positively perverse. The school has the duty of omitting such things from the environment which it supplies, and thereby doing what it can to counteract their influence in the ordinary social environment. By selecting the best for its exclusive use, it strives to reenforce the power of this best.... The school is its chief agency for the accomplishment of this end.

In the third place, it is the office of the school environment to balance the various elements in the social environment, and to see to it that each individual gets an opportunity to escape from the limitations of the social group in which he was born, and to come into living contact with a broader environment....

The intermingling in the school of youth of different races, differing religions, and unlike customs creates for all a new and broader environment.¹

With these three functions — (1) providing a simplified environment containing the cherished values of the culture; (2) eliminating from this environment unworthy elements; and (3) providing opportunity for all individuals to alter social mobility — the writer is in complete agreement. It is the opinion of the writer that a school,

assuming these functions, can foster the good life for all.

Education attempts to develop well-balanced individuals who are capable of intelligent self-direction, self-appraisal, and self-control in their individual and community lives. Since individuals differ greatly, equality of educational opportunity demands that the school program shall be adjusted to provide for important individual differences. An educational program that is adequate for a child of sound mind and body may be poorly suited to a child handicapped in body, mind, or in both. The gifted student, in like manner, requires an especially enriched program to insure his greatest possible growth and greatest contribution to the society in which he lives. Recognition of important differences helps to insure optimal development of all individuals. Those processes and experiences employed by the school to guide the young into preferred patterns of behavior comprise the curriculum of the school. Thus, the relationship between the content of the curriculum of the school and the pattern of behavior underlying this content demands that the curriculum organization of the school be grounded in a consistent social philosophy.

It is exceedingly important for curriculum development to take into account the philosophic values held by teachers and work for change in those values that are not securely grounded in the democratic way of life. However, individuals may learn in two ways to cherish the preferred values in a society. They may blindly follow leadership which arranged to make a strong emotional appeal to citizenry, or they may weigh the preferred values in terms of consequences
for steady improvement of the society. The former process is likely to lead only to such modification in the culture as are dictated and permitted by the leadership. The writer prefers the second choice because it offers more challenges and opportunities for living the good life.

Schools are being urged to teach democracy and to teach it more effectively. This is not an easy assignment.

The democratic way of life cannot be taught merely through the introduction of various items about democracy in the curriculum. Smith and Lindeman point out that:

> It is difficult, if not impossible, to be faithful to an idea or an ideal which has not been experienced. No necessary correlation exists between knowledge about goodness and good behavior.... However, in light of more recent facts about human behavior, it would be preferable to say that knowledge gained through experience in goodness is likely to produce good persons. Or, to translate this maxim for our present context: Knowledge of democracy acquired in democratic experiences is likely to produce democratic habits.¹

It is significant to keep in mind the fact that there are times when the combined philosophy of a group may contain some elements to which individuals who helped create it cannot wholly subscribe. Democracy, itself, is a steady effort to adjust among interests — always some have to "give" in order that the common gains may be enhanced. In the final analysis it is not the stated philosophy of the school that counts most, but what the teachers and students are actually experiencing each day as they plan together in working toward or in the realization of the stated school objectives or goals.

The Meaning and Value of Curriculum Reorganization

The task of curriculum reorganization. Curriculum reorganization is an integral part of the wider movement to reconstruct the social-political-economic institutional complex currently underway in American and world culture. The basic issues that divide those having responsibility for curriculum decisions are the same issues that divide those who are struggling to determine the intellectual, moral, and institutional shape of our emerging national and world culture.

Secondary education today is one of the most controversial fields of the whole scheme of organized schooling. Many efforts have been made by educators to reconcile their many points of view. Spears mentions that:

While educators adopt labels, define titles, call names, and pitch camps, the high school strengthens its holding power and shields an ever-increasing number of adolescents with one hand, as it gropes with the other for a restatement of the purposes of secondary education.1

There was a time in this country when only a few of the youth of any community attended high school. Today this picture has changed considerably. The student population is no longer drawn from an economically and socially favored class, but is a cross section of the entire community. We are missing the mark in obtaining a truly universal secondary education because we have failed to gear education to contemporary life, to changed and changing conditions.

The need for changes in our educational programs are reflected in the writings of many educators. Spalding and Kvaraceus point out that: "Whenever an institution does not change in order to meet the changing demands of society, society will find a new institution to meet its needs and will discard the one which has failed." Thus, if this point of view is sound, the secondary schools must change to meet the new needs, or run the risk of being discarded for new institutions.

No thoughtful man can dismiss lightly Alfred North Whitehead's comment, written in 1933, on the current state of our culture:

Our sociological theories, our political philosophy, our practical maxims of business, our political economy, and our doctrines of education are derived from an unbroken tradition of great thinkers and of practical examples from the age of Plato... to the end of the last century. The whole of this tradition is warped by the vicious assumption that each generation will substantially live amid the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children. We are living in the first period of human history for which this assumption is false.

The conditions of life under which men and women live and make a living, under which boys and girls attempt to grow to maturity, have been radically transformed by the forces of science and technology. And the same forces of science and technology are still active in transforming the environment in which human life goes on in expanding man's power to build or destroy.

Wars, economic and political crises, and revolutions are

---


dramatic and tragic expressions of the lack of understanding between (1) our inherited institutions, (2) the ideologies (ideas and value systems) which support and rationalize these institutions, (3) the radically transformed conditions of human life, and (4) the novel human needs and the clashing ideologies of human welfare which these conditions generate.

Literally, men and groups of men face the alternative of re-educating themselves, often basically, or perishing. No social institution is exempt from the processes of change and reconstruction now underway, and the institutions of deliberate education are no exception to this rule.

Curriculum change is interrelated with processes of wider cultural change at two distinguishable levels. In the first place, curriculum change involves the reconstruction of the school as one among other social institutions. This aspect of curriculum development focuses upon the reeducation of school personnel, the remaking of patterns of relationship among students, administrators, supervisors, and teachers, between professional personnel and lay personnel having a stake in the operation of the school. In the second place, curriculum change must consider the needs, interests, problems, and abilities of youth. This phase of curriculum development focuses upon experiences that will modify the attitudes, habits, understandings, appreciations, and skills of those being educated in a democratic environment.
The Importance of Cooperation in Group Effort

In a school that has not carried on a curriculum reorganization program, varying and sometimes conflicting concepts of curriculum are likely to be held by different members of the faculty. One important task of the school is to bring about unity in action, through successful efforts to harmonize these differences. Democracy seeks to harmonize differences on the assumption that it is possible for individuals to work together on a problem in spite of their differences. As individuals gain in experiences, insights, knowledge, and techniques this task ought to be relatively complete. Applied to a school this means that members of a staff can work together on a common problem in spite of their differences. The process by which harmony is realized in such a situation involves democratic cooperation.

Cooperation has an added significance for teachers, pupils, and parents at Lincoln High School. Although there is a rather general acceptance of democracy as the American ideal, a large segment of the white population in the South manages, in one way or another, to rationalize the exclusion of Negroes from important democratic processes. One of these processes is democratic cooperation. In the South there appear to be values and goals in the area of cooperation that are deemed appropriate for whites but inappropriate for Negroes.

Cooperation as a basic value in democracy. The need for cooperation in a democracy has been clearly conceived by Dewey in his statement that:
Democracy means voluntary choice, based on an intelligence that means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming.¹

An important implication in the Dewey statement is that individuals must be willing and able to subordinate their personal desires when such desires interfere with group work on a common problem. Thus, there is no place for the perpetuation of vested interests and egoism in democratic cooperation, for these qualities give evidence of personal bias which can upset intelligent planning. However, if you did not have "vested" interests in conflict, there would be no need to refer to democratic cooperation. This does not mean that individuals are expected to give up or cease to press a point of view that to them seems justifiable. This would lead to a "laissez faire" process which should be frowned on in a democracy. The search for truth should continue in a cooperative venture, but those beliefs which cannot be supported by relevant facts should not be permitted to interfere with the thinking process. A further validation of this need might be gleaned from a consideration of our present social, economic, and international political difficulties.

Conditions that block cooperation. No thinking person believes that conditions in homes and schools always permit or encourage cooperation. It is generally agreed by psychologists that people are not

born with competitive or cooperative drives. Cooperation is a consequence of an effective teaching-learning process. Instruction in the ways of democracy properly begins in the home, with parents serving as the child's first teachers. Unfortunately, domination is often the keynote and obedience the rule in many homes. In such cases, cooperation in the classroom and school can be temporarily blocked when the child brings to school ideas, feelings, and attitudes that oppose cooperative efforts. Such blocks can be removed as rapidly as children learn by experiences to distinguish obedience and cooperation. However, even some adults seem unable to make this distinction, which means that the school cannot merely replace one by the other.

School boards, for example, have been known to seek and utilize the ideas of lay groups in the process of determining general school policies and plans. Plans so developed have sometimes been passed on to school staffs with orders to cooperate with the school board by activating the plans. This type of action by a school board illustrates a combination of democratic external control and autocratic internal control. Here the policy of the school board with respect to the initiation of plans by school staffs provides a block to democratic cooperation. Similarly, the administration may extend the privilege of sharing in the development of plans to a school staff and, at the same time, discourage participation by lay citizens and pupils. These are examples of autocratic expertness which not only fall short of
democratic cooperation but also tend to block cooperation. Cooperation, then, is a situational characteristic in the sense that it can vary in quality with the permissiveness of the group situation.

General conditions which foster cooperation. When the school program is based on a democratic philosophy, when it is conceived as a social agency designed to promote, interpret, and refine the democratic way of life, and when its curriculum reflects the very essence of democracy, then conditions exist which foster cooperation at the highest possible level. Stiles and Dorsey have defined cooperation in terms of conditions that promote it:

Cooperation denotes a state of working together, of operating jointly, of acting collectively. It implies sharing group participation with others, an important quality in group cohesiveness. Cooperation means more than working together now and then. It is not necessarily the same thing as getting together with other persons to do a job that all wish to do anyway. Instead, it implies voluntary acceptance of responsibility for action, a willingness to become active in helping to carry out the purposes of the group in growth toward common goals. It is an approach to living that places emphasis on sharing — in planning, in action, and in appraisal. Cooperation does not exist when one group of individuals share in the planning and appraisal and another group is permitted to share in carrying out the action required by the decisions of the first group. It can exist when all members of a group are privileged to share in all processes necessary to and including action.

In some schools cooperation is taught as an ideal to be learned, but little opportunity is provided for the practice of cooperation. One learns to cooperate by cooperating. The job of the school is to

---


provide many opportunities for students to have experiences in cooperating in worthwhile activities. If teaching is designed to help students grow and develop into worthwhile citizens, it must help young folk to learn how to work cooperatively. Actually, democratic cooperation does not just happen; it is a consequence of each person taking his particular role as a member of a group.

The role of the school principal in furthering cooperation. As the school's total program of education for helping children to grow is developed, techniques for better cooperative planning among teachers, administrators, parents, and students need to be worked out. All of these groups need to be represented when the goals are set up, when general programs are outlined, and when plans for evaluation are made. Consequently, the school principal who meets his responsibilities for an effective program of cooperation must initiate, welcome, and guide cooperative planning wherever possible. He must clarify the value of cooperative relationships, when necessary he must guide the group toward a recognition of necessary characteristics of democratic cooperation; and he must understand the role of the administrator in the establishment and maintenance of a good program of cooperative relations. Taylor has summed up the moral task of educators in the following statement:

The moral task of education and educators is, therefore, to develop in each of our young Americans a loyalty to the ideal of the practicing democrat — a person who cares so much for freedom and justice that he spontaneously resists all attempts to restrict it
and continually strives to extend it to all who suffer its lacks.  

Everywhere in the social environment problems exist that serve as a challenge to the skillful use of cooperative intelligence. For example, the teacher must be given an opportunity to know the child he teaches. This cannot be done in 40-minute daily contacts. There must be opportunities for teachers to see children for longer periods of time. Growth does not proceed to the tick of a stop watch. The work of the teacher must be appreciated and valued by the school administrator who is willing: (1) to permit teachers and students to share with him in the planning of the program; and (2) to accept the decisions that are democratically and cooperatively developed. As teachers discover that their efforts are respected and their contributions accepted, they are likely to shed their indifference and skepticism and accept cheerfully and gracefully the responsibilities of democratic participation.

Miel has pointed out important responsibilities to be taken by leaders in cooperative processes. According to Miel, the status leader, more than anyone else, is responsible for helping others to learn the techniques necessary for a high level of cooperation. Good intentions and an attitude of understanding and helpfulness are important attributes in status leaders and other members of cooperating groups, but they are not enough. Too many groups expend a great deal

---

of energy to accomplish little that is significant. There is so much to be done by way of improving conditions in local communities, the states, the nation, and the world that we must expect groups cooperating to effect social change to produce noticeable results.¹

The role of teachers in furthering cooperation. Curriculum flexibility does not imply that each teacher simply goes his own way and does as he pleases. On the contrary, it demands a high level of cooperative planning and evaluating on the part of all teachers, to the end that essential unity of purpose and action are achieved in the educational profession. There needs to be a readiness for any worthwhile program not only in the administrator, who will be responsible for initial leadership and stimulation, but among teachers, students, specialists, parents, and board members. Teachers can give evidence of readiness by taking their share of responsibility for guiding, planning, and acting on problems of teaching and learning, which grow out of daily living in school and in out-of-school life.

Misner has summed up the role of teachers in a cooperative program as follows:

What is done in a school program should be decided cooperatively and democratically by teachers and administrators, and students working together. The effective operation of an educational program demands a high level of interest and enthusiasm on the part of the teaching staff.

Experience has demonstrated quite clearly that teachers will spend time and effort in the improvement of educational practices to the extent that they have an opportunity to participate in

planning and evaluating what is done. "...it cannot be achieved within the framework of conventional types of school organization. It can be achieved only to the extent that flexibility of organization is maintained and that adequate opportunities and resources for cooperative effort are provided...."

Individuals who have not experienced the satisfactions and rewards of cooperative effort will be skeptical, quite naturally, of any proposals that involve additional time and effort on their part.  

Teachers can find the certainty they seek in the experiences of working and living together and, in so doing, they can discover and recreate the liberal values which bind men together in a common aim.  

The role of parents in furthering cooperation. Close contacts with parents are essential in furthering cooperation in the school and the home. The participation of the parents and other adults in planning the curriculum has lead to the utilization of laymen as resources in carrying out school projects. Miel points out an example of school-parent cooperation as follows:

In one Negro school in the South, the teachers learned early that a good way to get things done was to enlist the cooperation of the parents by giving them an opportunity to share the community burdens. When trucks parked on the sidewalk before a white business concern near the school and made it necessary for the children to walk out into a dangerous street, the school staff invited the parents to help get the condition remedied. Success in this venture led the parent group to take action readily a second time when it was pointed out that trucks headed for the city water plant were speeding down the street past the school and constituting a hazard for the children. On a third occasion the parents lent their aid in getting a light for the backyard of the school. The school principal had tried in vain to secure this simple remedy for vandalism on the school grounds.  


2 Miel, op. cit., p. 66.
Parents can help to further cooperation in the school through parent-Teacher Associations, child study clubs, home room clubs, and many similar organizations. Teachers, parents, pupils, and other adults should be included in any cooperative endeavor for curriculum reorganization.

The role of the pupils in furthering cooperation. The school should recognize the importance of cooperative living and prepare its students for interaction with their environment. It should create the setting for cooperation in all areas of living in the school. It should foster student participation in the running of the school itself. It should foster cooperation in the community through projects and through student participation in its library and health center; in part-time employment in school and out; in classes for out-of-school youth; in care of school grounds and property; and in many other settings.

Whatever is done in the learning situation involving students, should be done or decided cooperatively and democratically. Children and youth learn only what they accept, and through behavior give expression to what they learn. If children are to live in a democracy they must be given first-hand experience in democratic living that involves constant planning, making decisions which affect their own welfare as a group, working cooperatively, and evaluating the worth of a cooperative enterprise of which they are a part.

The school program should contain many opportunities for inter-
action and cooperation between student and teacher, student and student, student and school, student and community. Children must be free to express their ideas orally or in writing so that they become skillful as participants in policy-making activities. Most of all they must be willing to take full responsibility for the ideas they express.

The role of the lay citizen in furthering cooperation. The school should find an increasing number and variety of problem situations in which teachers and parents and other adult groups in the community arrive at satisfactory solutions by cooperative action. The school must not isolate itself from the community if it is to expect community cooperation. The school should not invite the community to participate in the school program only when it has some project it wants help on from the community. If the people in the community have had no share in the planning of a project, they will not feel responsible for helping the school in time of crisis.

Miel says:

...one is beginning to hear of cooperation between school and stage and among radio station, school, and museum. Such efforts should be extended. We have only to note the divisions and cleavages that are still frequent among community groups to realize the need for further efforts at coordination. Whatever discoveries are made, it is certain they must follow the principles that organization should provide within itself for coordination.  

As community-school cooperation increases adults can become increasingly aware of the potentialities of children. They are likely to

---

1 Ibid., p. 78.
find that pupils can give valuable assistance in carrying out community improvements; consequently, they may become increasingly disposed to plan and work cooperatively with children. It is generally known, for example, that the schools through children carried out many worthwhile projects during World War II, including the sale of stamps, scrap metal drives, paper drives, and other community efforts. Doubtless, in the present emergency, the schools will again be called on to contribute their effort and cooperative support to a program of national security.

Levels of Cooperation

It should be clear from the foregoing discussion that cooperation is a social achievement, in the sense that those who must work together on common problems must also develop the skills, understandings, and attitudes necessary for cooperative effort. School is a cooperative venture entered into by school officials, teachers, pupils, and lay citizens in order to insure optimal development of the young. Curiously enough, groups of individuals in practically all civilizations have found ways of working together, but not all of these processes can rightfully be called democratic cooperation. One must look at any process of "working together" and determine the role of persons in the process before he can decide whether the group is cooperating or merely working together. That is to say, whether or not the purpose of the activity is common to the group.

"Southern Democracy," a concept that has gained prominence in the South among those who attempt to defend segregation, states' rights,
and other traditions of the South, frequently exhibits a peculiar twist in the democratic concept of cooperation. In "Southern Democracy" participation by some groups in setting goals is sometimes restricted or denied entirely, while the responsibility for helping to achieve goals is frequently seen as an obligation for all. Negro school personnel have frequently been trapped by peculiar twists in the concept of cooperation advanced by "Southern Democracy." To Negro educators it has seemed important to distinguish between cooperation in "Southern Democracy" and American democracy by setting up certain levels of cooperation which enable one to look at a situation and decide whether or not all of the characteristics of democratic cooperation are accounted for. Unfortunately, a type of working together that falls short of democratic cooperation has found its way into the schools, and it is necessary sometimes to look at relationships in schools in much the same way that one looks at relationships in "Southern Democracy" before the particular twist in the concept of cooperation can be discovered.

There are school situations in which important purposes and plans are almost always formulated by the principal or some other school administrator. Such plans are sometimes handed to teachers with the advice that the teacher's job is to devise means for carrying out the plans as best he can, seeking the help of the principal as needed. In the classroom there is little or no place for teacher-pupil planning as the teacher tries to implement plans handed to him, particularly when the purposes of the activity are open to question. Each child is expected to do as he is told and the teacher becomes an in-
instrument for carrying out the purposes of the principal or other school official. In such a situation discussion is restricted to questions of clarification and suggestions for changes are examined carefully. If the changes suggested do not threaten the achievement of goals in the original plan, they may be recognized but changes in basic purpose are seldom welcomed. Cooperation is low in this type of school situation, and the level may be designated as the assistance level of cooperation. This is not the type of cooperation one would expect to find in a democratic situation.

In another school situation the school principal may call his teachers together in a faculty meeting and raise certain questions with this group about some of the major problems confronting the school. The principal may ask his teachers for their suggestions for attacking the major problems, then completely ignore any of the suggestions made by them and finally decide how the problems are to be handled. Sometimes his mind may have been made up before he asked his teachers for suggestions. This type of operation may be termed the recognition level of cooperation. At this level teachers have a voice but no vote. This is not the type of cooperation one would expect to find in a school committed to democratic principles.

In a third type of school situation, the principal calls a staff meeting and explains to the teachers certain problems which he feels they should consider for the best interests of school progress. He asks the teachers for their suggestions and then gives their suggestions some consideration in the final decision. Here the teachers are
accepted as part of the policy-making body; they are considered as junior partners in the school organization. The principal may say to his staff that he has done some thinking about the problems under consideration, but he is willing to give the staff an opportunity to modify his thinking. In this situation every person is given some degree of recognition, but every person is not accepted on an equal basis and recognized for the contribution which he can make toward the solution of problems. This kind of cooperation may be termed the consultative level of cooperation.

In the fourth and last situation the principal will call his staff together, or the chairman of the faculty council or faculty planning committee will do so. In either case the entire staff is in on the planning, the thinking, and the sharing of opinions. All of the intelligence on the staff is brought to bear on the problem under consideration. More than likely an announcement has been sent to each teacher so that he or she will know exactly what problem or phase of work will be discussed at the next meeting. In other words, each staff member knows exactly what is expected and no one is left in the dark. In this kind of meeting the principal may have no more to say than any other member present. The entire meeting may be turned into a round-table discussion or a New England "Town Hall Meeting" affair. Every member of the staff feels that whatever he has to say will be accepted by the group for whatever it is worth toward the solution of the problem at hand. In this type of situation there is an impartial weighing of each person's contribution. Every member of the staff has
identified himself intellectually and emotionally with the group's welfare and actively participates on an equal basis with the proposing, the planning, the acting, and the appraising of every phase of the activity or problem confronting the school. Here we see respect for personality; we see group cooperation toward the solution of problems, and the method of intelligence being used to solve problem situations. Whenever a school principal operates in this manner with his teachers and the teachers, in turn, operate with pupils in the same manner, we may infer that all persons connected with the school operate at a very high level of democratic participation or cooperation. A school operating in this manner is providing every possible opportunity for teachers and pupils to share in all activities in the school to the extent of their individual abilities.

Curriculum Patterns

There are several alternative social philosophies one may follow in attempting a pattern for curriculum reorganization. The writer wishes to discuss two alternative philosophies for curriculum reorganization, namely; authoritarianism and democracy.

The authoritarian way. The authoritarian society can function without the support of personalities that are socialized to a high degree. In most cases, it simply requires people to give blind allegiance to those in positions of leadership. This kind of society expects most individuals to operate at a low level of cooperation. The operation of a government under this system is inconsistent with the values
held by those who live under a democratic system of government.

For example, school people working under this system would teach by the mandatory directives issued by the superintendent or principal regardless of needs, problems, or interests of the students. A student would follow the same pattern as the teacher in working under a program of this nature. Here, people would do extra work only through force or reward for their services. However, there are cases where extra work has been done under this system for its intrinsic value alone. Regardless of a student's ability, personal characteristics, or apparent destination in life, there are certain experiences in common with others of his own age which are denied him in an authoritarian setting.

Authoritarianism frequently represents an abuse of power by a few top leaders, and the result is the creation of conditions wherein the growth and development of others may be stifled rather than furthered. The values and ideals held by those who accept the authoritarian point of view is the direct opposite of the point of view cherished in a democracy. The authoritarian school of thought holds that values are imposed upon the individual by the leader. Sometimes the use of force is endorsed as a means to the accomplishment of an aim or objective. For example, in time of war or national emergency this position is justified even in a democracy when the welfare of the group is at stake. There are times when our military organizations make use of this type of social philosophy. Rules and regulations are administered indiscriminately. Decisions are handed down from the top
leaders and carried out regardless of the feelings of the other persons involved. The welfare of the organization is more important than the individuals in it.

The democratic way. There are those who would find direction for educational reorganization by focusing instruction and learning upon the democratic philosophy of society. The democratic society is so involved in all of its ramifications that it is not a simple matter to define it adequately. Most of our contemporary writers give a description of democracy rather than attempt a definition.

Since democracy calls for the optimal development of all individuals, political, economic, and educational opportunities must forever be left in a state of flux. There is no room for discrimination against races, classes, or creeds. Since democracy is fundamentally a set of ideals, a design for living, the means for achieving it in our changing social order must remain in a state of continuous modification. This type of social philosophy holds much for school people, children, parents, and citizens of every community. For example, a school attempting to work out its program based on the democratic approach would provide many opportunities for all the children to share in the making of decisions which affect the group. There would be many opportunities for all children to feel success; a belongingness, group cooperation in getting jobs done; and frustration would be kept at a minimum at all times. The needs, the interests, and problems of every child would be recognized and given consideration. The same or
similar type of experiences mentioned for the children would be ex-
tended to teachers, principals, supervisors, parents, and other lay
citizens in the community.

**Philosophy in Program Development**

The concept of free public education in America had its origin
in the democratic philosophy, consequently, the theory and practice of
education in public schools can be compatible with the democratic
ideal. It is the responsibility of teachers in America to make it so.
To this end, learning experiences designed for the secondary school
must enable students to adapt the environment to their evolving needs.
This is necessary if our culture is to be improved through education.
Thus, the function of the school is largely one of guidance — stimu-
lating the learner to the point where he accepts responsibility for
developing his own personality and to constructing his own concept of
the good society. Before an effective program can get started in a
school, the principal and teachers must construct and commit themselves
to a philosophy of education.

The educational philosophy of a school defines the responsi-
bilities of the school in terms of specific objectives and goals. It
gives consistent directions to action taking place in or contemplated
by the school. It charts the school's course for attaining maximum
effectiveness. It should serve as the guide in the determination of
school plant needs, in the selection of teachers; in the revision and
development of curricula, in the in-service education of teachers, and
in the development of school-community relationships. Since an educational philosophy is based upon factors that are subject to change, it must be re-examined periodically and modified in the light of new conditions. It naturally follows, then, that provision must be made for an alertness to change, a continuous study of changing needs, and an adaptation of the philosophy to such changes.

In American schools the democratic philosophy should serve as a guide for curriculum changes or reorganization. Curriculum reconstruction is facilitated by extending to all people the right and obligation to share in establishing policies and the way of life for the whole group. Hence, it is vitally important that each individual in the group has every possible opportunity to understand three values basic to problems of living in a democratic society and to gain skill in their application. These values are: (1) respect for each individual personality; (2) cooperative living and working together for the common welfare; and (3) using the method of intelligence to resolve all conflicts and to solve individual and group problems. The interpretation of these values is that they are in a state of evolving. These values take on new meanings at every age. It is assumed that continuous application of these values to every possible human endeavor insures the optimal development of all.

No educational change is fully intelligible without an implicit or explicit direction, a goal or set of goals. No human change is fully intelligent unless those undergoing and enacting the change come to accept and affirm the direction toward which the change tends. Edu-
ational change will become fully intelligible only as it acquires confident direction. Knowledge, then, does not exist for the individual, in any functional sense, until learning begins. It is built and interpreted and there are as many knowledges as there are learning organisms.

Man and the universe, then, are in a state of constant change. We must learn to live with this fact, deriving what security we can from it. We are bundles of energy seeking to spend ourselves in such ways as our experience and purpose make this spending possible. We are uniquely different. Knowledge does not exist for the individual except as it comes into being as a learning process.

In light of the knowledge which we now have concerning the organism with which we are dealing, how shall we educate?

We see people all about us, all over the world, living together in almost complete misunderstanding. We see them taking blameful attitudes toward each other because others do not see and interpret as they do. We see these blameful attitudes leading to fear and hatred, and on to the inevitable conclusion of mutual destruction, which turns out to be really self-destruction. In many cases we do not see where the schools are doing very much to help people modify their mistaken attitudes toward others.

It seems obvious that we must adopt practices which are in keeping with what we know about the nature of the human organism, and discard those practices which are contrary to life. Perception is the
medium through which man comes in contact with life. It is what brought man into touch with his environment. The business of teaching is that of arranging perceptions, or creating situations where perceptions can add to the sum of one's experimental background. One item of our practice, then, must be in keeping with what we know of this medium. These practices must be continuously revised as we know more and more about perception. The same can be said for other essential facts of life and of learning.¹

**Curriculum in Program Development**

**Need for curriculum reorganization.** In recent years there has been a pronounced movement in public education toward curriculum reorganization. The fact that many teachers' colleges, national educational bodies, school administrators, classroom teachers, and the lay public have supported the movement, indicates a widespread conviction that educational programs need to be improved.

Through a particular combination of social, economic, and educational circumstances, the period from 1930 to 1940 ushered in a phenomenal curriculum reorganization trend in this country. Some educators have attempted to identify factors responsible for this trend. Spears² lists five major reasons for this curriculum reorganization movement. They are:

---


² Harold Spears, *op. cit.*, pp. 43-46.
1. The changing conception of the individual in relation to his society

2. The youth problem of unemployment and maladjustment

3. The loss of traditional faith in the disciplinary and cultural values of certain subjects known as mind-trainers, which came as an outcome of educational research

4. The growth of the philosophy of education as experience

5. The democratization of the high school by the influx of youth

An advocate of change should show that there is need for innovations. Are there weaknesses in the present curriculum of the American high school? If so, what are they?

Changes in the curriculum are sometimes attributed to intellectual or practical dissatisfaction with existing educational programs, or to pressure from those who are dissatisfied with pupil progress. The extra-curriculum movement, when viewed as a revolt against the traditional curriculum and classroom procedure and the unsuccessful attempt of teachers to administer a traditional program, has been offered as a possible source of impetus for the movement to change the curriculum.

**Patterns and Process in Curriculum Change**

Various patterns of curriculum have been devised to implement the different points of view about society and learning. Curriculum patterns vary from the traditional subject-matter type to the revolutionary experience type. Between these two extremes are various types of curricula, each characterized by a point of view based on individual
convictions regarding the nature of learning, curriculum content, and methods of instruction.

These patterns of curricula have been described by informed educators and curriculum specialists. Leonard has summarized the belief underlying these different types of curricula as follows:

1. There is the position that the individual is a bundle of faculties who achieves adult status by disciplining these faculties with knowledge acquired under the direction of the school. The school deals chiefly with information and skills. This is sometimes called the "intellectualized subject matter" position.

2. There is the position that the individual is born with intellectual, emotional, and social potentialities which are developed by contacts within a given society. The school guides him in his process of adjustment. This is sometimes called the "functional subject matter" position.

3. There is the position that the individual is a biological organism, a unit with his environment. Experience is the basis of development and each individual created for himself a personal way of achieving social and organic unity. The school guides his development and improves his environment. Frequently called the "child centered" approach, it is better described as the experimentalist position.\(^1\)

Similarly, various plans have been devised for setting curriculum plans in motion.

At least there is the cooperative group approach in curriculum planning. This approach attempts to facilitate action on curriculum through changes in ways of cooperative agreements on the part of teachers, administrators, students, and lay citizens. Here an effective curriculum development program depends upon the skills and attitudes learned in working together toward common goals. A staff or a

group of teachers desiring to learn how to work together more effectively is likely to favor this approach.

The cooperative group approach calls for experimentation with ways of identifying problems, methods of determining leadership roles, and procedures for achieving full and free participation of everyone in the planning group. Good group techniques must be employed in all kinds of group situations. There is no one right way to achieve skill in working together democratically. Hope for the development of better skills lies in experimentation.  

This business of working together requires the discovery of a task that needs doing. A wide assortment of these common tasks can be done in each classroom as a part of the regular instructional program of the school. Working together on a common task involves more than reading about a problem. It involves doing things together. It requires skillful teacher–pupil planning. Such a classroom probably requires a somewhat different set of purposes and techniques than does the passive listening or rote-reciting or teacher–governed class. It calls for classroom organization for planning. It calls for the cooperative determination of purposes, means of procedure, and measurement of results.

The fundamental purpose of all cooperation is achievement. As a member of a cooperating group, each of us has greater power of

---

1 Association for Supervision and Curriculum Development, National Education Association, Acting for Curriculum Improvement, 1951, pp. 96-97.
achievement than we have singly. Moreover, man seems to have an inner urge which makes association with others pleasurable. The individual is not sacrificed for the group, nor lost in the group achievement; rather, his individuality is enhanced and glorified by the cooperative action. The highest form of cooperation, democratic cooperation, grows naturally out of leadership. It occurs when a group of individuals all achieve social-mindedness, and work together for the common good.

Core Curriculum

In recognition of outstanding weaknesses in the high school curriculum, a number of high schools have developed the core curricula approach as a means for overcoming some of the basic weaknesses. At present, the evolving concept such as the core is relative, in the sense that several different types of curricula may have core properties. Yet, there are certain characteristics which are common to the core approach in curriculum development. Usually the core curriculum is interpreted to mean (1) the educational experiences that are planned jointly by teachers of two or more subjects to meet the common needs of students and (2) experiences that cut across the usual subject lines and occupy about half of the student's high school day, excluding extra-curricular activities. Alberty states that: "Reduced to its lowest terms then, the core may be regarded as that aspect of the total curriculum which is basic for all students, and which consists of learning activities that are organized without reference to conven-
There are distinct differences in the various curriculum approaches outlined above. The first position discussed represents the extreme of tradition. Several of the other positions represent a modification of the first. Further, even within the core-curriculum approach there are several types, starting with those which represent only a slight departure from conventional practices and moving on to those which require rather extensive reorganization of the curriculum and teaching procedures.

This writer takes the view that while the core-curriculum approach to curriculum development is no panacea, it does involve certain features which contribute markedly to the improvement of the present high school program. This approach offers a serious challenge to any school group that is dissatisfied enough to want to make changes.

---

The Role of the Principal in Program Development

The principal, as educational leader of the school, should take the initiative in implementing curriculum change. He must recognize that when the purposes and procedures are not clearly understood by those who are attempting to put them into practice, the inevitable confusion produces strain, tensions, fears, and frustrations. A staff

---

1 Harold Alberty, op. cit., p. 154.
can change only as rapidly as it gains experiences in new situations. This calls for many new opportunities and cooperative group planning. It is the responsibility of the principal to assemble the various groups and to clarify the responsibilities which each group should assume.

Many educational thinkers and writers have attempted to point out the need for moving ahead with a curriculum designed for the tasks confronting the high school. Alberty has defined the task as follows:

...It is not enough to know the direction in which we wish to move. We must also provide the best possible means of arriving at our destination. In educational parlance, we must build a curriculum especially designed for the task which confronts the high school. If this means a clear break with tradition, we should accept it as an opportunity to provide a more effective program. Educators must have faith in the intelligence and willingness of the public to understand and accept changes.\(^1\)

There is in the Alberty statement an educational challenge worthy of serious consideration by those who are attempting to offer leadership in the area of curriculum reorganization. Too often in school work the blame for inactivity in curriculum has been laid to forces outside the school. The fact is that the public usually will work with the school if the issues and tasks are made clear. Moreover, the public has a right to be informed on the program of the school. However, Miel has pointed out that learners, parents, and other adults in the community seem to have been entirely ignored in the master plan

\(^1\) Ibid., p. vi.
of participation in curriculum development, in spite of their important stake in the success of educational undertakings. It is possible that preoccupation with the stubborn problem of more intimately relating educational theory and practice has directed the attention of educators from the problem of community participation.

In view of the current world situation it seems imperative that educators undertake seriously to close the gap between curriculum reorganization theory and practice. Any worthwhile program of curriculum reorganization depends in no small measure upon the willingness of school personnel to abandon the old as rapidly as the new is adopted. Yet there is no real reason why the task of curriculum reorganization cannot include informed community participation. Alberty has suggested a plan for achieving a unified educational system which does not preclude community participation. He states that:

It would undoubtedly be a gain if we were to consider education from the kindergarten through the junior college period as a single educational unit with a common philosophy, but with differing programs at various levels. Then we could plan a developmental program which would consistently stress democratic values and provide experiences appropriate to various levels of growth, without attempting to set off separate institutions, each with its own staff.

Our present organization is for the most part the result of accident or a mistaken notion of the developmental process. The elementary school traditionally was regarded as the institution for imparting common knowledge and skill. This conception, however, loses force when we consider that common integrating education is now regarded as an important function at all levels including the college.

The theory that the secondary school is uniquely designed to meet the needs of adolescents, a developmental stage that was re-

---

1 Alice Miel, op. cit., p. 9.
garded as cataclysmic, rather than more or less gradual, has been in large part abandoned. While modern psychology does not minimize the significant changes which take place at the onset of puberty, there is a tendency to deny that these changes are sufficiently significant to justify the establishment of a separate institution. Indeed, the emotional difficulties at the early adolescent period are probably increased by the drastic changes in curriculum organization, and personnel which are common in the junior high school. At the very point where the pupil needs the stabilizing influence of one teacher, he is confronted with several, all with special demands upon him. The complexity of the curriculum also presents a serious problem which might easily be eliminated.1

If one function of the secondary school is to provide learning experiences which recognize the adolescent problems of growing up, parents as well as teachers and pupils have much to contribute toward an understanding of the adolescent. It follows, too, that the problems of adolescents and cooperative work on curriculum development of the high school are similar.

Process in Program Development

If we follow what we have learned from research, we can no longer debate the question as to whether or not the curriculum should be experienced-centered. We know, for example, that the meaning that the learner attaches to facts as well as the use made of these facts depends on the process by which the facts are gained. The demand for an experience-centered curriculum is supported further by the knowledge that the organism is literally built from experience, and the fact that one's perceptive powers, one's way of knowing, depend upon one's past experiences. If we see life and education as experience

1 Alberty, op. cit., pp. 40-41.
and as process, this will involve us in a reconsideration of the physical arrangements of our schools, both as to the way they are built and the way they are supported. We may not be able to reach our goal over night, but a start can be made in the direction of the experience-centered curriculum.

Democratic group processes in the classroom, in the school faculty, with the community adults, and on a system-wide basis are keys to improved human relations and improved developmental programs. Consequently, curriculum improvement should be concerned with the needs, problems, and interests of youth and with the democratic processes which youth need in order to meet life situations successfully.

To achieve the articulation which makes for maximum growth requires cooperative planning. Within an individual school it calls for consideration of the school as a whole with all teachers planning together. Consequently, there must be common understanding of the process of curriculum development. Stratemeyer, et al., state that:

Similarity in administrative organization does not necessarily make for unified experiences. Some school groups are working to achieve better articulation through studying the consistency of the educational philosophy held by various members of the teaching staff and by working cooperatively in determining educational values and the process of curriculum development....The school system in which continuity of development is achieved is one in which there is a basic concept of curriculum development by which all members of the staff work....Just as no special problem can be assigned to one grade, so no special group of problems can be assigned with certainty to an educational level. Each teacher must take learners where he finds them, counting upon general principles rather than specific recommendations and patterns as his guide. There must be essential agreement as to over-all objectives and
values sought. There must be essential understanding of the principles of curriculum development which will achieve those objectives.

The personal adjustment and human welfare of individuals and groups, the revitalizing of moral values, and the solving of the problems of living present a challenge to educational workers which traditional educational procedures have been unable to meet. Recent research findings concerning new knowledge of what learning is and how it takes place make it desirable to re-study our present curriculum organization. The learner's growth and development as a citizen, a homemaker, and a worker are of vital importance in our democratic society. More emphasis is being placed upon education through democratic processes which achieve the ideals and superior values of American freedom through cooperation and participation.

There are various means by which the process and power of democracy may be utilized. A recent bulletin published by the Commonwealth of Pennsylvania may serve as a guide for helping a local school faculty get started with curriculum improvement. This bulletin mentions seven related and evolving steps as follows:

I. A School Faces Its task
   (an overview, to define the problem)

II. A School Defines Its Need for Curriculum Improvement
    (fact-finding diagnosis of local pupil needs and an evaluation of present curriculum practices)

---

III. A Leader Organizes for Action  
   (planning the approach to curriculum study)

IV. A School Uses Sound Procedures in Studying Its Curriculum  
   (characteristics of democratic group action)

V. A School Recognizes the Teacher as the Key  
   (the teacher's role in curriculum planning)

VI. Achieving Educational Objectives  
   (planning — a culminating activity)

VII. A Summary and an Invitation to You

School programs are improved as the individual teacher increases his effectiveness in guiding students in learning from and through their experiences. Improvement of school programs is likely to result when professional educators learn how to:

1. Study learners, their needs, their motivations, their growth and development, their problems encountered in various areas of living and the means for helping them to cope more effectively with these problems.

2. Study communities and the broad social scene to discover how learners can draw upon and utilize the social environment and to discover the situations which learners should master for effective living.

3. Clarify concepts as to the kind of person which the school seeks to develop.

4. Evaluate the effectiveness of the school program and corrections in practices and procedures in terms of purposes sought.

5. Discover and use physical resources and materials which are most likely to further the purposes sought.


Before a plan for improvement of the school program can be made the staff must first examine its program and have some definite idea where the weak points are in the present situation. Planning for the improvement of the program involves the organization of the total teaching staff. Alberty suggests the following steps as one way of organizing the teaching staff for effective work:

I. Formulating the philosophy of the school

II. Some guiding concepts

Certain basic considerations which need to be taken into account as a point of departure, and in defining the scope of the undertaking

1. Definition
2. Nature and ideals of the culture
3. Nature of the individual
4. Nature of learning
5. Staff participation
6. Community participation
7. Student participation
8. Implications for the life or the school and community

III. Studying the adolescent

1. Studying the literature
2. Studying the student of the school
3. Formulating a statement of basic needs, problems and interests
4. Improving the system of recording personnel data

IV. Reorganizing learning activities

V. Improving subjects

VI. Making basic changes in curriculum structure

1. The program should be democratically planned
2. Adequate resources should be provided
3. All teachers should be involved
4. The basic issues should be studied by the staff as a whole
VII. Organizing the staff

VIII. Putting the new curriculum into operation

Summary

There are wide gaps in our culture which must be closed before it can truthfully be said that all citizens are given equal opportunity to participate.

The school should provide a simplified environment, eliminate the unworthy features found in the existing situation, and provide richer living experiences for all youth. Value formation is desirable in all education and must evolve largely from experiences of living.

Democracy is more than just a form of government. It seeks to harmonize differences on the assumption that it is possible for individuals to work together on a problem in spite of their differences.

The job of the school is to provide many opportunities for youth to have experiences in cooperating in worthwhile activities. The school personnel needs to work toward the highest level of democratic cooperation. The theory and practice of education in public schools should be compatible with the democratic ideal.

The period from 1930 to 1940 ushered in a phenomenal curriculum trend in this country. Curriculum reorganization should not be separated from other social, political, and economic phases of life found in American and world culture.

---

1 Harold Alberty, op. cit., pp. 432-443.
Techniques for better cooperative planning among teachers, administrators, parents, and students are needed in our schools. If public school personnel would follow what has been learned from research, there would be no question as to whether or not the curriculum should be reorganized at the secondary school level. An effective secondary school curriculum should emphasize: (1) the needs of adolescents; (2) the use of the method of intelligence; (3) functional subject matter content; and (4) an understanding of forces and conditions in the community that tend either to limit or enhance the growth of adolescents. Inherent in these emphases are human relations that exemplify democratic principles. The core-curriculum approach to curriculum development involves certain features which contribute markedly to the improvement of the present high school program.

The authoritarian and democratic social philosophies are incompatible with the American culture pattern.

In the next chapter attention will be focused on the presentation of criteria with implication for program development in the Lincoln High School.
CHAPTER IV

DEVELOPMENT OF CRITERIA WITH IMPLICATION FOR PROGRAM DEVELOPMENT IN LINCOLN HIGH SCHOOL

The American secondary school is a social institution preparing youth for efficient and effective citizenship in accordance with the democratic way of life. In the public secondary school of today is found youth with varying ethnic and home backgrounds, academic abilities, interests, needs, and life objectives. All must be served in accordance with these varying attributes; the slow learner, the gifted, the hand skilled, the academic, the potential artists and musicians, the literary, and all others must take their places as capable and efficient workers in adult society. All must become contributors to the American way of life. The extent to which a school is achieving these and other important purposes can be determined through the application of suitable criteria to action underway in that school.

Criteria will be presented herein to measure progress in each of the following areas of school development at Lincoln High School: Philosophy, Curriculum and Teaching Procedures, Facilities and Resources, including Personnel and School-Community Relationships. It is believed that if this school can show progress in the solution of problems in each of these categories, it will have gone a long way toward designing a program of development that may be used for
continuous reconstruction of schools generally.

The criteria herein developed are intended to reflect progress consistent with the point of view expressed in the Lincoln High School philosophy. To establish a reasonable degree of validity for them as measures of progress, an attempt is made to justify each criterion.

Diagrammatically the interrelationship between the democratic philosophy, the Lincoln High School philosophy, the democratic cooperative relationships, the criteria, and the curriculum may be represented as follows:

```
The Democratic Philosophy                  Democratic Cooperative
                                             Relationships
                                              
Criteria
                                              
The Lincoln High School Philosophy
                                              
                                              Curriculum
```

Criterion for a School's Philosophy

The following criterion will be used to determine how well the school is operating in terms of a conscious, articulate, and consistent educational philosophy.

Criterion 1 — Does the school have a unified, carefully formulated, cooperatively developed educational philosophy which is functional, democratic, and continually re-examined in the light of changes in society?

The validity of this criterion rests on the democratic philosophy.
The foregoing discussion has indicated that an acceptable school philosophy should be unified, if it is to recognize the unity that characterizes human personality. This condition will be fully met if it can be shown that the values in the school philosophy are consistent with each other and with the principles underlying the maturation of children as whole individuals.

The method of intelligence demands that a school's philosophy be carefully formulated and re-examined periodically both in the light of new knowledge and important changes in society. Moreover, a philosophy that is not functional invites questions regarding the integrity of the faculty and is a tacit denial of the method of intelligence. Further, the validity of this criterion rests on the democratic principle of respect for individual personality. Each child should have the opportunity to travel as far along the path of education as any other child. Moreover, a child's education should not be enriched at the expense of any other child's education. A school's philosophy should foster these rights to the extent that no child is denied any educational opportunity provided in a school when that opportunity is available to other children similarly situated in the school.

The validity of this criterion also rests on the democratic philosophy which guarantees each individual the right to freedom of speech and action so long as he does not violate the rights of others. Along with these freedoms goes the condition that the individual assume full responsibility for the consequences of his speech and action. The
philosophy should foster a school climate that permits pupils to incorporate democracy in their school activities, including their relations with faculty members and all other personnel connected with the school.

The principles of cooperation are implied in the democratic philosophy. A school philosophy should depend upon the strength of the staff in carrying on the implications of the philosophy into intelligent practice.

Evaluating the Adequacy of the High School Curriculum and Teaching Procedures

A curriculum is functional when it demonstrates its usefulness in the fulfillment of the school's prime responsibility as an agency fostering greater realization of democracy. The extent to which a high school curriculum is functional can be determined through an assessment of what it does that is useful in the process of evolving a more perfect democratic society.¹ Specific measures of the degree of functionality of the high school curriculum have been proposed by many writers. In the Minneapolis public schools, for example, the preferred objectives for a functional curriculum have been grouped in three categories.²

² Minneapolis Public Schools, A Primer for Common Learnings, Division of Secondary Education (May, 1948), pp. 9-10.
On the belief that a functional curriculum should have certain essential content characteristics, the Minneapolis public schools have proposed to use as specific indexes: (1) the extent to which problems of personal and social development common to all youth are utilized in the curriculum; (2) the extent to which problems are developed without reference to conventional subject matter fields; and (3) the extent to which it emphasizes attitudes, understandings, information, and skills necessary to successful citizenship.

Bostwick and Reid have proposed objective criteria which demand that the curriculum be related to expressed purposes that are grounded in democracy; that learning experiences be based upon recurrent and persistent needs, desires, and demands of adolescents; that a vigorous and alert staff be maintained; and that the school assume responsibility for coordinating community efforts toward the solution of problems.¹

The Ohio State University School has arranged specific indexes for appraising the functionality of its curriculum in two groups: those demanding continuous curriculum experiences directly related to democratic values and those demanding continuous experiences implied by democratic values.²

In selecting specific measures for curriculum development in the present study, the writer has exercised a personal preference for broad

¹ Bostwick and Reid, op. cit., pp. 1-27.

² Faculty of the Ohio State University School, The Philosophy and Purposes of the University School, 1946, pp. 9-11.
criteria which seem adequate for a basic study such as this one. These criteria may be stated as follows:

Criterion 1 — Is the curriculum reorganization program designed to foster the expressed purposes of the school by methods that are chosen in terms of facts about how children learn, grow, and develop? The validity of this criterion rests on the democratic philosophy in the sense that it fosters the use of the method of intelligence in the determination of the proper content for the socialization of children in a democratic society. In order to meet this criterion fully, it must be shown that the school provides a basic social program that is consistent with the democratic philosophy and principles governing maturation of children.

It is understood by the staff that it is the school's job to help children and youth grow in their understanding of their physical and social environment and of themselves in relation to this environment. The school will also provide for the recreational and creative interests of children and youth, since it is the school's task to guide youth into an appreciation and enjoyment of recreational activities that are wholesome and worthwhile. Further, the curriculum will provide for the special interests of groups and individuals, since special interests arise from children's daily living in school and from their own concerns outside the school. Still further, it will provide for the development of skills and techniques, since it is the business of the school to see that certain skills and techniques are acquired effectively and economically.
Criterion 2 — Is the development of the school curriculum a cooperative function, with teachers, with administrators, pupils, professional consultants, and qualified lay people actively participating? The validity of this criterion rests on democratic cooperation which demands that all persons who must assume responsibility for carrying out plans be given the right to share to the extent of their information and competence in planning the task. The conditions of this criterion will be fully met if it can be shown that the curriculum reorganization program of the school provides the best possible example of cooperation. Further, this criterion will be met when it is shown that the personnel in the school helps each student to discover and extend his interests, helps each student to meet his needs, and weave them into a unified ever-changing design for living. The trained personnel in a school should accept the major responsibility for leadership in the reorganization program and that intelligent action calls for cooperative thought and planning with all groups concerned. One of the basic tenets of democratic living is a faith in cooperative planning and action as an effective means of solving problems. If students are to grow up with this faith it must be because they have opportunities to experience the effectiveness of this way of acting in school situations. It appears that individual capacities should be developed as groups grow in effectiveness in working together.

Criterion 3 — Is continuous evaluation made an integral part of the curriculum program in the school? The validity of this criterion rests on the method of intelligence. When a school deliberately
undertakes a program of action, it predicts that the action will produce certain desirable changes in the behavior of pupils. The method of intelligence demands that such predictions be checked for reliability. Moreover, the crucial test for reliability is applied by determining whether the action can be depended on to produce similar and expected results under comparable conditions. Thus, the conditions of this criterion will be fully met when it is shown that a school habitually collects and interprets data regarding the effectiveness of every important aspect of its program.

The school should recognize the need to take stock of the educational program and of the progress of its students. The staff should be convinced that evaluation helps to locate gaps in the educational program and reflects the quality of instruction in the school. Evaluation also gives a clue to the teacher as to next needed steps to be taken. The principal and staff of a school should recognize that each school should be evaluated in terms of its own philosophy, objectives, and educational program. Self-evaluation should be recognized by the staff and students as the most effective means of discovering the problems that need to be solved in the continuous improvement of the school and its students. It should be further understood that a complete program of evaluation involves group-appraisal and self-appraisal. It should be an established belief in the school that evaluation should be made of all phases of pupil growth; namely, intellectual, physical, emotional, social, and economic.
Criterion 4 — Does the school program of studies provide vocational preparation related to the opportunities for beginning workers in the local community and surrounding area and are work experiences coordinated with school experiences? The validity of this criterion rests on the fact that every citizen must assume responsibility for making a contribution in a world of work. Consequently, the school is duty bound to provide opportunities for youth to learn to work through work experience. If one is to learn how to work, he can do so only through the experience of work. Since the opportunity young people formerly had of acquiring good work experiences within the circle of their own family no longer exists to any appreciable extent, how shall youth learn to perform these duties acceptably? The school should accept the belief that the school personnel should organize and administer a program whereby necessary understandings and skills may be acquired. The school should make use of community resources in carrying out many phases of the work program. This will necessitate school-community planning and cooperation. It should be a further belief on the part of the staff that work experience ought to be a part of the equipment of every person, irrespective of the vocation in which he will engage. This criterion will be fully met when it can be shown that all students in a school have the richest possible opportunities to explore their vocational possibilities under the guidance of the school.

Criterion 5 — Does the school curriculum take its orientation from the imperative needs of youth in the school? The validity of
this criterion rests on respect for individual personality. The method of intelligence has uncovered certain imperative needs that are common to all youth. These needs have a direct bearing on the socialization of individuals in a democratic society. Society exists only in the individual. Where we do not find socially-minded individuals, there is no unified society. This criterion will be fully met, if evidence can be presented to show that a school climate exists in which these needs are taken into full account by a staff of teachers that is committed to do everything possible to meet these needs.

Evaluating the Adequacy of School Facilities and Resources, Including Personnel

There are certain joint responsibilities to be taken by the school staff and the administrative board of public education. As far as possible, the board of education should provide such facilities, resources, and school personnel as are needed to support a defensible curriculum. The school staff should devise means for securing maximum efficiency in the use of these facilities, resources, and personnel.

Children cannot be educated conveniently in the absence of basic school facilities. Such facilities include: (1) a hygienic, attractive, and functional school plant; (2) appropriate instructional materials; and (3) competent teachers. These three characteristics constitute minimum essentials for the support of a curriculum reorganization program from the point of view of facilities for the teaching-learning process. School experience can be satisfying and rich to the extent that these conditions are met.
Actually, many conditions operate together to determine the adequacy of school facilities. The Evaluative Criteria\(^1\) contain 291 objective measures of the adequacy of facilities, services, and instructional materials. It is no simple matter to devise specific measures for use in appraising facilities. There is a point at which specificity results in unwieldy details; where the several specifics become unrelated from a practical point of view; and where efficiency in evaluation is sacrificed for specificity. In an effort to retain important relationships in connection with the school site, plant, instructional materials, and personnel the writer proposes to consider all of these qualities under the general head of facilities and resources. In view of this decision, general sub-criteria may be used in appraising the adequacy of school facilities at Lincoln High School. The criteria are as follows:

Criterion 1 — Does the school plant provide the physical facilities to conduct a program designed to meet the educational needs of youth of secondary school age? The validity of this criterion rests on the fact that in order to meet this criterion a school would have to be located in an environment free from excessive noises and confusion. The site would have to be safe and suitable for carrying out the educational program and activities. The buildings would have a satisfactory exterior and interior appearance, with provisions for adequate illumin-

ation, and facilities for maintaining proper temperature. There must also be provided in the school adequate drinking facilities and rest rooms. There must be special rooms and services such as a gymnasium, first aid rooms, and auditorium to meet the needs of the students in the school. The lunchroom must be adequate for the enrollment needs. There must be office and staff rooms sufficient to meet the needs of the school, and there must be special provisions for health examinations of pupils. The classrooms must be adequate in size for class activities. The school must provide facilities for transportation of students, and must have attractive grounds.

The pupils in a school would have to show acceptance of responsibility in helping to keep the lunchroom clean, the school grounds, the classrooms and halls, and would take an active interest and pride in encouraging others to keep the surroundings clean and sanitary at all times.

The school administration would have to provide movable classroom furniture that would be adaptable to various group activities. The classroom furniture would have to be in good condition and conducive to healthful posture. The general layout and arrangement of classroom would provide for adaptation of instruction to a variety of learning activities. Further, adequate bulletin board space would be provided in all classrooms as well as sufficient chalk boards. The classroom furniture, chalk trays, and window sills would be cleaned daily. The classroom interiors would be attractive.
Criterion 2 — Are the number of staff members in the school adequate in terms of the curriculum (which includes general and special needs) and school enrollment? The validity of this criterion rests on the belief that a school faculty recognizes that the teaching staff is probably the most important single factor in the educational development of the pupils. It should be further understood by the staff that if the curriculum is to be properly interpreted, the teachers must not only understand but also must have a high regard for the type of personal relations they have with their pupils. A school may have a well-developed philosophy on paper, an enriched curriculum related to life needs, but not much will be realized without a staff sufficient in number and equal to the task of formulating and administering such a program. A school staff should possess the necessary experience for carrying out the expressed purposes of the school.

A school staff should recognize the need for in-service growth. The teachers serving on a staff must seek professional growth through studying the educational needs of pupils in summer workshops, preschool and post-school conferences, travel, work experiences, through the studying of research findings, professional literature, and staff meetings concerned mainly with the study and solution of educational problems of the school and community. Professional assistance through the use of consultants should be provided whenever necessary to assist the staff in its in-service education activities.

A school system should have a definite salary schedule for professional staff members. The salaries paid should provide for
appropriate standards of living in terms of the socio-economic conditions in the community. Regular increments in salary should be provided and persons of the same rank of position would receive equal salaries for equivalent training and experience, except for cases of unusual merit because of high qualifications, professional growth, or excellence of service rendered. Staff members would have to continue professional advancement through additional training at periodic intervals.

It is necessary to provide indefinite tenure after a successful probationary period of three years in the system. No teacher should be dismissed without adequate warning; a specific statement of deficiencies in writing and an opportunity to be heard, with council if desired; and, this, only after efforts by the supervisor and the principal to assist the employee have failed to result in improvement. Teachers should be allowed a number of days from school duties because of illness. Extended leave of absence should be granted teachers to continue their educational training with permission to return to their positions at the expiration of the term of leave. Teachers should be retired when age or disability prevented further efficient service to the school.

Evaluating the Adequacy of the School-Community Relationships

The school should project its basic philosophy into the community, direct and through its pupils, with an eye toward bringing
under intelligent control those community situations which tend to
enhance, limit, or restrict optimal growth of the school, its pupils,
and its personnel. This does not mean that the school is to serve as
the agent of social change in the community, because if it should at-
tempt such a course it would lose its educational significance and be-
come an instrument for propaganda purposes. Actually, the areas over
which a school can exercise some degree of control defines its sphere
for development in a curriculum reorganization program.

The secondary school cannot function effectively as an agency
for social progress without establishing harmonious and helpful working
relationships with its community. This is to say, "a functional
school assumes responsibility for coordinating community efforts
toward the solution of problems."¹ Young people cannot be expected
to develop maximum skill in the use of democratic processes if the
school's program is confined within the walls of the school. The pro-
gram must provide guided opportunities for young people to participate
thoughtfully in community activities with adults. Moreover, adults in
the community should be touched by the program of the school through
various forms of adult participation and education.

Criterion 1 — Does the school take full advantage of all op-
portunities to foster improved living in the community? The validity
of this criterion rests on the belief that a school should be actively
concerned with: (1) cooperating with the home and the community on

¹ Bostwick and Reid, op. cit., p. 12.
problems of citizenship, safety, and health; (2) fostering desirable social attitudes and relationships in all forms of associated living found in the community; and (3) providing leadership for planning and acting on community problems.

The school as a vital part of the community should be the focal point of community activities if it is to meet this criterion. It would be the job of the school administration, staff, and students to see that a harmonious relationship exists between the school and community in order to help meet the needs of both the community and the school. A school should provide opportunities for the community to participate in planning a better educational program. The staff should recognize that the school needs public support, because without public support the school cannot function effectively.

A school would use every avenue of communication such as pupils, parent-teacher association, radio, forums, newspapers, exhibits, in keeping the community informed about the school's educational program. The school would recognize that good public relations begin internally. The faculty and administration would recognize the school is not just an agent of the community but it is a part of the community. It receives its support from the community and, in turn, influences the life of the community. The staff should realize that it must have the confidence of the community, and in turn the community must know what is going on in the school in order to understand the school's program. If the school fails to do its part in creating a new social order by improving the old one, it has failed in its chief function as a school.
The school should realize that a planned program of presenting the school program to the community is a necessary part of the job of the administration and staff and, indeed, of teaching.

A school should find channels of communication by which the school, parents, and community agencies can pool their understanding of learners. The school should work closely with other organizations that deal with children and youth in order that each may complement the work of the other. Such organizations as Boy and Girl Scouts, Campfire Girls, YMCA, YWCA, employer groups, and others, should be brought into the total educational picture. A high school should see that the entire community is aware of the goals and functions of the school to the extent that whole-hearted support is given toward the advancement of the school program. This does not mean that citizens should not criticize and evaluate school policies.

There should be cooperative action on community problems with the school taking the initiative in most instances. For example, if this criterion is being met there ought to be some way of evaluating the outcome. The number of home and community accidents in which children and youth are involved should be reduced. There should be a consistent drop in the number who leave school before completing high school. Juvenile delinquency should show a continuous and marked decrease. There should be community improvements directly traceable to the needs and activities of youth in such matters as better housing, utilization of resources in the community for better food, recreation, health, self-expression through the arts, sports, and hobbies. The
school should share its resources with the community. The services of the school as an institution and individual staff members should be sought in community undertakings.

Criterion 2 — Does the school use every available means for establishing an effective parent-teacher association? The validity of this criterion rests on the belief that the school should provide opportunities for parents to have a part in planning the school program. Most parents know their youngsters better than school officials do. Resourceful teachers should know all they can about their pupils. It is to the advantage of the school to bring the parent-teacher association in on the planning of the school program as much as it is feasible. The parent-teacher association can retard the development of a sound educational program when it is not furnished adequate and reliable information by the principal and his staff. A school should look upon the parent-teacher association not as a stumbling block, but as an organization which, if cultivated in the right manner, can be a vital force in interpreting the school program and its needs to others in the community.

Summary of Criteria

The criteria for this study may be summarized as follows:

Philosophy

1. Does the school have a unified, carefully formulated, cooperatively developed educational philosophy which is
functional, democratic, and continually revised in adaptation to changes in society?

**Curriculum and Class Procedures**

1. Is the curriculum reorganization program designed to foster the expressed purposes of the school by methods that are chosen in terms of facts about how children learn, grow, and develop?

2. Is the development of the school curriculum a cooperative function, with teachers, with administrators, pupils, professional consultants, and qualified lay people actively participating?

3. Is continuous evaluation made an integral part of the curriculum program in the school?

4. Does the school program of studies provide vocational preparation related to the opportunities for beginning workers in the local community and surrounding area and are work experiences coordinated with school experiences?

5. Does the school curriculum take its orientation from the imperative needs of all youth in the school?

**Facilities and Resources**

**Including Personnel**

1. Does the school plant provide the physical facilities to conduct a program designed to meet the educational needs of youth of secondary school age?

2. Are the number of staff members in the school adequate in terms of the curriculum (which includes general and special needs) and school enrollments?

**School-Community Relationships**

1. Does the school take full advantage of all opportunities to foster improved living in the community?

2. Does the school use every available means for establishing an effective parent-teacher association?
In the next chapter a description of the Lincoln High School program as it appeared at the beginning of this study in 1946 will be presented.
CHAPTER V

THE STATUS OF LINCOLN HIGH SCHOOL IN 1946

In this chapter the status of the Lincoln High School in 1946, the beginning year of the present study, is described in terms of how the school's philosophy is being put into practice, the curriculum and teaching procedures, the facilities and resources, including personnel, and the relation of the school and the community. One of the purposes of this study was to trace and assess the development of the educational program between 1946 and 1951. As stated in the introductory chapter, the first process concerning the method of this study involved a critical examination of the school's philosophy in action and the curriculum and teaching procedures as of 1946. Since relatively few of the studies projected in schools for Negroes in the South have presented a comprehensive picture of life in these schools, one aim of this chapter is to present such a picture. While the areas selected as guides in the organization of this description that is comprehensive enough for the purposes of this study.

The School's Philosophy in 1946

In 1946 the Lincoln High School had just emerged from the Secondary School Study of the Association of Colleges and Secondary
Schools. This study was a service study designed to stimulate a group of member schools to examine their practices in the light of forward-looking curriculum designs and classroom teaching procedures.

The study emphasized, particularly, the procedures that had been developed in the cooperative study movement which was then underway in America. All of the schools in the study were led to see the need for a cooperatively formulated school philosophy. Thus, the Lincoln High School faculty had formulated a school philosophy under the guidance of competent consultants provided through the Secondary School Study. Following its acceptance, copies of the school's philosophy were made available to teachers and pupils.

In 1946 this statement of philosophy provided the basis for many discussions in the school. Both teachers and students used the statement sometimes to defend a school or classroom policy or practice. Moreover, it was not unusual for teachers and students to castigate certain practices on the ground that they were inconsistent with the school's philosophy. Yet, the philosophy had not become highly significant and frequently school went on as usual, criticism notwithstanding. Actually, the teachers and pupils were in the process of discovering the broader implications of their philosophy. It was to them a valuable tool, although they had not discovered many of its more important uses.

The statement of Lincoln's philosophy is presented at this point as information for the reader.
Part I. General Statement of Beliefs

Our philosophy is based on organismic psychology which sees the individual as a whole in relation to the total life situation. Suitable problems around which learning units can be built are those which are common concerns of children at a particular stage in their development and originate with problems of the immediate environment. As children become more mature these problems should broaden in scope to include world-wide aspects. It is recognized that learning must have purpose for the child in terms of his own values and must arise from his own need in relation to the situation. Since society is changing, one cannot be sure that knowledge and skill stored up have lasting value or will be retained; therefore, the student can prepare for adult life best by learning to deal adequately with present life problems. The philosophy upon which each unit, used by a teacher and class, is built, should be consistent with the philosophy of the school. All of the learning activities afforded by each unit used in the school should reflect this basic philosophy.

An educated person in America, we believe, ought to understand and believe in democracy. We think this is the most important thing a school can teach. This means that every pupil will take his share of responsibilities, will help to think out what ought to be done, and the best way of doing it, and then take part in carrying out the plans. Perhaps this will mean that a great deal of reading has to be done before students can understand some questions. Perhaps each one will read a different book, and then report his findings to others. Whatever needs to be done must be shared.

We must not let young people in America grow up to think they have no responsibility for planning, though too often schools have left the planning to the teachers and not asked children to share. We must have our children practice this kind of democratic living until it is a part of them. They will have to learn that thinking is hard, and that many times it is necessary to read or examine all sorts of things to find out what has already been done. That, for example, is one reason for their studying history.

We hope we are right in our convictions, and that we cannot be criticized at this point. We do not encourage youngsters to be hateful or violent when they find some injustices, and we do not expect little children to do anything yet about some of the matters which worry those of us who are older. But we want them to practice responsible living every day and to think about the world around them, so they can face life with courage and with ideas.
To carry out the school philosophy the staff set up definite goals or purposes for the whole school organization involving both pupils and teachers. We believe that these goals consider factors about the whole person and his growing up in a democratic society. The goals are as follows:

**Part II. Goals for the Growth of Pupils and Teachers at Lincoln High School**

The goals for Lincoln here set up in three groups:

A. Goals Involving Growth in Personality and Culture

The school should provide:

1. For all teachers and pupils, enough opportunities within the program of the school to understand what our society is like and how individuals can work to improve it.

2. For all individuals, the kind of personal consideration in all situations that makes one feel that his ideas and his work are important to the group.

3. For all teachers and pupils, the chance to develop a normal emotional life.

4. For all, the kind of school experiences which permit and encourage desirable individual and group growth.

5. For teachers and pupils, enough chances to become increasingly skillful in arriving at wise conclusions based on facts.

6. Sufficient opportunities in the school for each individual to express himself creatively in graphic and photographic art, in classical and modern music, and in literature of all peoples and all times.

B. Social and Economic Goals

1. Social Goals

The school should provide:
a. An active and developing concern for others.

b. Opportunities through the school's program to gain faith in the value of cooperation in all group relationships and to understand how to cooperate.

c. A chance in school to understand how to be a happy and useful member of his family group and how to go about setting up a home of his own.

d. Opportunities to broaden his present interests, discover new interests, and enjoy his hobbies.

2. Economic Goals

The school should provide:

a. Opportunities for the student to understand how his work in each class can increase his chances to get various kinds of jobs, where to look for these jobs, and the requirements for the jobs.

b. Help in discovering the kinds of things he can do best and how to prepare to use his skills in making a living.

c. The encouragement and advice he needs in order to plan for the continued improvement of his mind and his skills.

d. A chance to discover and learn to appreciate the social value of his work.

e. Opportunities to become an informed consumer and to desire to support actively consumer-producer organizations which aim to raise the standard of living.

C. Health and Recreational Goals

The school should provide:

1. Adequate opportunity to develop appreciation for worthwhile leisure-time activities to the extent that he will work to get these in the community now and when he is an adult.

2. Adequate opportunity to develop and practice good health habits in regard to his own personal health and the health of others.
In this statement of philosophy it is possible to identify a strong allegiance to democracy and its central values, a concern for the growth needs of children and emphasis on the provision of rich opportunities as the primary means by which a school educates children. There is also a strong suggestion that opportunities for learning provided by the school should be valuable, both to teachers and pupils. It should be noticed that the statement does not include a commitment to any particular pattern of curriculum. In the opinion of the teachers, the pattern for curricula in the public high schools of Florida was a matter that had been determined by the state. The consensus of opinion among the teachers was that such modifications as they decided to make in school organization and classroom practices had to be made within the framework of the curriculum plan handed down to the schools by the state. Then, as now, the selection and allocation of textbooks, the allocation of teachers, teaching loads, accreditation, graduation, and many other arrangements are regulated by the preferred curriculum pattern in the state.

Another important concern of the teachers that is reflected in the statement as an undercurrent, is the responsibility of the Negro school for hastening the integration of Negro youth into American life. Lincoln High School is an American secondary school, but is also a Negro school. As such, its pupils, its staff, and its community are subject to all the limitations which are imposed upon the Negro minority in the United States. In formulating a philosophy for this school it was impossible to lose sight of the fact that the school
serves a segregated and underprivileged people who have not yet been admitted to full citizenship status in the nation.

This minority status has a profound influence on the Negro child. It affects his daily living and his attitudes in general. It is a source of confusion in the lives of his parents, his teachers, and his associates. Many of his opportunities are fixed by his racial identity, and his adjustments are complicated by the inferior status that has been accorded him in American life. Any realistic attempt to develop an educational philosophy for the segregated Negro school must give full consideration to the illogical social environment of Negro youth and the peculiar needs imposed by this environment. Moreover, a Negro school cannot accept, uncritically, a pattern of curriculum devised at the state level for schools generally and without regard for the peculiar status of the Negro school in a segregated society.

From the foregoing discussion, we may draw the following conclusions about the status of the Lincoln High School philosophy in 1946.

1. The school had a statement of philosophy which teachers and pupils proudly accepted.

2. While the philosophy was referred to frequently in more or less academic discussions, it was not generally regarded by teachers and pupils as the main justification for practices in the school.

3. The philosophy functioned to a limited extent in the school, in the sense that it provided the crucial test of acceptability of practices in only a few areas.
The Lincoln High School Curriculum in 1946

In 1946 the curriculum of the Lincoln High School was designed primarily to prepare students for college. To this end the state provided a list of courses to be required of all students. This list included a specified number of Carnegie units in English, Social Science, Science, Mathematics, Industrial Arts, and Home Economics. Additional courses, mainly in these same subjects, were provided as electives. Even if a student terminated his education before graduation, he was forced by this system of requirements to work toward preparation for college.

Participation of the school in the Secondary School Study led some teachers to modify the content of their courses. New units were designed with the idea of making the required facts more interesting to students. Audio-visual aids were used in an effort to give interesting variety to classroom methods of getting over the subject matter. A variety of textbooks and learning materials could be found in many classrooms for teachers recognized the wide differences in abilities and interest of children and sought means of helping the weak students to grasp the fundamental facts around which courses were organized.

A few teachers were actively concerned, however, with providing experiences for students which were regarded as useful to students even if they were not fortunate enough to enter college. Yet, the examinations which these teachers constructed as measures of success in their classes emphasized a body of facts that was but slightly different
from those required in the textbook courses. Actually, these teachers were giving major emphasis to prescribed subject matter with marginal or incidental emphasis on the social needs of students and the needs of the non-college-going group.

In general, each subject or subject field stood as a more or less isolated vertical sequence of learning materials leading from one year to the next. Reorganization proceeded largely from the interests and aims of individual teachers. The concern for articulation was exercised largely within the subject area itself, seventh-year English being set up as more elementary than eighth-year English, and a prerequisite to it. Thus, if a student failed the eighth-year course, he was of doubtful readiness for the ninth-year course. Although there was a certain repetition of such experiences as the study of grammar and the writing of compositions, generally, the arrangement of any particular offering took into consideration the materials that had been covered previously.

The teachers in the Lincoln High School leaned heavily on state adopted courses of study which consisted mainly of outlines of subject matter content for various courses. While some teachers made adaptations in subject matter content or materials, these adaptations in subject matter were generally made out of relationship with the content and activities carried on in other classrooms in the school. There was a wide range of traditional subjects taught in the school. These subjects claimed the major part of the school day and placed emphasis on the needs of the college-going group. Beginning with the
tenth grade the college preparatory curriculum was as follows:

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Offerings</strong></td>
<td><strong>Basic Offerings</strong></td>
<td><strong>Basic Offerings</strong></td>
</tr>
<tr>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Biology 10</td>
<td>U. S. History</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Algebra I and II</td>
<td>Algebra II and III</td>
<td>Chemistry or Physics</td>
</tr>
<tr>
<td>World History</td>
<td>Spanish I and II</td>
<td>Plane Geometry</td>
</tr>
<tr>
<td>Physical Education 10</td>
<td>Physical Education 11</td>
<td>Physical Education 12</td>
</tr>
</tbody>
</table>

**General and Special Education Electives**

1. Foreign Language — Spanish I and II.

2. Home Economics Education — III, IV, V, and VI. For girls who have not one unit in grade 9, one unit is required.

3. Industrial Arts — Mechanical Drawing I and II, Woodwork I, II, and III.

4. Agriculture — Gardening I, II, and III. Poultry Raising I and II. Landscaping I and II.


6. Science — Chemistry I and II. Physics I and II.

7. Social Studies — Three units are required in grades 9 to 12, one of which must be United States History and Government. Pupils may substitute two units of some foreign language for one of the other two required units.

At least 13\(\frac{1}{2}\) units shall be earned in grades 10 to 12, inclusive, due to the fact that physical education is offered on the \(\frac{1}{2}\)-unit basis per year.

**Pupil activity program.** The school schedule was quite right. There was little relationship between the curricular and extra-curricular activities. The latter consisted mainly of a student counsil,
school patrol, the Glee Club, Boy Scouts, Dramatics Club, Spanish Club, New Homemakers Club, New Farmers of America Club, and the Varsity L Club.

The physical activities for boys consisted of the following interscholastic sports:

- Basketball
- Football
- Softball
- Intramural Sports Program

The physical activities for girls included one interscholastic sport which was basketball. However, there was a growing interest in the intramural program for girls.

A school assembly was held every Friday at twelve o'clock and attendance of all pupils and teachers was required. In the school assemblies pupils were given an opportunity for practical experience in the development of character and good will. Programs were planned by teachers and pupils, utilizing their abilities in music, speaking and singing groups, and dramatizations. Frequently ministers, leaders from the community, and artists were invited to share in the assembly programs. The general assembly calendar was made up in September for the entire school term.

The Lincolnian, the school paper, was published six times during the school term to foster creative writing, cooperative planning, and mechanical operations pertinent to publications.

Guidance and testing. There was a certain amount of guidance being carried on in each classroom by teachers. The keeping of records, registration of students, conferences with students and their parents
was carried on by the principal in his office. If some difficulty arose between a student and a teacher, the matter was referred to the principal who would have a conference with the teacher and student separately, or sometimes jointly. The principal would try to settle the difficulty between the parties concerned. Written records of conferences with students and teachers concerning their problems were not kept. Every six weeks students were given examinations in each class. If the students were able to make passing grades in all subjects they were passed. If they failed in a subject they were required to make up the subject in summer school before they could go on to the next grade. If a student failed in more than one subject he would have to repeat the entire grade. The evaluation program was confined largely to traditional judgments expressed through symbols. The staff had not worked out any effective basis for evaluation. Very little information was passed on about children from teacher to teacher. Thinking of students in terms of their needs, interests, problems, and abilities was not given very much consideration in the school program. Very few standard tests were administered in the school. Pupil participation and responsibility was limited to that delegated by teachers in connection with a subject centered curriculum. Most of the staff members were inclined to accept full responsibility for class work, but only limited responsibility for extra-class activities.

Students were beginning to have some degree of consideration in the commencement program. The parents and students still looked forward to hearing a commencement speaker who was generally selected by the principal.
Facilities and Resources, Including Personnel

The school site. At the time of the beginning of this study the Lincoln High School site was not free from environmental noises and confusion. The site was accessible to the school population but school transportation facilities were limited. The site consisted of six acres, of which four acres were accessible for play. The site was not well drained, neither was it surrounded by good roads, walks, or near city transportation facilities. There were traffic and transportation dangers, there being a lack of police protection near the school area.

The buildings. In 1946 there were two buildings and an agriculture shop provided; one building housed the high, and the other housed the elementary, school. These buildings were connected by a covered ramp which enabled certain facilities in the high school building, including the library, assembly, and cafeteria, to be shared with the elementary school. Both buildings were poorly landscaped, poorly lighted, inadequately furnished, and in poor repair generally.

Building services. Provisions for illumination were inadequate in all of the buildings on the school campus. Drinking facilities and rest room facilities were inadequate for the size of the school enrollment. There were not enough classrooms to accommodate existing class enrollments in effective learning situations. There were not enough classroom furniture and fixtures and the classroom interiors were not attractive.
Special service rooms. The seating capacity of the school auditorium did not meet reasonable educational and community requirements. It was not attractively decorated. The stage did not have a fire resistant curtain. The auditorium did not have a circulating fan. It required considerable time to darken the auditorium for showing motion pictures. The school did not have a cafeteria or a gymnasium. There were no provisions for guidance services or information about students except what was kept in the records in the principal's office.

Library services. The library was in use nine months during the school year. There was a limited number of books and reading materials available. The budget for supplying new books and reading materials was $250.00 per year.

Other services and facilities. There were twelve second-hand typewriters and no individual tables in the business department. The home economics area was limited to two used gas stoves, one kerosene stove, six tables, and one old-fashioned refrigerator. The school did not own a bus to transport school groups for educational field trips. The school services were coordinated, as far as possible, through the principal's office.

School personnel. In 1946 there were 20 staff members employed in the Lincoln High School. One teacher had less than a bachelor's degree and 18 teachers had their bachelor's degree, and six of this
number had pursued advanced work beyond the bachelor's degree. One teacher had done work beyond the master's degree. There were 496 students enrolled in the Lincoln High School during the school term of 1946-47. Thus, the pupil-teacher ratio was 24.8 to 1.

The in-service education program consisted of efforts to develop a strong effective subject-centered program. Faculty meetings were concerned mainly with administrative matters and occasional reports by individual teachers on ways of strengthening the subject-centered curriculum and ways of motivating pupils to learn. Factors influencing the character of the in-service education program were low salaries, limited summer school attendance by teachers, a meager professional library, a limited and narrowly trained teaching staff in general, six professional faculty meetings per year, occasional consultant services from the State Department of Education and from the Secondary School Study, and a limited sense of direction.

Maintenance and operation of plant. One head custodian and two assistants were responsible for the maintenance and operation of the school plant. In general, the custodial staff is responsible for a systematic daily inspection of all school property.

Administrative personnel. At the time of the beginning of this study in 1946, there was one principal, one assistant teaching principal, one full-time librarian, and one part-time secretary-teacher who handled all reports and records in the principal's office.
School-Community Relations

In 1946 the public relations program consisted of an occasional article in the local paper and, at stated times, staff members were asked to speak to church groups in behalf of certain community welfare drives. Effective lines of communication were not established between the school and the home. Teachers often exhibited the attitude that home visitation was just another added burden on the staff. As a result of such lethargy on the part of teachers, we had a weak and ineffective school parent-teacher association.

The principal failed to make annual reports of school improvements to parents and lay citizens. Parents were reluctant to attend public programs held at the school. Many community projects involving the school and other community agencies were not planned and carried out cooperatively.

The staff had not realized how effective the students could be in interpreting the school to the community. Teachers did not feel that their public relations responsibilities were the same as those of the public. The school did not make use of the non-teaching employees in developing good public relations. There were no public exhibits of school work, and open house programs were limited to only one per year.

There were no provisions made in the community to help Negro veterans below college grade, nor were there any provisions to help former students or adults attend evening school to further their education. Students were not brought in direct contact with work ex-
periences programs of an educational nature in the community.

The school center did not serve the community by giving out information to parents and other citizens on consumer education and demonstrations. The school did not have up-to-date information on the occupational status or the educational status of the parents of the pupils enrolled in the Lincoln High School.

The recreation program was limited to using the city park north of the school grounds during the summer months for sports such as softball, games, tennis, horseshoes, checkers, and the like. Not enough effort was being made on the part of the school or other community agencies to make the people more health and safety conscious.

Summary

The Lincoln High School philosophy had just been formulated in 1946. Teachers were committed verbally to the values in the philosophy but subject matter learning and teaching were still strongly in evidence. Some staff members did not accept the philosophy completely, but tolerated it because they felt that a good school should have a statement of philosophy. Schools should contribute to the solution of important social problems as they develop. The setting up of group goals strengthens the movement toward change. Individual schools should develop their own curriculum, adapted to the unique needs of adolescents and the community.

The main emphasis in the Lincoln High School philosophy and, hence, in the curriculum reorganization program, may now be summarized
in the light of the foregoing discussion. The preferred controlling emphasis is the meeting of pupil needs, as determined by studies of children and their behavior. There is a need to improve the experiences of pupils. No matter how elaborate a program may be or how enthusiastic the staff, unless in the end the experiences of pupils are changed so that educational outcomes are better than before, the work cannot be considered successful. Learning involves the whole child—his physical, social, emotional, and intellectual being as it reacts to its environment.

Regardless as to the philosophy adopted by the staff and the plan of curriculum reorganization, an effective program cannot be implemented under conditions of adverse building facilities and shortages of equipment and supplies. The principal is the instructional leader of the school. It is his responsibility to encourage instructional improvement at the classroom level by interested, sympathetic teachers.

The school should vary its own leadership functions to make the best use of community resources, recognizing that the school at some points will institute and carry full responsibility, at others will be a coordinating agent and, at still others, will contribute only in an advisory capacity as a study of the learner indicates the need for cooperative efforts. Growth toward democratic values and ways of behaving is enhanced when the dominant agencies guiding the learner's activities—home, school, community—coordinate their efforts, and each recognizes and understands the basic principles governing demo-
In the next chapter thirteen major studies, cooperatively carried on by the principal, staff, and students in the Lincoln High School, between 1946 and 1951, are presented. These cooperative studies form an integral part of the evolving philosophy, curriculum, and teaching procedures in the school.
CHAPTER VI

THE EVOLVING PHILOSOPHY, CURRICULUM AND TEACHING PROCEDURES OF LINCOLN HIGH SCHOOL

Philosophy

The secondary school should not be floundering in a sea of confusion because it has no well-defined objectives. All teachers work in terms of certain over-all educational purposes which give direction to the work of the school. But a decided dichotomy exists in educational practice in relation to determining more specific goals for the guidance of learners. The staff should consider what general purposes the school has or what specific goals the school should work toward. The absence of a staff philosophy and a statement of general and specific goals does not explain completely the general confusion found in some secondary schools, but it is one of the major contributing factors that merits serious consideration.

It is necessary to understand three values basic to problems of living in a democratic society and to gain skill in their application. These values are: (1) respect for personality, (2) cooperative living and working together for the common welfare, and (3) using the method of intelligence to resolve all conflicts and to solve individual and group problems. It is assumed that continuous application of these
values to every possible human endeavor insures the optimal development of all.

In American schools the democratic philosophy should serve as a guide for curriculum changes or reorganization. The Lincoln High School faculty had this premise in mind as it attempted cooperatively to set up the school's philosophy. The staff felt that a statement of the school's philosophy should not only be pointed toward the democratic ideal which requires that everything possible be done to enhance human living, but that the faculty should also determine what is possible through a consideration of the state curriculum pattern, local traditions, customs, and mores which have much to do with shaping the educational program in any community.

At this point it should be obvious that the Lincoln High School philosophy is anchored in the democratic social philosophy. Consequently, the entire curriculum reorganization process is predicated on the use of cooperative relationships. These relations, as well as the learning process, must be anchored to a psychology of learning that is in keeping with the democratic social philosophy.

The Lincoln High School philosophy commits the school to the study of adolescent needs and assumes that some of these needs are imposed by the environment and, at Lincoln, some arise because the school is a Negro school, deep within the South. Consequently, the Lincoln High School philosophy contains some values to be realized through community improvement and some to be realized through the enhancement of adolescent personality. It is believed that this position
is consistent with the democratic way of life since the central emphasis is on the development of the individual as a contributing citizen.

Sometimes a staff needs help in making certain decisions about the curriculum. Decisions have to be reached regarding who should study the curriculum and who should shoulder the responsibility of deciding what finally should be done. This raises the question of the role of the "expert" and his relation to the faculty. In the opinion of the writer, the expert is needed because of the experience and facts he is able to bring to bear on educational problems, but the faculty should have the responsibility of final decisions, since it is they who must carry out the program. This, too, seems consistent with the democratic philosophy.

The Southern Association of Colleges and Secondary Schools, of which Lincoln High School is a member, requires that a statement of philosophy, cooperatively developed by the staff, be filed with each annual report. The Lincoln High School was evaluated by a state-wide committee representing the Southern Association of Colleges and Secondary Schools in January of 1951. Prior to this evaluation the entire staff had an opportunity to re-examine the school philosophy and make suggestions for further modifications. A committee on school philosophy, composed of teachers, student representatives, and parents, has been set up in the school for the purpose of stimulating revision and to serve as a check on day-to-day activities of teachers and students in implementing the school philosophy.
Promotion in the Lincoln High School is done on the basis of maturity and not on whether a student can adjust himself to the curriculum. Principal-teacher planning, teacher-teacher planning, teacher-pupil planning is done in terms of all youth. The adjustment of learning experiences to the differences of individual pupils is given primary consideration in the Lincoln High School. Still further, the Lincoln High School has as one of its main objectives the development of a program that will advance the individual in his school life farther on the road to making him personally competent and socially responsible for participation in American democracy. Under the leadership of the principal the Lincoln High School is composed of an earnest and sincere staff, readily cooperating to make the school philosophy a reality in the day-to-day activities and experiences of youth. The staff recognizes that the Lincoln High School philosophy is only as good as its teachers and principal interpret it wisely. The structural organization of the Lincoln High School staff, and the emphasis placed on local planning of actual school problems are indications that program building should be placed in the hands of the staff. The school philosophy has certain implications for curriculum reorganization. Since curriculum reorganization or improvement takes place largely in the classrooms, the Lincoln High School staff and administration feel that only the teacher under the leadership and cooperation of the principal can close the gap between theory and practice, between thought and action.
The Lincoln High School is committed to the idea that there should be a democratic atmosphere throughout the school. This should be in evidence between learners and teachers, administrators and teachers, learners and custodial staff. There is a further belief that there should be a definite assumption of responsibility by the learners in the Lincoln High School for the general deportment around the school at such affairs as school dances, plays, assemblies, and athletic events. It is still further believed that students should take responsibility for courteous and thoughtful attitudes in the halls, on the playgrounds, in the lunchroom, on the school grounds, in the gymnasium, and in the classrooms. This same responsibility should not stop at the school door, but should be carried over into community social behavior. There should be shared thinking in the school. Students in the Lincoln High School should have a voice in helping to formulate policies and procedures.

The Lincoln High School staff believes that there are certain common experiences to be met by all youth in addition to experiences in their special interest area. For example, the ten "Imperative Needs of Youth," as stated by the Educational Policies Commission, and as further developed by the National Association of Secondary School Principals, is accepted by the Lincoln High School staff and administration as essential in developing an adequate program for youth of secondary school age.

The committee on philosophy in the Lincoln High School has recommended that we revise our philosophy and place more emphasis on
moral and religious values, the responsibilities of world citizenship, that teachers put forth an even greater effort to understand each child, that all teachers should put forth efforts to see that the values we would like for our students to accept are not only in words but in all our actions as we live and work with boys and girls in our school, and that all students and teachers devote their efforts to fully implementing the philosophy in all phases of school living.

Curriculum and Teaching Procedures

The curriculum of a school should be designed to foster the expressed purposes of the school and the methods used to implement these purposes should reflect the faculty's consideration for facts about the maturation of children. Such facts were gathered by the Lincoln High School faculty from published studies of children and through studies of children served by the school. It was felt that this type of approach to curriculum building would insure for pupils the richest possible opportunities to live, grow, and develop. Further, this plan offered important experiences in cooperation and reflective thinking necessary for deepening the teacher's faith in democratic processes. Still further, this deeper faith in democratic processes was promising as a means for stimulating the teacher to assume his role as a leader in fostering similar processes among children. For many children, school life under the general approach to curriculum development offered richer opportunity for democratic experiences.
Design for curriculum development in Lincoln High School.

Dewey's concept of curriculum reorganization has provided the motive force behind forward-looking changes in many schools today. Unfortunately, Dewey's concept has been sometimes misinterpreted because of the particular meaning which Dewey assigned to reconstruction or reorganization of experience, which terms he used interchangeably. To Dewey, experience meant experimenting or problem-solving, which he considered basic to curriculum reorganization. In this sense, curriculum reorganization is necessarily a product of reflective thinking on the part of the curriculum maker. The reorganization process implies the use of facts gathered through careful studies of the curriculum.

Inspired by Dewey's writings, the principal proposed five general steps in curriculum reorganization which have been used in the present study. The steps were designed with the idea of furthering the cooperative development of the school. This pattern proved later to be especially suited to the Lincoln High School faculty in view of its limited professional training and lack of experience in planning. The five steps comprising the pattern used in curriculum reorganization in the Lincoln High School may be stated as follows:

Step One. The first step in problem-solving and, hence, in the curriculum reorganization process was to arrive at a realization that the curriculum needed to be studied and changed in the light of what could be discovered about its effectiveness. The faculty started with published studies of children, community studies, and reports from
other schools to which evaluative criteria had been applied. As might be expected, the faculty became more sensitive to differences in values being fostered at Lincoln and those to which other good schools gave allegiance. Consequently, doubts were expressed and questions were raised about the soundness of Lincoln's program.

**Step Two.** The second step in curriculum reorganization involved the acceptance of a point of view of philosophy which could serve as a guide as decisions were made regarding changes in the curriculum. For Lincoln High School one of the most significant issues in education had to do with the basis for determining common elements to be provided in the curriculum for all children and youth. Although many points of view had appeared in educational literature on this question, Lincoln High School needed to understand and to implement its own statement of philosophy.

**Step Three.** The third step in curriculum reorganization involved an effort to collect, interpret, and draw inferences concerning hypotheses from data considered important as a basis for the curriculum. For a school taking the position which Lincoln High School had taken, this step involved interpretation of data gathered from studies of

---

1 For these points of view see:
students, including their needs and the impact of the community on them. In the final analysis, the provision of richer opportunities for learning and the validity of changes made rests on intelligent study of children.

**Step Four.** The fourth step was the actual implementation of decisions made in the light of facts gathered by the faculty. This was a human and cooperative task which included the school board, teachers, pupils, principals, parents, and other interested lay citizens. While some of these persons were not always free to work on the details of the tasks, they had opportunities to understand, criticize, accept, or propose modifications in the program presented by teachers. This was not a simple task because a staff is frequently threatened with failure during its early efforts to think and act cooperatively. However, the more experiences the group had in this kind of working relationship the clearer it was able to see and make sound decisions. It was significant, too, that although differences were pointed up sharply with questions, the aim was seldom to choose between two prevailing points of view but rather to harmonize the best ideas which were distilled from the thinking and planning of the group.

**Step Five.** The fifth step in the thinking or curriculum reorganization process was identical with the first step and this made the process continuous, or at least periodic. It should be clear that one step was not always finished completely before the next was begun, for action could be taken as rapidly as insights were gained and facilities
were available for work on a given problem.

The general steps in curriculum reorganization, outlined above, have been used over and over again as changes were made in the program at Lincoln High. Actually, the curriculum reorganization program has consisted of continuing series of cooperatively planned studies of life in the school and community, followed by arrangements and rearrangements in facilities, and the teaching process designed to enrich the pupil's opportunities to grow toward goals set up in the school's philosophy. Later in this chapter a sequence of studies will be presented to show how the curriculum became what it is today.

**Studies and actions undertaken in 1946.** The 1946-47 school term was established as a planning year for curriculum reorganization by the Lincoln High School faculty under the direction of the principal. The principal presented a plan of steps in curriculum reorganization which was accepted by the faculty. Throughout the school year the staff studied the school philosophy in relation to activities in the school to see its deeper implications for curriculum reorganization.

During the pre-school planning period in 1946, there was considerable discussion by the faculty concerning the findings in the community survey. Several faculty meetings were devoted to finding ways of making the best use of the survey findings. It was finally agreed that the problems uncovered by the community survey and any other school problems which the staff felt ought to be considered would be listed for further study and that problems for immediate study be
selected from the list. After a list of major problems were listed by the faculty the principal, working with a small committee of teachers, grouped the problems under philosophic areas as nearly as possible. In contemplation of the present study the principal used this design intentionally. The problems were grouped as follows:

1. **Problems involving growth in personality and culture**
   
   a. How can the school help children and youth with their emotional problems, fears, and frustrations?
   
   b. What can be done to improve the attitude of students concerning scholarship?
   
   c. How can the school provide more art experiences in the school program?
   
   d. How can the school provide more music experiences in the school for youth?
   
   e. How can the staff provide more opportunity for students to read in the library and develop better study habits?
   
   f. What should the school do about controversial issues involving the social system?
   
   g. What should a Negro school do about racial and other social conflicts?
   
   h. How can teacher-administrator, teacher-teacher, and pupil-teacher relationships in the school be improved?
   
   i. How can the school program be planned so as to encourage the full cooperation of all students and staff members in carrying out the school's philosophy of education?
   
   j. What can be done about providing more teaching aids, materials, and resources for teachers and pupils to use in carrying out the school's program?
   
   k. How can the school secure adequately trained personnel to help coordinate the guidance functions of the school?
l. How can the school provide time for teachers to plan their work cooperatively?

m. How can the human relations program in the school be improved?

n. How can the evaluation program in the school be improved?

o. How can the staff gain more insights and information on growth and development of children?

p. How can pupils be encouraged to participate more freely in school activities?

q. How can parents, students, and teachers help to improve the curriculum?

r. How can staff meetings be made more interesting?

s. What changes should be made in the curriculum as a result of the World War II?

2. Problems involving social and economic needs

a. How can the school do a more effective job of helping students on problems involving sex education without causing criticism from parents and ministers in the community?

b. What should the school do about the problem of married girls attending school? (Unwed mothers who wish to return to school?)

c. How can the school program provide more opportunities for students to get help and information in the area of personal, social, educational, and vocational guidance?

d. Should work experience be accepted as a regular part of the Lincoln High School program?

e. How can the school keep community financial projects from interfering with the school's educational aims and purposes?

f. Should the Lincoln High School staff organize a credit union to help the students?
g. What can the school do to ease the student's financial problems?

h. How can the school provide a better method of supervising school finances?

i. Should the school provide a program of education for former students whose education was interrupted because of the war?

j. How can the guidance program be made more effective in the school?

k. What can the school do to improve the home life of children?

l. How can the school provide for more participation on the part of parents in the school program?

m. How can the public relations program be improved at Lincoln?

n. How can the holding power be increased in Lincoln High School?

3. Problems involving health and recreation needs

a. How can the staff make the health education program more effective?

b. How can the staff meet the recreational needs of Lincoln High School students?

c. How can the school help students to make wiser use of leisure time?

d. Should the school study the underlying causes of irregular school attendance on the part of so many students who claim sickness as their reason for being absent?

e. Should the school be responsible for following up health check-ups of students?

f. How can the athletic program at Lincoln High School be improved?
g. What are the year-round services needed at Lincoln High School?

h. How can the health and personnel records of students be improved?

i. How can the school help children to make improvements in personal health and sanitation?

j. What responsibility does the school have for helping other community agencies in controlling communicable diseases?

k. Should the school initiate a clean-up, fix-up, and paint-up program in the community?

l. How can students be given more meaningful experiences in the area of science?

Survey of health conditions in Lincoln High School. From the list of major problems selected for study during the 1946-47 school term, the staff felt that the most pressing needs were in the area of health education. The choice was a wise one because in the spring of 1947 the Kellog Foundation and the Florida State Board of Health sponsored an experimental health education project in three Florida counties. When it was found out that the Lincoln High School staff had already begun studying health conditions in the school, the school was selected as one of the nine experimental centers. Working in cooperation with a health consultant, the faculty conducted a general survey of health conditions and problems in Lincoln High School.

Included in the study was a survey of health education activities designed to discover types of incidental and direct health teaching being carried on in classrooms. In the course of the study 1,228 chest X-rays were made of faculty members, school children, and community
people. Students at Lincoln distributed handbills which helped to bring 912 adults to the school for chest X-rays. At the school students served as guides and clerical workers during the testing period.

The following tests were administered during the survey:

1. The Kahn test was administered to all children over twelve years of age.
2. The Snellen Vision test was administered to all children in the school.
3. Immunization tests for hookworm, typhoid, whooping cough, and diphtheria were administered.
4. Screening tests for special children were administered by medical doctors from the board of health.
4. A dental clinic was conducted by the Florida State Board of Health for all children in the school.

As a result of the school health survey the following innovations were made in the curriculum:

1. Additional teaching aids in health education were provided teachers in the school.
2. The school health committee was enlarged.
3. Units on tuberculous education were conducted prior to the visit of the state mobile X-ray unit. Instructional activities were initiated through cooperative planning in the areas of mathematics, social studies, science, home economics, agriculture, and English.
4. An additional first aid room was set up in the school.
5. A suggested list of health education books and literature from the Kellog Foundation Library was submitted to the school. The Foundation donated several books to the library.
6. Proposals for changes in the first aid room were made by the faculty.
7. Additional paper holders and soap receptacles were secured for the rest rooms.

8. Committees in each classroom were formed to assist in inspecting the rest rooms.

9. The homemaking department initiated a plan for taking care of the rest room in the school basement.

10. A bicycle rack was purchased as a safety measure, and additional recreational facilities in the form of playground equipment were provided. The faculty raised the necessary money to pay for this additional equipment.

11. Two first aid courses were offered to students in the school.

12. Through the efforts of the Florida State Board of Health, 225 dental defects were corrected in our school.

13. The school and home surroundings were improved in the following ways:
   a. Planting of flowers and shrubbery.
   b. Landscaping and improving the school grounds.
   c. Clean-up, fix-up, and paint-up drive in each neighborhood where our children live.

14. Movies on certain phases of health education became a regular part of the instructional program of the school.

15. With students doing a major portion of the planning a special health program was initiated during National Health Week using movies, chapel assembly programs, special speakers who talked on various aspects of health, and special home room programs. Health consultants were asked to come to the school to assist in furthering the health educational program.

16. The faculty tried in every way to see that the school day was a healthful one by:
   a. Providing adequate time for study, work, play, and rest.
   b. Providing a balanced lunch for each child in the school.
   c. Limiting the amount of homework assigned to each child.
d. Taking into consideration the fact that examinations, grades as such, pupil reports, discipline, and the like, sometimes affect the mental health of children, causing frustration which can block learning.

17. Methods of teaching health and physical fitness were revised in the interest of a more functional approach.

18. A follow-up health survey was made at the end of the school year.

A number of significant recommendations were made by the health committee for the school term 1947-48. These recommendations came as a result of the evaluation of the first year's work in the experimental health project. Among the suggestions the following needs were listed:

1. A special health education instructor.
2. A health club for girls.
3. A health club for boys.
4. Dispensers in girls' lavatory.
5. Additional water or drinking fountains.
6. Rest room for teachers.
7. See that the services of the local health department and other community agencies are taken advantage of. For example, the school should seek help from:
   b. Crippled Children's Commission.
   c. Lions Club.
8. Continue to hold home room discussion activities on many needed phases of health.
9. Arrange for free medical or dental examinations for all the children in the school each year.
10. Work out safety education units.
11. Continue to provide health examinations in order:
   a. To determine defects or conditions which need attention.
   b. To help parents discover and meet health needs in the home.
   c. To better understand the child and his behavior in the classroom and elsewhere.

12. Check more closely on the control of communicable diseases by having:
   a. Children who show signs of illness and who have symptoms of a communicable disease to remain at home until they see the family physician.
   b. Teachers to plan an educational program with pupils and parents so that there can be a better understanding on the part of all concerned regarding the need for taking certain health tests each year.

Greater concern for personal health and hygienic conditions was a significant outcome of the health education project. This concern lead to definite changes in the program of the school. Further evidence will be presented to show that this study had on-going effects on the student body as late as 1950-51, when an inventory was made of the imperative needs of youth in the Lincoln High School.

**Community survey of social, economic, and educational needs of students enrolled at Lincoln High School.** The staff felt that a survey of community needs based on the students enrolled in the school and the from which these students came, would help to provide a sound basis for beginning the curriculum reorganization program. The survey findings were organized to reveal pupil and community needs which fell, roughly, into thirteen categories.
The Social, Economic, and Educational Needs of Negro Children of Leon County, Florida, as Determined by a 1946 Community Survey

1. Housing
   a. Screening
   b. Home Repair
   c. Fence Repair
   d. Farm Tool Repair
   e. Water Supply
   f. Sanitary Toilets
   g. Larger Houses
   h. Furniture
   i. Beautification
   j. Knowledge of how to become Home Owners
   k. Improved Lighting

2. Clothing Knowledge
   a. Making Clothes
   b. Renovating
   c. Care
   d. Grooming
   e. Budgeting for Clothes

3. Communication
   a. Transportation
   b. Facilities
   c. Telephones
   d. Radios
   e. Periodicals

4. Community Health Problems
   a. Communicable Diseases
      1. Typhoid
      2. Diphtheria
      3. Malaria
      4. Tuberculosis
      5. Venereal Diseases
   b. Child Health Needs
      a. Health Service
      b. Correction of Defects
         1. Adenoids
         2. Tonsils
         3. Teeth Cavities
      c. Malnutrition
      d. Health Education

5. Child Health Needs
   a. Health Service
   b. Correction of Defects
      1. Adenoids
      2. Tonsils
      3. Teeth Cavities
   c. Malnutrition
   d. Health Education

6. Economic Status
   a. Higher Family Income Needed
   b. Need for more Work Opportunities
   c. Need for Higher Wages

7. Recreation
   a. Opportunities to have some Wholesome Recreation
   b. Supervised Programs
   c. Recreational Facilities

8. Cultural Opportunities
   a. Opportunities for more Musical Programs
   b. Opportunities to Study Music and Art

9. School Plants
   a. Modern Buildings
   b. Repair of Old Buildings
   c. Provisions for Sanitary Drinking Water on all School Grounds
   d. Modern School Furniture
10. Textbooks
   a. Adequate Number
   b. Books about the Negro

11. Materials of Instruction
   a. Maps
   b. Paper
   c. Visual Aids
   d. Duplicating Devices
   e. Charts

12. School Personnel
   a. Better Prepared Teachers
   b. Higher Salaries

13. Increased Expenditures on Negro Schools Including:
   a. School Consolidation
   b. Bus Transportation
   c. Teacher Homes in Rural Areas
   d. Library Facilities for Teachers and Students (Central)
   e. More Adequate Supervision of Negro Schools

The needs as listed in the thirteen preceding categories were based upon information gathered from reported interviews by teachers and students with 350 families who had children attending Lincoln High School. The areas concerned every section of the city of Tallahassee and four rural communities.

In preparing the survey schedule, housing, clothing, communication, health and safety, economic status, recreation, cultural opportunities, school facilities, resources and personnel were factors to be accounted for. Every available source of information was used to assure systematic and accurate coverage of these areas. No claim for complete accuracy of these findings is made. Many factors involved in a survey of this type preclude 100 per cent accuracy. However, the most careful editing and analysis were made so that the findings would be reliable.

Generally speaking, houses in the areas surveyed were of the wooden frame type and in a state of deterioration beyond practical re-
pair. The water source in the city was, with unique exceptions, outside tap. Most of the rural communities used well water. Toilets were usually out of order. Electricity was almost non-existent. The averages of 3.2 people living in 3.2 rooms do not clearly show the frequent cases of large households quartered in small living space.

The survey revealed the need for additional information and skill in making and renovating clothes. There was a need to acquaint parents and students regarding care of clothing and personal grooming as well as how to budget for clothes.

Most persons employed were able to walk to work from where they lived. Twenty-eight per cent of the families owned some type of car or truck for transportation. Only twenty families had telephones in their homes. A few families owned radios.

Additional knowledge was needed concerning the various communicable diseases generally prevalent in the community. Many parents were not aware of the health services available in the community.

The amount of income per household per week varied greatly. The average family income was $21.50 per week. More than a third had less than the average income. These households indicated incomes as low as $2.00 per week.

Recreational and cultural opportunities were generally limited for most of the families surveyed. The schools, churches, and one movie furnished most of the recreational and cultural outlets for these families.

The school plants were inadequate. Teaching facilities and resources were limited. There was a need for better prepared personnel
in all of the schools.

The survey served as a guide in helping the staff to see some of the needs of the students attending the school as well as some of the needs of their parents. The curriculum was modified to include information, knowledge, and skills that would aid in the solution of many of the problems revealed by the survey. Special programs were provided in the school at night to help parents. Adult classes in homemaking, child care, and home repairs were offered.

Studies and Actions Undertaken in 1947

During the school term of 1947–48 three studies involving curriculum changes were carried on at Lincoln High School. One study was in the area of health and two studies were in the area of social and economic needs. These studies are described below and their bearing on curriculum reorganization at Lincoln High School is indicated.

Survey of the Lincoln High School Lunch Program. The lunchroom at Lincoln High School was established to meet a need among students for balanced meals during the school day. The first lunchroom was operated in conjunction with the home economics classes and preparation of food for the cafeteria constituted the main activity in home economics classes. The lunchroom was a small room adjoining the home economics classroom. The effort to provide lunches for students in a makeshift cafeteria created many problems in the school. Lincoln attacked this problem in the same way that it attacked many other problems.
A committee of seventeen students, selected by the student body, and one faculty member made a study of student opinions and attitudes toward the lunchroom. This study revealed that 87 per cent of the students preferred eating off campus. Off-campus sources of food consisted of small confectionaries and grocery stores. The study revealed, also, that 86 per cent of the students had less than twenty-five cents to spend daily for lunch; only 13 per cent of the high school students ate daily in the cafeteria; and 12 per cent of the students spent twenty-five cents per day for lunch no matter where they purchased the lunch. The following reasons were given by students for their failure to support the school lunchroom:

1. They did not have enough money for lunch everyday.
2. They did not like the way the food was prepared in the cafeteria.
3. The workers in the cafeteria were not clean enough.
4. They preferred to go home for lunch.
5. The meals were not well-balanced or planned.
6. The service was too slow.
7. They wanted only sandwiches for lunch and the cafeteria served only plate lunches.
8. The price of the meals was too high.

The student committee made the following suggestions for improving the cafeteria situation:

1. Sell students meal tickets.
2. Sell hot dogs with slaw and onions, hamburgers and the kinds of sandwiches students enjoy eating.

3. Prepare the food so that it will be more appetizing.

4. Lower the prices of meals.

5. Provide better service in the cafeteria.

6. Serve more fresh vegetables in the cafeteria.

7. Don't keep students waiting in line for meals twenty or more minutes.

8. Treat everybody alike in the cafeteria.

9. Have qualified speakers or faculty members to talk to the students in assembly on the importance of eating well-balanced meals.

10. Keep the price of meals the same everyday.

11. Change the lunch hour so that the junior and senior high school students can go to lunch at the same time.

12. Sell ice cream cones in the cafeteria.

13. Provide music during the lunch hour.

14. Have the helpers in the cafeteria dress neatly.

15. Make a rule that no students can leave the campus during their lunch period.

The findings of the committee were made known to the faculty lunchroom committee. It was partly on the basis of this initial study by students that a new cafeteria building was obtained from the county school board. The new cafeteria placed Lincoln in position to meet requirements for the federal lunch program. The new cafeteria was placed under the supervision of two full-time, qualified cafeteria managers and student support of the cafeteria increased almost immediately.
In 1948 the Leon County Health Department made physical examinations for over 400 children in Lincoln High School. A majority of those children examined showed symptoms of malnutrition. Miss Penelope Easton, consultant nutritionist from the Florida State Board of Health, was called in to discuss this problem of malnutrition with the faculty and members of the Parent-Teachers Association of Lincoln High School. Miss Easton made suggestions for improving the diets of the children and parents. As a result of those findings, balanced meals were served in the cafeteria at a cost of twenty-five cents per pupil. Milk was sold to students below cost price in an effort to get as many students as possible to drink milk. Upon the recommendation of the school curriculum committee teachers in the areas of biology, general science, health and physical education, agriculture, and home economics began to place special emphasis on nutrition in their respective classes and to find ways of attacking this problem. All teachers were asked to cooperate, as far as possible, with this effort to improve the eating habits of children. As a result of this effort on the part of teachers, children in the school were made aware of what a balanced meal should contain and why it was necessary for each growing child to have the benefit of the same. The health records of our children now indicate that the children in the Lincoln High School are enjoying better health. They are more active in class activities and in health and physical education activities on the playground and in the gymnasium. There were signs of improved health practices in the school and in the homes of the children. There was also a decided improvement in the
sanitation habits of children in the school. Recently a committee of teachers, in cooperation with the principal, have been attempting to build a resource unit on nutrition.

The continuous study of the lunch program in the school during the pre-planning period, regular school year, and during the post-planning periods has had other important outcomes. For example, what was once a student-faculty lunchroom committee is now a joint committee composed of representatives from the Leon County Health Department, doctors and nurses living in the community, parents, students, teachers, and other interested lay citizens.

The cafeteria is now kept open during the major portion of the school day in order to provide food for many students who come to school without breakfast, because their parents go to work at an early hour leaving no practical way for students to get breakfast. It is not unusual for students to arrive at school before classes begin in order to get food from the cafeteria. Students who are unable to pay for a meal are given opportunities to work in the cafeteria as a means of earning the price of meals. The guidance counselor investigates each application and makes recommendations for employment to the cafeteria manager.

The study of the lunchroom program provides another example of curriculum reorganization that proceeds from a cooperative study of a core problem of living in the school. Through such studies teachers find convincing reasons for making needed adjustments in course materials and teaching procedures. As a consequence, the curriculum is
gradually redesigned in the light of the philosophy of the school and the findings of studies dealing with the maturation problems of children.

**Survey of vocational interests of Lincoln High School youth.** In 1947 an annual survey of the vocational interests of students in the Lincoln High School was started. The continuous survey was made through the several homerooms. Students were asked to list vocations that they would like to pursue. The purpose of the survey was to determine whether or not adequate attention was being given in the school to the provision of opportunities for students to discover and explore their vocational possibilities. Responses of students indicated that a great many interests were concentrated in teaching, business, nursing, cosmetology, clerical work, and music. Knowing that students are frequently unrealistic in their vocational choices, the faculty interpreted data from this study in the light of information about the abilities of students and work opportunities known to be available. Thus, the results of this study were used mainly for guidance purposes.

The interest of girls in cosmetology has appeared to be a very real one, partly because of business possibilities for beauticians in Tallahassee, and partly because of a girl's interest in making herself as attractive as possible. Actually, the extent of the interest of many girls in cosmetology turned out to be a desire to learn how to arrange their own hair and faces in more attractive ways. Although a need in this area has been recognized by the faculty, it has not yet
been able to take any important steps toward the provision of opportunities for exploration in this area. Work experiences for girls have been difficult to establish and facilities have not been available for the support of many vocational programs for girls in the school. The staff recognizes this problem and is making plans to provide more vocational opportunities for girls in the school program in the very near future.

Some of the students' vocational needs have been partially met through work experience programs in the school and in the community. Others have been helped through the Diversified Cooperative Training Program and the guidance program of the school.

As a result of the findings in this area the school has made the following innovations:

1. The faculty now sees no need for formal guidance in the school, but believes that many opportunities must be provided in the program for guidance functions on the part of all teachers. The staff has further concluded that it is not possible to make any logical distinction between the process of teaching and of guiding.

2. In the area of social living and vocational arts (business, shop, home economics, agriculture, and so forth) students have had many opportunities to make field trips where they could learn through first-hand experiences the requirements of various vocational pursuits.

3. In an attempt to give students additional vocational information and guidance, the school annually sponsors what is called "Career Day." Outstanding citizens in various occupations in our community are invited to come to the school and help with the guidance and counseling of our students. The following program will give some idea of the "Career Day" activities.
CAREER DAY

Lincoln High School

Program of Activities

9:00-10:15

Invocation. .........  Rev. J. A. Roberts, Pastor
Bethel A.M.E. Church

Welcome Remarks .......  Mr. G. L. Porter, Principal

Address. .........  Dr. S. M. Yancey,
Dean of Students
Florida A. and M. College

Remarks. .........  Dr. H. F. Cottingham,
Professor of Guidance
Florida State University

10:15-11:30

Discussion Groups

AREAS

Nursing Education  ....  Mrs. D. Brown, Room 6,
Acting Director of Nursing
Florida A. and M. College

Homemaking. .........  Miss J. G. Wheeler, Room 15
Dean, Home Economics
Florida A. and M. College

Agriculture  .........  Dr. C. E. Walker, Room 5
Dean, Agriculture
Florida A. and M. College

Photography  .........  Mr. J. T. Gregory, Room 9
Local Photographer

Library Science .........  Mr. J. L. Thomas, Library
Head Librarian
Florida A. and M. College
Medicine. .......... Dr. W. H. Baker, Room 1
Local Practicing Physician

Art .......... Mr. Chestine Everett, Room 12
Art Instructor
Florida A. and M. College

Physical Education .......... Mrs. S. Steele, Room 7
Physical Education
Florida A. and M. College

Cosmetology. .......... Mrs. E. M. Cromer, Room 8
Director, School of Beauty Culture
Florida A. and M. College

Music. .......... Mr. W. P. Foster, Room 10
Band Director
Florida A. and M. College

Business. .......... Mr. J. V. Anderson, Room 4
Division of Business
Florida A. and M. College

Successful Business Men in the Community

Mr. Dan Speed, Proprietor, Speed's Grocery
Mr. Joseph Franklin, Proprietor, Modern Cleaners
Mr. Thomas Hadley, Proprietor, Hadley's Grocery
Mr. George Dupont, Proprietor, Dupont's Market
Mr. S. F. Howell, Manager, Atlanta Life Insurance Co.

Trades. .......... Mr. M. S. Thomas, Auditorium
Dean, Department of Mechanic Arts

Education. .......... Dr. M. C. Rhaney, Room 11
Dean of Instruction
Florida A. and M. College

Honored Guests

Miss H. V. Williams, Retired Teacher, Lincoln High School
Mrs. D. G. Holmes, Jeannes Supervisor, Leon County
Mr. A. P. Godby, County Superintendent, Public Instruction
11:35-12:15  Assembly

Guest Participants - Mr. R. Edmonds
Director of Humanities
Florida A. and M. College

12:20-1:35  Lunch

1:50-2:50  Evaluation of the Conference
Guest Consultants

NOTE: Lincoln High School staff members are asked to serve as assistants to our guest consultants.

The students apparently enjoyed the "Career Day" Conference because the student council requested additional home room guidance time for the purpose of giving students further opportunity to evaluate their experiences.

Another worthwhile innovation in the Lincoln High School was the encouraging of students to collect pertinent information concerning occupations in the form of clippings, stories, and pictures. Through the guidance services movies of an educational and vocational nature were shown and various speakers were brought in at different times during the school year to speak to the student body. These speakers were selected from many different fields of endeavor. At present the business class is planning to make a survey of job opportunities in the community.

The school is committed to provide opportunities for vocational orientation. The staff firmly believes that every individual must
develop saleable skills and must have a deep respect for work if he
expects to succeed in a democratic society. The staff has tried to
put these beliefs into everyday practices as it plans with youth.

Survey of student attitudes toward school life. This study was
initiated by the faculty as one means of discovering how well the
goals of the school were being realized from the point of view of
children and youth. The study involved a random sample of 200 stu-
dents, representing a cross section of the entire high school student
body. Opinions were gathered through use of a pupil judgment blank, a
modified form of the blank used in the Cooperative Study of Secondary
School Standards. Modifications in the original questionnaire were
made in order to secure socio-economic data on matters such as number
in family, employment, kinds of insurance carried, and family income.
It was felt that socio-economic factors influence the student’s aspira-
tions and, hence, his opinions about the value of school to him.

The following generalizations were made following a study of
the replies of junior high school students:

1. Subjects or experiences liked best by the majority of stu-
dents were social living.

2. Subjects or experiences liked least and that they found most
difficult were home economics and science, respectively.

3. On the matter of the adequacy of information and advice on
next steps after finishing school, choice of vocation,

---

1 Cooperative Study of Secondary School Standards, Evaluation of
development and preservation of good health, personal problems, use of leisure time, and effective use of the library, the majority of pupils listed a great deal.

4. The magazines and periodicals read, enjoyed, and values most were as follows:

a. Newspapers
   1. The Florida Times Union
   2. The Daily News Democrat
   3. The Pittsburg Courier

b. Magazines
   1. Ebony
   2. Life
   3. Time

5. The majority of students felt that the number of activities made available by the school was about the right number.

6. They felt that pupils participated in about the right amount of activities during the school year (1947).

7. They felt that participation in activities proved very valuable to them.

8. Basketball, band, and school parties gave students the greatest satisfaction as activities.

9. Likes best about the school were the principal and the teachers.

10. Things liked least about the school were pupil conduct and the lunch period.

11. Most of the students at these grade levels were well satisfied with their total school experiences, and wish only a few things were different.

12. The average size of family was six.

13. The average number of persons working in a family was two.

14. The average weekly income of families was $40.00.

15. The percentage of families having sick, accident, and straight life insurance was 98 per cent.
16. The percentage of persons having endowment insurance was 1 per cent.

17. The percentage of families having educational insurance was 1 per cent.

Summary of senior high school student responses:

1. Subject or experience liked best by the majority of students was English.

2. Subjects or experiences liked least and that they found most difficult were social studies and mathematics.

3. On the matter of the adequacy of information and advice on next steps after finishing school, choice of vocation, development and preservation of good health, personal problems, use of leisure time, and effective use of the library, the majority of pupils listed that the school had helped a great deal.

4. The magazines and periodicals read, enjoyed, and valued most were as follows:
   a. Newspapers
      1. The Florida Times Union
      2. The Daily News Democrat
      3. The Pittsburg Courier
   b. Magazines
      1. Ebony
      2. Life
      3. Time
      4. Newsweek
      5. Reader's Digest

5. The majority of students felt that the number of activities made available by the school was about the right number.

6. They felt that pupils participated in not enough activities during the school year.

7. They felt that participation in activities was of some value to them.

8. New Homemakers of America, Diversified Cooperative Training, and basketball gave students the greatest satisfaction as activities.
9. Things liked best about the school were the philosophy of the school and teachers.

10. Things liked least about the school were conduct of students and physical education classes.

11. Most of the students at these grade levels were well satisfied with their total school experiences and wished only a few things were different.

12. The average size of family was six.

13. The average number of persons working in families was two.

14. The average weekly income of families was $58.00.

15. The percentage of families having sick and accident and straight life insurance was 97 per cent.

16. The percentage of persons having endowment insurance was 1 per cent.

17. The percentage of families having educational insurance was 2 per cent.

Many faculty meetings were devoted to an effort to interpret the findings. This represented a real challenge. At first there was considerable reluctance on the part of the faculty to accept the opinions of students as valid evidence bearing on the problem of how well the school's program was being realized.

The findings of the survey led to the following innovations in the Lincoln High School curriculum:

It should be realized that all of the studies made in the Lincoln High School were making certain impacts on the curriculum. Consequently, it is hard to determine whether or not a certain change was made as a result of one or more than one study. For example, it was indicated in the student opinion survey that many students in the
junior high school were dissatisfied with the lunch hour. This same grievance had been mentioned in a previous study of the lunch room. As a result, adjustments were made in the schedule and the lunch hour was extended fifteen minutes longer each day.

Teachers in the areas of social living, home economics, business, and health planned an experimental unit on home and community living with their children. Special consideration was given to the preparation and spending of the family budget. Also, consideration was given to the various types of insurances needed in the home. How to make the family dollar go farther. Some of the information and experiences gained in classes were presented to parents at regular parent-teacher association meetings.

In planning this unit the students and teachers outlined a number of basic questions to which they hoped to find answers. These included the following:

1. What are the services and responsibilities of the home, school, and community?

2. What are the obligations a citizen owes to his family, community, state, and federal government?

3. What are some of the most important social problems found in Tallahassee and Leon County?

4. Has this experimental course provided for you any new opportunities for understanding what is expected of each citizen in our community? Has your attitude changed toward the school?

This unit lasted a period of twelve weeks. During this time the classes made many planned field trips in the school bus to visit the
various governmental agencies in the capitol building, furniture stores, independent and chain grocery stores, the banks, insurance offices, and so forth. Later, representatives from the banks, insurance companies, housing authority, courts, health department, and police department came to the school and talked with various student groups.

As teachers began to make modifications in content and methods, they realized that the present schedule was a hindrance. Consequently, the schedule was changed so that teachers could be with their students during the home room guidance period and the first two periods in the morning. Thus, one or more teachers could plan with a group of children over a longer period of time. Field trips did not break into the other regular classes. The guidance program was strengthened and the entire educational program was made richer.

The student opinion survey revealed that many of our high school students were not exposed to good reading material, newspapers, or magazines in their homes. With a longer block of time to work with children, teachers with the aid of the principal and the librarian, began to set up regular classroom libraries. Children were given more opportunities to do leisure reading during the regular school day. There was time for discussion groups, panels, reports, group, and individual investigations. Students were encouraged to read fiction and nonfiction about home life, housing, and community living. Students were asked to seek out daily in the classes, playground, gymnasium, lunch room, assembly and community, examples of acceptable and unacceptable social behavior.
As a result of such innovations students were not only given more opportunities to participate in the school program, but they realized that the school respected their opinions and judgments. This study helped students gain more respect for the school program in general. The whole process called for cooperation on the part of students and teachers. This was another example of the school providing richer opportunities for the growth and development of its students. Thus, it is not unusual now for students to be helpfully critical of activities in the school, including classroom activities. Students helped to evaluate their own progress and that of the entire school.

**Studies and Actions Undertaken in 1948**

During the school term of 1948-49 two studies involving curriculum changes were carried on at Lincoln High School. Both of these studies were in the area of personality and culture. These studies are described below and their bearing on the curriculum reorganization at Lincoln High School is indicated.

**A study of the holding power of Lincoln High School.** Prior to 1948 the principal and small faculty committees had made more or less incidental studies of the holding power of the school. Both the principal and teachers were interested in holding power because the basis used by the state for allocating teachers to the school was the average daily attendance in the school. Occasionally a home room teacher would make a quick study of drop outs and extended absences in
her room. However, it was not until 1948 that the faculty consulted its list of major problems and undertook an extensive study of the holding power of the school with the idea of retaining more pupils in school if possible. The principal thought that this study was timely and encouraged the effort. A condensed summary of numerical data gathered during the period of this study is shown in Chart 1, on the following page.

One of the most outstanding features of the chart is the fact that during the five-year period of this study an average of 558 pupils per year were enrolled in grades seven to twelve. Out of this enrollment, an average of 91.8 pupils per year, or 16.5 per cent, dropped out of school. Another significant feature of the chart reveals that the percentage of withdrawals decreased from 17 per cent to 14 per cent. Withdrawals in the junior high school exceeded those in the senior high school.

Going a step farther the faculty decided to find out the reasons why students withdrew from Lincoln High School. A condensed summary of numerical data gathered during the period of this study in shown in Chart 2. The most outstanding feature of this chart is the fact that the holding power of the school was severely affected by the economic status of students and their parents. More students withdrew because of low economic status than for any other single reason. Other important findings are that many parents belonged to a transient labor force which moved about over the state to obtain seasonal employment and better wages. Another significant feature is that a large number of high
**CHART 1**

**LINCOLN HIGH SCHOOL WITHDRAWALS BY GRADE, SEX, AND PER CENT FOR THE PERIOD 1946-1951**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>18.3</td>
<td>10.9</td>
<td>29.2</td>
<td>3.9</td>
<td>12.9</td>
</tr>
<tr>
<td>8</td>
<td>13.7</td>
<td>10.9</td>
<td>24.6</td>
<td>11.1</td>
<td>11.1</td>
</tr>
<tr>
<td>9</td>
<td>7.2</td>
<td>7.2</td>
<td>14.4</td>
<td>6.6</td>
<td>15.2</td>
</tr>
<tr>
<td>10</td>
<td>1.2</td>
<td>9.5</td>
<td>10.7</td>
<td>3.8</td>
<td>17.5</td>
</tr>
<tr>
<td>11</td>
<td>2.7</td>
<td>14.8</td>
<td>17.5</td>
<td>13.4</td>
<td>7.3</td>
</tr>
<tr>
<td>12</td>
<td>5.2</td>
<td>5.2</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Withdrawals** 85 101 97 87 89

**Total Per Cent of Withdrawals** 17.1 19.3 17.6 14.6 14.1

**Graduates**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>496</td>
<td>517</td>
<td>551</td>
<td>594</td>
<td>632</td>
</tr>
<tr>
<td>Membership</td>
<td>505</td>
<td>521</td>
<td>558</td>
<td>600</td>
<td>634</td>
</tr>
</tbody>
</table>

*Exclusive of Graduates*
CHART 2

REASONS FOR WITHDRAWALS FROM LINCOLN HIGH SCHOOL AS GIVEN BY NON-GRADUATES FOR THE PERIOD 1946-1951

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Reasons</td>
<td>15</td>
<td>32</td>
<td>18</td>
<td>14</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Marriage</td>
<td>15</td>
<td>23</td>
<td>4</td>
<td>13</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>15</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td>14</td>
<td>53</td>
</tr>
<tr>
<td>Transferred</td>
<td>18</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>43</td>
</tr>
<tr>
<td>Failure or Lack of Interest</td>
<td>16</td>
<td>13</td>
<td>6</td>
<td>5</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Death</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Military Service</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Other Reasons</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Parents Moved Away</td>
<td>25</td>
<td>20</td>
<td>16</td>
<td>5</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>7</td>
<td>13</td>
<td>9</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
school girls, in an effort to obtain greater economic security, marry before completing their high school education.

The data for these studies consisted of enrollment and attendance data supplemented by data obtained by teachers from home visits, interviews, questionnaires, letters, and other inquiries.

The findings of this study led to the following innovations in the Lincoln High School curriculum:

1. A junior part-time employment bureau was started in the school in order to help needy students get jobs so that they could earn money to help solve some of their financial needs.

2. A Diversified Cooperative Training Program was initiated in the school, with the aid of the school board, the Florida State Department of Education, the Negro and white business men in the community, to give students an opportunity to receive some specific occupational training while attending high school, as well as earn while they learn.

3. The staff attempted to identify those students who in their estimation might become early school leavers and gave them special help and guidance — personal, social, educational and vocational — so that they could become better adjusted to the school program.

4. Students who were having any kind of difficulty in school were given special help. The staff was aided here by the Human Relations Institute, which is operated jointly with the Psychology Department of Florida State University and the Leon County Health Department. Graduate students from Florida State University assisted with the testing and guidance program in the school.

5. A reduction in the number of teaching procedures usually associated with the subject-centered approach and an increased number of teaching procedures designed to make learning experiences more meaningful and satisfying to students. Student panels, committees, projects, and other laboratory techniques were included in the program as rapidly as insights were gained by the teaching personnel.
6. **Excuses were granted more liberally to those students who had to remain out of school for short periods of time to work on jobs on the farm or in the city. At the same time long-term class assignments gradually replaced day-by-day assignments and recitations.**

7. **Extra-curricular activities in the school were included in the regular daily schedule just as any other learning activity or experience.**

8. A cross section of faculty members from the areas of science, health, homemaking, and with the counselor serving as group coordinator, planned cooperatively a "core approach"—designed to help meet certain needs of youth such as family-life adjustment, sex education, pre-marriage, personal analysis, and physical fitness.

9. The school has provided more freedom for scheduling and schedule changes during the school year. The school day now included seven periods in order to eliminate classes and a study hall in the auditorium. All bus students are scheduled so that they can get home to help with the family chores before dark.

10. A more active student council, that concerns itself with the study of the problems of youth, has been established in the school.

11. Efforts have been made to reduce the total cost of attending high school through a reduction of class dues, club dues, activity tickets, and other attractions where charges are made to students. More free movies, dances, lectures, recitals, and other attractions are provided for the students. The school absorbs the cost of these activities.

It is felt that these innovations have had a far-reaching effect on the lives of students enrolled in the Lincoln High School. To these youth school is a more satisfying and rewarding experience. Changes made in the curriculum were designed to foster the purposes of the school and were based on facts about the opportunities provided in the school for children to grow and develop. The continuing study and the changes made as a consequence of the study were products of cooperative
thinking, planning, and action by the faculty. The faculty proposes to continue its study of the holding power of the school, because it is convinced that such studies provide means for studying and taking into account important factors which regulate the meaning and satisfaction which students obtain from school experience.

Follow-Up Study of Graduates. Facts about the social competence of a school's graduates is one means of appraising the effectiveness of the program of a school. A follow-up study of the graduating class of 1947, through personal interviews, communications, and other follow-up techniques, revealed significant findings. Out of a high school graduating class of 59 members, 29 entered college, nine of which received some type of scholarship aid. None of the members of the graduating class who did not go to college were engaged in jobs involving manipulative and vocational skills. Three members of this group were in the armed forces. Three members were housewives and 15 members of this class could not be located.

The survey revealed certain shortcomings of students in this class of 1947. Many members of this class indicated that they did not receive sufficient vocational and personal guidance while they were in high school or they had been permitted to make plans which were quite out of line with their abilities and opportunities for employment. College officials indicated that some of the students were seriously deficient in some of the basic tools of communication. For example, students were having difficulty with reading, writing, spelling, and
elementary mathematics. Some students showed weakness in work habits such as accepting responsibility, being punctual, and perseverance.

The information gained through this study gave new impetus to curricular and instructional study and revision.

These findings led to the following innovations:

1. More opportunities were provided for developing better student-teacher rapport. The faculty gave special attention to classroom guidance techniques. More free time or non-teaching time was given to home room and classroom teachers so that they could have more time for individual counseling.

2. The faculty became more strongly committed to the idea of helping students to accept their responsibilities through a unified and vigorous attack designed to make each youth's experience throughout every phase of the school program consistently democratic. This action involved (1) respect for every pupil as a person by every teacher; (2) giving opportunity for pupil participation in deciding the what and the how of his educational experience; and (3) giving the pupil the chance to think critically and open-mindedly both as an individual and as a group member in every classroom.

4. The staff made every effort to see that no student left school without having some vocational plans in line with his own demonstrated ability and opportunities for employment. Students are guided in making educational plans that are realistic and in keeping with their needs, interests, problems, and abilities.

5. The staff now believes that some of the instruction previously reserved for senior high school students should be offered to junior high school students because such a large number of our students drop out before reaching the senior high school. For example, consumer education is now taught to pupils in the seventh grade, whereas it was reserved for senior high students. Even in the elementary school an attitude of thrift and a limited knowledge of buying and saving can be developed. In the opinion of the writer all schools should include such training in their program, but especially should this be done in school situations where children come from low socio-economic status.
6. In the mathematics area teachers have worked out a plan to help those students in senior high school who have deficiencies in any area of mathematics and its related aspects.

The follow-up study of graduates provides another example of the process of curriculum reorganization which characterizes the Lincoln High School program. The faculty proposes to continue its study of graduates of the school. The feeling now is that questionnaires should be sent out to those graduates who have been out of school one year, five years, and ten years. It is also agreed that graduates should be asked to indicate helpful curricular experiences that should have been included during their high school years. Curriculum deficiencies may be studied in the light of opinions of graduates of the school. Appropriate action on such findings can lead to curriculum improvement. When such cooperative action is taken by the faculty on the findings of a study of the graduates, richer opportunities for growth and development of all persons touched by its program is the end result.

Studies and Actions Undertaken in 1949

During the school term of 1949–50 two studies involving curriculum changes were carried on at Lincoln High School. One study was in the area of social and economic needs and the one study was in the area of personality and culture development.

Survey of the Diversified Cooperative Training Program. The D.C.T. program at Lincoln High School was started to help students
establish definite work habits and attitudes. The program made possible a satisfactory adjustment of work and school activities and allowed for a better correlation of school work and employment because students recognized their own needs. The program further lent encouragement to students to remain in school until graduation and motivated interest in other school subjects. Students in this program learned to develop a feeling of security and responsibility. The Lincoln High School believes that there are positive values in certain kinds of work experiences under the supervision of the school. In order to achieve adult status in society, it is necessary to hold a job for which pay is given. Each individual ought to believe that he has the ability to get and hold a job. Work experiences make one important to the society and gives one status.

According to the testimony of a large number of students who have had experiences working in the Diversified Cooperative Training Program at Lincoln, this opportunity for work experience led them to a decision to remain in school in order to develop their work skills to a higher degree. Many students learned through work experiences that the educated worker is not only more productive than the uneducated worker, but that he could merit higher pay.

Chart 3 shows the number of students in the Lincoln High School who have been affected by the Diversified Cooperative Training Program during the period of this study. The most outstanding feature of the chart is the fact that 105 boys and girls had work experiences in keeping with their needs and interests. They further had opportunities to
### Chart 3

**Lincoln High School Diversified Cooperative Training Program**

For the period February 1, 1947 to June 1, 1951

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Sex</th>
<th>Different Types of Training</th>
<th>Number of Training Agencies</th>
<th>Total Hours Worked</th>
<th>Average Rate of Pay</th>
<th>Total Amount Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-1947</td>
<td>20</td>
<td>M 10</td>
<td>F 10</td>
<td>13</td>
<td>18</td>
<td>6,176</td>
<td>35.5¢</td>
</tr>
<tr>
<td>1947-1948</td>
<td>14</td>
<td>M 2</td>
<td>F 12</td>
<td>9</td>
<td>14</td>
<td>11,059</td>
<td>39.3¢</td>
</tr>
<tr>
<td>1948-1949</td>
<td>27</td>
<td>M 21</td>
<td>F 6</td>
<td>10</td>
<td>25</td>
<td>13,232</td>
<td>44.4¢</td>
</tr>
<tr>
<td>1949-1950</td>
<td>20</td>
<td>M 14</td>
<td>F 6</td>
<td>15</td>
<td>20</td>
<td>10,724</td>
<td>55.7¢</td>
</tr>
<tr>
<td>1950-1951</td>
<td>24</td>
<td>M 11</td>
<td>F 13</td>
<td>14</td>
<td>24</td>
<td>14,653</td>
<td>55.4¢</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>M 58</td>
<td>F 47</td>
<td>55,844</td>
<td>46¢</td>
<td>$13,761.90</td>
<td></td>
</tr>
</tbody>
</table>
receive from nine to 15 different types of training in an average of 20 training agencies. A secondary consideration was that all of the students who participated in the program came from low income groups. These students worked a total of 55,844 work hours and received $13,761.90 in wages as they gained skills in many different types of work. This increased earning capacity enabled these students to remain in school and improve their educational status.

The Diversified Cooperative Training Program at Lincoln High School offered certain advantages in terms of curriculum and total program development. The program:

1. Allowed the school to offer occupational training for those who are going to enter an occupation which does not require college training.
2. Provided credits which may be used for college entrance.
3. Enabled the school to meet better the training needs of the community.
4. Allowed training in a number of occupations at the same time and at a comparatively low per capita cost.
5. Provided a closer cooperation with the community as a whole.
6. Provided a closer correlation with the job and industrial life.
7. Lessened the disciplinary problems in the school.
8. Necessitated a relatively small amount of equipment.
9. Enabled other employers to see the needs for more training.
10. Helped in the establishment of evening classes.
11. Permits flexibility in instruction in most occupations, as it may readily be discontinued when the training needs of
that occupation are met locally and instruction in other occupations may be substituted without disrupting the program.

12. Broadened the curriculum. Example: Work experience as a part of the school's stated philosophy was implemented in the program.

Summary of results of California Mental Maturity Test (I.Q.)
The staff and the principal were anxious to get a better idea of the mental abilities of our students. This is the reason for administering the California Mental Maturity Test. A summary of the results made by 319 Lincoln High School students in grades nine through twelve is shown in Table 1.

To the members of the Lincoln High School staff these I.Q.'s seemed alarmingly low. The most significant features of the table are: (1) the mean I.Q. increases progressively from ninth to the twelfth grade, suggesting an elimination process; (2) the range is wider and there is more variability in the ninth grade than in the twelfth grade; and (3) there is a wide range in ability from grades nine through twelve. Lindquist, et al., point out that:

...in a typical school:... (3) the high school teacher will find a range of from eight to ten years in mental age at each grade level; and (4) these conditions will be found to exist whether the school enforces strict policies of promotion and failure or promotes entirely on the basis of chronological age.  

At the time that this test was given, Negro teachers in the South generally were concerned about the low status of Negro children

\textsuperscript{1} E. F. Lindquist, Editor, \textit{Educational Measurement}, 1951, p. 10.
TABLE 1
SUMMARY OF RESULTS OF CALIFORNIA MENTAL MATURITY TEST (I.Q.)
ADMINISTERED IN 1950 TO 319 LINCOLN HIGH SCHOOL
STUDENTS IN GRADES NINE THROUGH TWELVE

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Pupils</th>
<th>Mean I.Q.</th>
<th>S. D.</th>
<th>I.Q. Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>100</td>
<td>72.2</td>
<td>15.6</td>
<td>50 – 124</td>
</tr>
<tr>
<td>10</td>
<td>93</td>
<td>76.3</td>
<td>12.0</td>
<td>50 – 109</td>
</tr>
<tr>
<td>11</td>
<td>81</td>
<td>81.9</td>
<td>8.4</td>
<td>60 – 104</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>84.2</td>
<td>14.9</td>
<td>70 – 114</td>
</tr>
</tbody>
</table>

on various tests. Davis, in discussing the bias of old intelligence tests, points out that:

Socio-economic factors influence the school's diagnosis of a child's intelligence. According to the present "standard" intelligence tests, lower class children at ages six to ten have an average I.Q. which is eight to 12 points beneath the average I.Q. of the higher socio-economic group. For children of age 14, the present tests define the average I.Q. of the lowest socio-economic group as being 20 to 23 I.Q. points beneath that of the higher occupational groups.

In the same way, the present tests define rural children, on the average, as less intelligent than urban children; southern white children as less intelligent than northern white children, and so on. There is now clear, scientific evidence, however, that these tests use chiefly problems which are far more frequently met in urban middle-class culture.

On the basis of these culturally biased I.Q.'s pupils are separated into so-called "fast" and "slow" groups in most systems. Moreover, school systems have attached so much importance to those culturally biased tests that they have often provided poorer buildings and equipment and higher teacher loads for those schools located in the lower socio-economic neighborhoods, because the pupils there are supposed to be "inferior" in mental ability.
New experimental tests, using culturally fair problems, have been constructed. In these new tests, the authors are not seeking a measure of "cultural background," or of "home background," or of "work habits," or simply of school performance. We wish to measure that ability which underlies, uses, and is used by these economic, social, and home factors. This essentially heredity ability is what we call "real intelligence," "innate ability," "smartness," or "mother-wit."

....On one new experimental test, the children in the lower socio-economic white group earned slightly higher average scores at age six than did the higher socio-economic white group, and equalled the performance of the upper socio-economic white group at each of the other three ages.

When one controls the socio-economic cultural factors in a test, therefore, one finds sound statistical evidence that the average real intellectual ability (or what Binet called "capacity" as contrasted to "information") is in general at the same level for all socio-economic groups. Yet, in our public schools, we find the lower socio-economic groups — whether they are native white, colored, or foreign-born — segregated into so-called "slow" groups, and given inferior equipment and curricula, and taught by overloaded teachers. What could one logically expect, as a result, except that they would have low achievement.

It is easy in the years of childhood to cripple human ambition and ability. There is now scientific evidence that the children of families in the lower socio-economic group have a great fund of ability, and many new abilities, not recognized or developed by the schools.¹

As a result of the findings from the California Mental Maturity Test, the teachers felt that adaptations should be made in existing teaching materials and new material was prepared in simple language. For example, in the science curriculum, cleanliness, proper nutrition, healthful habits of living, care of eyes, ears, teeth was considered rather than much of the material found in the various texts references

formally used. Balanced diets, made in the home economics department, were followed and evaluated by students individually in science classes.

**Studies and Actions Undertaken in 1950**

During the school term of 1950-51 four studies involving curriculum changes were carried on at Lincoln High School. Two studies were in the areas of social and economic needs and two studies were in the areas of personality and culture development. These studies are described below and their bearing on curriculum reorganization at Lincoln High School is indicated.

**Survey of Florida High School testing program.** For the past ten or more years the University of Florida has been testing high school seniors in the white schools of Florida. In recent years this same service has been extended to Negro high schools on request. Lincoln High School was one of the first Negro high schools in the state to ask for this service. Results of scores made by Lincoln High School seniors from 1949-51 have been compiled in tables and placed in Appendix A of this study.

The tests were based on Florida high school seniors. The students were tested in the areas of psychology, English, social studies, natural sciences, and mathematics. Percentile ranks are listed which show each student's rank in each subject with respect to other Florida high school seniors. For example, a percentile rank of 50 indicates performance on the test equivalent to that of the average (median) high
school senior in Florida for the respective year in which the test was given. A rank of 25 indicates the top of the lowest 25 per cent. Other ranks have similar percentage meaning. Percentile ranks of 01 to 20 denote markedly inferior preparation and probable inability to succeed in college work; those of 80 to 99 denote excellent preparation.

The results of these tests have helped the staff to locate individual and group weakness on the part of our students who have taken certain standardized tests. This information has helped in showing both students and teachers where they need to make improvements. This information has been used as a means of helping to guide students as they progress in school. Since certain weaknesses have shown up each year in these test results, the staff felt that considerable study should be given to ways and means of correcting certain defects found in the test results. The guidance counselor has made use of these tests, along with all other cumulative information found in each student's folder, as a basis for helping each student to find himself and as a guide for further educational experiences.

**Summary of the Iowa Every Pupil Test of Basic Skills.** In order to get a better idea where Lincoln High School students stood on basic skills the Iowa Every Pupil Test was administered. Table 2 gives a summary of scores obtained by 402 students in grades seven through twelve. The findings in the Iowa Every Pupil Test caused the staff to feel the necessity of starting a reading program in the school.

The results of the Iowa Every Pupil Test gave definite indications that we needed a well-planned school-wide reading program.
TABLE 2

SUMMARY OF SCORES OBTAINED IN 1951 BY 402 STUDENTS IN GRADES SEVEN THROUGH TWELVE AT LINCOLN HIGH SCHOOL, BY GRADE EQUIVALENTS AND MEASURE OF CENTRAL TENDENCY (IOWA EVERY PUPIL TEST OF BASIC SKILLS)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Work Study Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Number of Pupils</td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Mean</td>
<td>4.4</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>7.0</td>
<td>5.7</td>
</tr>
<tr>
<td>Range</td>
<td>2.3-7.8</td>
<td>2.9-6.8</td>
</tr>
<tr>
<td></td>
<td>2.2-8.3</td>
<td>3.0-7.2</td>
</tr>
<tr>
<td></td>
<td>3.9-9.2</td>
<td>2.7-9.4</td>
</tr>
<tr>
<td></td>
<td>4.0-10.4</td>
<td>3.1-8.8</td>
</tr>
<tr>
<td>Mean Deviation from Grade</td>
<td>4.6</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>5.2</td>
<td>5.1</td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>5.0</td>
<td>6.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Skills</th>
<th>Arithmetic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Number of Pupils</td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>116</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Mean</td>
<td>4.8</td>
<td>5.6</td>
</tr>
<tr>
<td></td>
<td>4.9</td>
<td>5.8</td>
</tr>
<tr>
<td></td>
<td>5.1</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Range</td>
<td>1.2-8.2</td>
<td>3.3-8.2</td>
</tr>
<tr>
<td></td>
<td>1.2-9.4</td>
<td>3.6-8.0</td>
</tr>
<tr>
<td></td>
<td>2.3-10.2</td>
<td>4.1-9.6</td>
</tr>
<tr>
<td></td>
<td>1.9-10.9</td>
<td>3.8-10.3</td>
</tr>
<tr>
<td>Mean Deviation from Grade</td>
<td>4.2</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>5.1</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>5.9</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>6.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>
Implications for the need of remedial work in reading were pointed up by the fact that the reading level of most pupils was from four to five years below their present grade levels.

As a start, teachers reviewed the test results and students were alerted as to their weakness, both as a class group and as individuals. Consultative service from Florida State University and Florida A. and M. College was used for suggestions as to organization of a reading program and the use of test results in terms of improving reading skills. Two faculty members were sent to the annual reading conference at the University of Chicago to secure additional helpful suggestions. The reading problem of our school was further explored in our pre-planning conference and the following steps were decided upon:

I. To set up an over-all Reading Committee.

II. To organize the faculty for in-service training in reading on the following levels:
   a. Teachers from grades one to four.
   b. Teachers from grades five to nine.
   c. Teachers from grades ten to twelve
      (Each group will select a chairman and secretary)

III. In each of the above-named major groups smaller interest groups were organized to work on:
   a. Goals and objectives of the reading program; evaluation of the program.
   b. Child growth and development as it relates to the reading process.
   c. Techniques to be used in teaching reading.
   d. Resources material to be used in teaching reading.
IV. The following initiatory steps in beginning the program were decided upon:

a. That each teacher would study the results of the Iowa Every Pupil Test of each pupil.

b. That each teacher would study available health records.

c. That each teacher would secure autobiographies from the pupils for the purposes of spotting emotional and other difficulties which might have implications for the reading act.

V. The program is administered primarily through the Social Living classes, but all teachers are considered as teachers of reading and are included in the grade level study groups. The chairmen and secretaries of the grade level groups are automatically members of the over-all reading committee and joint meetings are held frequently to check the progress of the program.

VI. The following general objectives of the program were cooperatively set up by the teachers:

a. To help the pupils see a need for and develop a desire to learn to read well.

b. To teach the pupils to read with fluency and comprehension.

c. To teach the pupils to criticize and evaluate what is read.

d. To help the pupils see that reading can be a means of enrichment and personal development.

Increased emphasis was placed on communication skills in all areas of the school program. Test results from the Iowa Every Pupil Test of basic skills and from other test results indicates a definite need for emphasis on reading skills through the entire high school. Additional practice in reading was offered on a wider scale than before. The reading program was integrated with the general languages, in
particular, and with all educational experiences, in general. In recognition of individual differences teachers manifested an extensive interest in materials that are interesting to pupils of high school age, yet simple enough to be read by slow readers. Social living or core-curriculum planning helped out materially at this point, especially is this true at the junior high school level.

We are now in the process of developing a functional reading program. All of the initiatory steps have been accomplished. We summarized and evaluated our efforts for the year with the idea of further implementing and studying our reading program during the 1952 post-planning conference.

The cost of attending Lincoln High School. In a previously-mentioned study in this chapter it was found that more students drop out of Lincoln High School for economic reasons that for any other reason. In an attempt to improve the holding power of the school the staff felt that an examination of the cost of attending the school might throw some light on the situation. That secondary education is selective has been known for over two decades. Studies of the selective character of the high schools always indicated that the more favored economic occupational groups are able to keep their children in school for longer periods of time than are less favored parents. It has been clear for some time that the personal expenses connected with attending school, such as the costs of suitable clothing, school supplies, musical instruments, and the like, create a burden for some children, but very little
TABLE 3

AVERAGE EXPENDITURES DURING 36 WEEKS BY STUDENTS IN
GRADES SEVEN THROUGH TWELVE IN LINCOLN HIGH
SCHOOL FOR TEN ITEMS OF SCHOOL EXPENSE (1951)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sample</th>
<th>Average Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>9</td>
<td>26</td>
<td>56</td>
</tr>
<tr>
<td>10</td>
<td>25</td>
<td>57</td>
</tr>
<tr>
<td>11</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>116</td>
<td>264</td>
</tr>
</tbody>
</table>
TABLE 4
AVERAGE EXPENDITURES BY LINCOLN HIGH SCHOOL STUDENTS
FOR TEN ITEMS DURING 36 WEEKS IN 1951,
GRADUES SEVEN THROUGH TWELVE

<table>
<thead>
<tr>
<th>Items of Expenditures</th>
<th>Average Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys (116)</td>
</tr>
<tr>
<td>School Supplies</td>
<td>$ 9.87</td>
</tr>
<tr>
<td>Class Dues</td>
<td>1.95</td>
</tr>
<tr>
<td>Lunches</td>
<td>33.40</td>
</tr>
<tr>
<td>Contributions</td>
<td>1.28</td>
</tr>
<tr>
<td>Entertainments</td>
<td>2.57</td>
</tr>
<tr>
<td>Class Projects</td>
<td>0.97</td>
</tr>
<tr>
<td>Club Dues</td>
<td>1.35</td>
</tr>
<tr>
<td>Athletic Activities</td>
<td>4.44</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>5.74</td>
</tr>
<tr>
<td>Graduation*</td>
<td>36.38</td>
</tr>
<tr>
<td>Total</td>
<td>$ 6.27</td>
</tr>
</tbody>
</table>

* Twelfth Grade Only
** Number of Students
has been known about the amount and the character of such expenses.\(^1\)

Tables 3 and 4 give the average expenditures by Lincoln High School students for ten items during the 36 weeks in 1950-51, in grades seven through 12. There were 380 students included in the study. Each student kept a detailed record of the expenses that each had incurred during the current week. These were transferred regularly to a summary chart. The individual records were kept for 18 weeks. The average expenditure for the individual for 36 weeks was computed from the total for the period of weeks for which the record was kept. The individual records did not include the items of clothing or transportation. Most students live within walking distance of the school or else ride bicycles. Students who live more than three miles from school are transported at county expense. Lunches, school supplies, uniforms, and equipment were classed as essential expenditures, necessary to maintain self-respect while attending school. The expenses for school activities, class dues, contributions, graduation fees for seniors, and miscellaneous expenses are necessary for participation in school life.

A glance at Table 3 indicates that the expenses increase as students advance in school from a low of $44.02 for seventh grade boys to a high of $176.74 for senior high school girls. This last item is large because the cost of graduation is included. The ratio of girls to boys was greater than two to one. The average expenditure for boys,

$62.74, was $13.37 less than the average expenditure for girls. This indicates that it costs parents more money to keep girls in school.

The data which have been presented in this study cast some light on why some youth continue and others do not. Some families can pay the cost of sending their children to a "free public high school"; others cannot. For a few families the expenditure of $176.74 for the senior year and graduation is not a burden but for the average family living in Tallahassee the expenditure of an average of $72.02, for one or more children, is a serious matter. In many families with annual incomes of less than $1,200.00 such expenditures are impossible.

The differences in cost, increasing from year to year, may be due entirely to the fact that young people, as they grow older, demand greater expenditures for entertainments, class projects, and other school activities which make up the totals. Or the gradual increase from grade seven through twelve may reflect, in part, the fact that more students from the low income groups, with less money to spend, have dropped out of school and so the average expenditures have increased. On the other hand, there had not been a concerted effort on the part of the principal and his staff to devise ways of decreasing the cost of high school attendance.

Some students dropped out of school because they could not supplement the family income so that they could stay in school with decency. The Lincoln High School staff and administration attempted to aid students to remain in school through part-time employment and through the Diversified Cooperative Training Program. Higher family incomes would,
no doubt, solve the problem but that is a matter about which the school can do little. Every boy or girl who wishes to attend high school should have an opportunity to do so. It is fundamental to democracy that every person should have an opportunity to advance to the highest place on the educational ladder to which his ability will admit him, irrespective of the kind of job or the amount of income his family makes.

The Lincoln High School has minimized the personal expenses of students by absorbing some of the cost of activities, supplies, lunches, and uniforms, as well as band instruments as part of the total school budget. Another method of helping to solve this problem would be for the county, state, or federal governments to provide some form of assistance for students who come from low income family groups. It is the opinion of this writer that the problem of expenditures connected with school attendance should be solved through local action.

The results of the findings of "hidden tuition" costs have been presented to lay groups and parent-teacher association groups for discussion and recommendation. The principal and the staff evaluated all curriculum activities in the school, in terms of the educational values of the activities. Those activities that do not contribute to the educational values found in the school philosophy are gradually being eliminated from the program. Expensive customs associated with class membership, formal dances, and the like, are being studied by the faculty, working with parents and students.


**TABLE 5**

**IMPERATIVE NEEDS OF LINCOLN HIGH SCHOOL YOUTH** by percentage of 188 students in grades seven through nine, and 212 students in grades ten through twelve, expressing need

<table>
<thead>
<tr>
<th>Needs Areas</th>
<th>Per Cent</th>
<th>Expressing Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades (7-9)</td>
<td>Grades (10-12)</td>
</tr>
</tbody>
</table>

I. Work

- a. For job information
  - Grades (7-9): 87%
  - Grades (10-12): 93%
- b. For feeling of success in school
  - Grades (7-9): 23%
  - Grades (10-12): 11%
- c. For relating school subjects to job opportunities
  - Grades (7-9): 29%
  - Grades (10-12): 33%
- d. For courses not offered in school
  - Grades (7-9): 46%
  - Grades (10-12): 32%
- e. For understanding local job opportunities
  - Grades (7-9): 61%
  - Grades (10-12): 63%

II. Health

- a. For skill in first aid
  - Grades (7-9): 48%
  - Grades (10-12): 35%
- b. For personal happiness
  - Grades (7-9): 15%
  - Grades (10-12): 23%
- c. Free from worry about health
  - Grades (7-9): 46%
  - Grades (10-12): 30%
- d. For skill in adult type of sports
  - Grades (7-9): 21%
  - Grades (10-12): 27%
- e. For balanced diet
  - Grades (7-9): 22%
  - Grades (10-12): 20%

III. Citizenship

- a. For acceptance by peers
  - Grades (7-9): 54%
  - Grades (10-12): 34%
- b. For security in relationships with members of other ethnic groups
  - Grades (7-9): 29%
  - Grades (10-12): 26%
- c. For sharing in classroom planning
  - Grades (7-9): 87%
  - Grades (10-12): 89%
- d. For understanding social ideologies
  - Grades (7-9): 28%
  - Grades (10-12): 22%
- e. For observing public officials at work
  - Grades (7-9): 52%
  - Grades (10-12): 42%
TABLE 5 (Continued)

<table>
<thead>
<tr>
<th>Needs Areas</th>
<th>Per Cent</th>
<th>Expressing Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades (7-9)</td>
<td>Grades (10-12)</td>
</tr>
<tr>
<td>IV. Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. For understanding purpose of family</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>b. For happy family relationships</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>c. For reading gas, water, and electric meters</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td>d. For understanding mate selection</td>
<td>(67)</td>
<td>(61)</td>
</tr>
<tr>
<td>e. For understanding sexual growth</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>V. Thrift</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. For skill in buying</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>b. For consumer information</td>
<td>36</td>
<td>26</td>
</tr>
<tr>
<td>c. For identifying propaganda in advertising and politics</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>d. For self-evaluation</td>
<td>(57)</td>
<td>43</td>
</tr>
<tr>
<td>e. For skill in investing money</td>
<td>48</td>
<td>44</td>
</tr>
<tr>
<td>VI. Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. For skill in problem solving</td>
<td>(74)</td>
<td>(66)</td>
</tr>
<tr>
<td>b. For relating science to living</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>c. For understanding people</td>
<td>(52)</td>
<td>45</td>
</tr>
<tr>
<td>d. For understanding common science gadgets</td>
<td>(54)</td>
<td>39</td>
</tr>
<tr>
<td>e. For understanding problems created by science</td>
<td>45</td>
<td>19</td>
</tr>
<tr>
<td>VII. Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. For a beautiful school environment</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>b. For knowledge of appreciation-furthering groups</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>c. For growth in appreciation</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>d. For trips which further appreciation</td>
<td>42</td>
<td>47</td>
</tr>
<tr>
<td>e. For appreciative type reading</td>
<td>29</td>
<td>46</td>
</tr>
</tbody>
</table>

Realizing that a school's program may be more effective if it is designed to meet the needs of youth, the faculty used the check list on The Imperative Needs of Youth as a means of studying the curriculum for recommendations for changes in organization and structure of the whole school. Table 5 indicates that students in the Lincoln High School have many unmet needs. These are:

1. The need for job information and for understanding local job opportunities.

2. In the area of citizenship, students indicated the need for sharing more fully in classroom planning and for observing public officials at work.

3. Regarding the need to understand the significance of the family, students revealed a desire for more information concerning mate selection.

4. Regarding the need to know how to purchase and use goods and services intelligently, students indicated that they need a better understanding of self-evaluation.

5. In science, students revealed the need for more skill in problem solving, for understanding people, and for understanding common science gadgets.

6. Concerning leisure time, students pointed out the need for belonging, for opportunities to understand community services, and for wholesome leisure time activities.

7. Regarding the need for youth to develop respect for other persons, to grow in their insight into ethical values and principles, and to live and work cooperatively with others, students in Lincoln High School indicated the need for more skill in the social graces, and the need for developing the art of getting along with others.

8. Concerning the need for youth to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding, the students felt the need for more effective study skills and for developing the habit of reading the newspaper critically.
Studying the needs, as indicated by the students, the faculty, with the aid of the principal, began making significant changes in the curriculum. These changes involved additional information about job opportunities in the community as well as in certain sections of the state and nation. Toward this end, also, a "Career Day" was held which represented a cross section of nearly all of the jobs held by Negroes in Tallahassee and in the state of Florida. Individuals came into the school and shared with the students information regarding job possibilities and requirements for preparation.

Students have, in large numbers, visited the local dairies, the bakeries, the courts while in session, the local banks, and grocery stores.

To help students in making wise decisions regarding dates and selections of mates, we secured a series of movies on "Do's and Don't's of Dating."

Summary

One can expect confusion and misunderstanding in a secondary school that does not have well-defined objectives toward which the school program is moving. However, this is not the case with Lincoln High School because the school philosophy is anchored in the democratic social philosophy. Thus, the school is committed to the idea that there should be a democratic atmosphere prevailing throughout its entire program.

The school curriculum is designed to foster the expressed purposes of the school. The methods used by Lincoln High School to im—
plement its purposes reflect the faculty's consideration for facts about how children grow and develop. Dewey's concept of curriculum reorganization has provided the motive force behind Lincoln High School's efforts to change its program.

Thirteen major studies carried on in the Lincoln High School during the period 1946-51 have given staff members and students first-hand experiences and opportunities to make worthwhile contributions toward their educational growth and development. As a result of the findings in these research studies, staff members have increased their effectiveness in guiding students in learning from and through their experiences. Modifications in the Lincoln High School curriculum have been made as a result of efforts on the part of the principal and staff to: (1) study learners, their needs, their motivations, their growth and development, their problems encountered in various areas of living and the means for helping them to cope more effectively with these problems; (2) study communities and the broad social scene to discover the situations which learners should master for effective living; (3) evaluate the effectiveness of the school program and make corrections in practices and procedures in terms of purposes sought; and (4) discover and use physical resources and materials which are most likely to further the purposes sought.

The Lincoln High School staff and the principal are not satisfied with what they have done. They feel that they are making progress, but they know that many problems remain to be solved.
The next chapter will describe other phases of the Lincoln High School program in 1951.
CHAPTER VII

THE LINCOLN HIGH SCHOOL PROGRAM IN 1951

The preceding discussion described the evolving curriculum program at Lincoln High School during the period of this study. Other phases of the program at Lincoln High School in 1951 are: (1) the organization of the Lincoln High School program as it appeared in 1951; (2) the experimental core program; (3) the daily schedule; (4) the student activity program; (5) the calendar of activities, including samples of programs; (6) guidance and evaluation; (7) the commencement program; and (8) the tenth month planning program. Each of these aspects are now presented in this chapter.

Organization of the School Program

The Lincoln High School program is organized mainly around committees. The plan of organization is as follows:
Democracy in Action

A staff organization based upon cooperative thinking and action:

Each grade staff is composed of the grade teacher, who serves as counselor, and those who teach special subject fields in that grade. The responsibility of the grade staff is to build a rich learning program in the classroom and, at the same time, help pupils deal with problems that arise in any area of living.

While actively engaged in reorganizing the curriculum in the interests of a broader and more functional program of general education, the Lincoln High School has had to satisfy two sets of conditions: (1) the staff has been disposed to develop a general education program in terms of need for developing general citizenship (common ideals, understandings, and skills); and (2) the cultivation of special abilities and interests of an avocational and vocational nature. Thus, we have
two curricular programs in the school. They may be classified as general education and special education. The school does not neglect its responsibility to those students who anticipate further schooling in college or university, neither does it neglect the largest group (51.6 per cent) who graduate from, but who will not go beyond, high school.

The Lincoln staff believes there should be a definite relationship between general education and vocational education within a school. The needs, interests, and abilities of youth should be recognized and utilized. To use the best experiences and practices we have to bring about a most desirable change — a change with a high holding power.

When the Lincoln High School is enrolling all of the children of all the people on the secondary level, when it is taking care of preparation for college as well as preparation for vocations or trades, and otherwise is doing something for all youth, then the school will be fulfilling its rightful purpose.

Past records of Lincoln High School graduates show that a high percentage of the Lincoln High graduates will be neither skilled mechanics nor members of a profession. This is a challenge to devise a program of education worthy of our community, our great state and nation because all our youth, not only the minority primarily concerned with entrance to college or into skilled occupations, are involved.

The Lincoln High School has attempted to move from a subject matter-centered curriculum toward a more democratically orientated curriculum.
The experimental core program. There are several current conceptions of the organization of general education in educational theory and practice. This organization is called variously—general education, common learnings, the core program, basic living, and social living. The Lincoln High School has chosen the social living type of organization, which is a fusion of English, social studies, and guidance taught by one teacher, occupying a two-hour block of time in the daily schedule. The culture-epoch approach to problems of social living is used. Use is also made of people in the special areas (homemaking, music, art, industrial arts, and mathematics) as resource people in the classroom and for consultant service in planning sessions.

It is only in the junior high school, however, that there is a block of time longer than a single period set aside for the social-living type of organization. The social living teacher is responsible for the counseling and guidance of his group. The teachers in grades seven, eight, and nine plan their work together at each grade level. The social living core is supplemented by three additional periods a week which are given to "general living units," such as how to study, manners, health, safety, thrift, human relationships, personal and social growth.

The over-all division of time for the core and special interest areas for grades in the Lincoln High School seven through twelve may be shown as follows:
The Daily Schedule at Lincoln High School, 1951

<table>
<thead>
<tr>
<th>Time</th>
<th>Periods</th>
<th>Junior Grade</th>
<th>High Grade</th>
<th>School Grade</th>
<th>Senior Grade</th>
<th>High Grade</th>
<th>School Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 to 9:15</td>
<td>I</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living</td>
<td>Living</td>
<td>Living</td>
<td>English</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>9:15 to 10:15</td>
<td>II</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living</td>
<td>Living</td>
<td>Living</td>
<td>Science</td>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>10:15 to 11:15</td>
<td>III</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Gym and</td>
<td>Health</td>
<td>Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:15 to 12:15</td>
<td>IV</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 to 1:15</td>
<td>V</td>
<td>Ind.</td>
<td>Ind.</td>
<td>Ind.</td>
<td>Gym</td>
<td>Ind.</td>
<td>Ind.</td>
</tr>
<tr>
<td>1:15 to 2:15</td>
<td>VI</td>
<td>Arts</td>
<td>Arts</td>
<td>Arts</td>
<td>Special Education</td>
<td>Arts</td>
<td>Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home-</td>
<td>Home-</td>
<td>Home-</td>
<td>and</td>
<td>making</td>
<td>making</td>
</tr>
<tr>
<td>2:15 to 3:15</td>
<td>VII</td>
<td>Leisure Reading in</td>
<td>Music, Band, Art, Library, Conferences, Remedial Classes, Gym and Health</td>
<td>Special Education</td>
<td>Gym</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>3:15 to 4:00</td>
<td>VIII</td>
<td>Gym and Health, Music, Band and Athletics</td>
<td>Conference</td>
<td>Special Education, Elective, Music, Band, Athletics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>General education activities under the supervision of the junior high school teachers</td>
<td>Special education activities under the supervision of senior high school and vocational teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Two types of activities are recognized:

General education activities represent those learning activities that should be experienced by all.

Special education activities or individual — interest activities are any other learning experiences for which students are grouped on other bases: vocational, college preparatory, or remedial classes.

In Lincoln High School special education includes the following:

- D.C.T.
- Biology
- Chemistry
- Physics
- Algebra I and II
- Geometry I
- Senior Mathematics
- World History
- United States History
- Problems of Democracy
- Business Education
- Industrial Arts
- Agriculture
- Home Economics
- Driver Education
- Commercial Cooking
- Brick Masonry
- Automotive Repair and Maintenance
- Cabinet Making
- Millwork—Carpentry
- Painting and Decorating
- Tailoring

Student orientation plan. How do students in the Lincoln High School select the activities in which they wish to participate? For the answer to this question we turn to a description of how members of the staff, who also act as guidance counselors to the various student activities, plan with students in guiding them into the various group organizations. At the beginning of the school term the following questions and suggestions are discussed by all students in the school.

Suggestions to the Students of Lincoln High School

1. What organization in our school might best serve my purpose?
2. What facilities does my school have for carrying on its purposes?

3. In what activities shall I take a part?

4. What are the rules and regulations of my school?

5. How is my school organized?

6. What is my school trying to do for me?

7. How does my school evaluate my success?

8. What services does my school provide for its students?

9. How are our non-academic activities financed?

10. What are my responsibilities to school organizations?

11. What is my school's philosophy?

12. For what school honors should I compete?

13. What are my responsibilities to my family?

14. What are my responsibilities to my community?

15. How may I make and keep friends?

16. What are my responsibilities as a host or guest?

17. How shall I conduct myself at parties and in public places?

18. What are my responsibilities as a leader and follower?

19. What are my responsibilities as an American citizen?

20. What are my responsibilities at the close of the school term?

During the pre-registration period in May each student is asked to fill out, with the aid of his counselor, a pre-registration card for the ensuing school term. The pupil's card seeks the following information:
The student activity program. Many opportunities are provided for Lincoln High School students to develop and participate in leisure-time activities. Also during their club meetings they are given opportunities to plan together and to work cooperatively with teachers and students.

The student activity program in the Lincoln High School aims to develop desirable traits and behavior patterns in an environment favorable to the students' growth. Provision has been made for pupil participation through the following activities:

1. Student Council  7. Dramatic Club
3. New Farmers of America  9. L-Club
5. School Patrol  11. Junior Red Cross
The student activity program seeks to keep pupils and organizations informed regarding school issues, needs, and problems, and to stimulate an interest in them. The program further provides opportunities for developing citizenship and leadership in pupils. Still further, the program attempts to stimulate active participation of all pupils in appropriate school organizations and community activities. A regular time and place of meeting has been scheduled in the school's daily and weekly program for each organization. All organizations and units within the school seek to promote the solidarity of the school as a whole.

What goes on in a typical student activities unit in the Lincoln High School? For the answer to this question, and others like it, we turn to a description of a student assembly program composed of students from several student organizations.

**Youth's Role in the Florida Tuberculosis Program**

**Panel Members**

Emmit Powell. . . Moderator
Hazel Brown
Doris Hackley
Ada Baker
Barbara Flowers
This panel of conscientious youths of Lincoln High School is composed of Doris, Hackley, President of Allied Youth Post 299; Bobby Flowers, Member of Spanish Club; Ada Baker, Student Council Reporter of the Journalism Club; Hazel Brown, President of Senior Girl Scout Troop 34; and the Moderator, Emmit Powell, President of the Band and Drum Major.

"At this time we would like to give you some of those things in which we as youth can participate."

Hazel Brown: We as youth can act as publicity agents for the Tuberculosis Association Program.

Doris Hackley: For an example, as a member of the "Tallahassee Teens," I would suggest a civic project. I could think of no better way than to entice people to do things. In this instance, this prize could be given to the teen-ager who encourages the largest number of people to attend movies pertaining to tuberculosis.

Ada Baker: After the movie is shown we could have a question and answer period on the movie.

Bobby Flowers: Another way that youth can educate the public concerning tuberculosis is through a panel discussion at a P.T.A. meeting, or similar meetings.

Doris Hackley: Preventing tuberculosis is just as important as curing it. We could encourage our families to keep in good health; we should all have a balanced meal, get enough exercise, sleep with our windows open, get enough rest and sleep and, most of all, get chest X-rays and physical check-ups at least once each year.

Emmit Powell: Is education the only phase in which we as youth can participate?

Doris Hackley: Case finding is important. What could we do?

Ada Baker: Baby sitting is popular, and by offering to baby sit we could encourage more adults to take X-rays.

Doris Hackley: Then you could also act as guides as there are a lot of people waiting to have X-rays.
Bobby Flowers: Maybe there will be applications to be filled out with the person's name, address, and so forth. A youth club or organization could be responsible for filling out the blanks for the people that are going to get chest X-rays.

Hazel Brown: We could try to influence as many people as possible to get chest X-rays by sponsoring movies on tuberculosis at P.T.A. meetings or other civic meetings.

Ada Walker: Youth can be responsible for distributing leaflets and pamphlets containing information on the symptoms of the diseases.

Emmit Powell: We realize that diagnosis involves the services of a trained technician, namely, our family doctor, but there are some things we can do even here.

Ada Baker: If there are members of our families or persons whom we know that have reacted positively to the preliminary test, we could encourage them to complete the diagnosis by seeing the family doctor.

Hazel Brown: We could send "Rains of Sunshine" to patients. (Explain this)

Bobby Flowers: We can maintain "Pen-Pals." If we knew the members of a patient's family we could encourage the family to write regularly to the patient and make sure that the news in the letter is cheerful. We could send cards on special days, like Christmas, Easter, birthdays, and others. When the patient is out of the hospital we could also conduct a job survey for the purpose of finding suitable jobs for ex-tuberculosis patients. In general, we could help to make the ex-patient feel that he is again a part of normal community life.

Ada Baker: The major activity that teen-agers can carry on in regard to research is to see that enough money is raised so that ample funds will be available for study and more study in regard to the diseases.

Doris Hackley: We could fold seals for mailing.

Bobby Flowers: We could also present dramatic skits and let the people attending them present Christmas Seals instead of a ticket. The proceeds from all of these activities will be used to fight this dreaded killer.
Summary

Emmit Powell: Ladies and gentlemen, you have just heard various suggestions coming from the lips of youth. We sincerely feel that we have a stake in the future of tomorrow's world. We will do all that is within our power to help make America bigger, better, stronger, and healthier.

THE END

Other examples of student participation in the activity program and a sample calendar of school activities have been placed in Appendix B of this study.

The reader's attention is next directed to a description of the guidance program in the Lincoln High School.

The guidance program. This program aims to guide and stimulate the interests of the individual pupil in all phases of his total learning activities so that his general and special capacities are developed. This is one of the major responsibilities of the core teacher in the Lincoln High School, especially at the junior high school level. At the senior high school level a counselor is designated for each grade section. One staff member especially trained for giving certain specialized types of assistance to students and staff members is employed in the Lincoln High School. This person is in charge of the testing program, assists classroom teachers in coordinating the group and individualized instruction; aids in vocational placement of students both in part-time work program of the school and in full-time employment. She further assists with difficult cases of physical or
psychological maladjustments which need to be referred to the psychiatric clinic or to the Leon County Health Department or the family physician. Her office assists in a follow-up of graduates and drop-outs for the purpose of improving the guidance program in the school.

In the classroom, guidance is aimed at helping normal children meet their needs through the normal classroom activities, under the guidance of teachers. In the Lincoln High School it is assumed that the major function of the teacher is to help children 'learn'; but whenever the frustration of basic needs is a block to this learning, then the teacher must assume some responsibility for removing that frustration. It is not the function of the Lincoln High School to meet all of the needs of children. In the first place, we do not have the necessary facilities or money to meet all of the needs of all the children who attend the school. Home visitations are encouraged on the part of all teachers so that they might learn as much as possible about the children they teach as well as establish friendly relationships with parents. The teacher must understand not only her own social philosophy but she must be aware of the growing philosophy of her students for each one will have some things that they cherish in the areas of race, religion, nationalism, unemployment, government, class structure, education, sources of truth, and the like.

Guidance also involves helping students to get adjusted in the school and to make selections of special interest activities, and choose vocations in keeping with their needs, interests, and abilities.
The pupil's progress report, sent periodically to parents, is an attempt on the part of the school to keep the parents informed as to the student's progress. Student evaluation includes achievement rating, health habits, work habits, and social attitudes. Each staff member or counselor keeps anecdotal records of student progress in a cumulative folder.

This folder includes samples of student work, test results, outstanding school and class recognition services, pupil evaluations of individual growth, pupil-teacher conferences, and teacher evaluations. Samples of the Teacher's Record of Student's Growth, Teacher's Home Visitation Record, and Counselor's Record have been placed in Appendix C of this study.

As the education program has evolved in the Lincoln High School, changes have also been made in the type of commencement programs held.

The commencement program. Commencement is the goal toward which every member of the senior class at Lincoln High School works. For many students it is the climax of their school experience. It is either the termination of their formal education or it is a transition to study in some other higher institution of learning and to a world of new experiences.

To make this undertaking a success, careful and long-time planning is essential. Lincoln High School begins to plan for spring commencement during the pre-planning period and more intensely at the beginning of the second semester.
The commencement activities involve such events as: the Senior Prom, the Senior Class Day, Class Play, the Alumni Day, Senior Outing and Commencement.

The tenth-month planning program. During the past decade the orientation week or pre-school workshop has become standard practice in outstanding schools throughout the nation. Lincoln High School has been holding pre-school conferences since 1940, and post-school planning conferences since 1946. In 1947 the Florida Legislature enacted into law the ten months of employment provision for teachers service. In order to participate in the Foundation Program Fund each county in Florida must provide evidence of its effort to maintain an adequate school program through the county and shall meet at least ten requirements enumerated in the law. One of these prescribes that the county shall operate all schools at least nine months (180 actual teaching days) each school year and another prescribes certain employment policies for school personnel. One of the policies is as follows:

Require twelve calendar months of service for such principals and other special instructional personnel as prescribed by regulations of the state board, and ten calendar months of service for all other members of the instructional staff....

The tenth month is that portion of the ten calendar months of service to be required of all instructional personnel in addition to the minimum of nine months, or 180 actual teaching days, during which...

---

time school must be in operation. This tenth month of employment has typically been utilized for two to three weeks of pre-school planning and preparation for the year's program, and the remaining time is allotted to post-school planning for completing the work of the school year, evaluation, and planning future activities. The following are among the benefits derived from an extended employment period of Lincoln High School personnel:

1. Necessary time is provided for making complete plans for the school year and having every aspect of the school organization and school facilities in readiness for the opening day.

2. The pre-school conferences provide effectively for the orientation of new teachers to their teaching assignments, their school, and their community.

3. The planning periods provide an extended working period for mapping a cooperative attack upon specific problems of the school year.

4. Time is available for the study of the pupils and the school community as a basis for the development of a practical curriculum for the school.

5. Cooperative group planning and action programs provide an opportunity for teachers to learn by actually using those techniques that they will be helping their pupils acquire.

6. The planning period helps a school staff develop a harmonious organization, esprit de corps, and enthusiasm for the challenge of the school year.

7. The post-school planning period makes it possible to maintain the school program at full operation until the end of the term by providing a period for teachers to evaluate papers, complete reports, plan summer programs, evaluate progress, and plan next step after the actual teaching period has been completed.
The following are samples of pre-planning and post-planning conferences held at Lincoln High School during the period of this study.

Pre-Planning Conference
August 20 - September 5
1951

Introduction of new faculty members
Selection of committee to assist new teachers in getting orientated to the school plant
Providing conference schedule for new teachers
Providing new teachers with handbooks and guides explaining policies of the school
Explanation of school policies concerning:
  a. Room assignments
  b. Suggestions for registration of students
  c. Making out a tentative schedule of work activities
  d. The mechanics of bookkeeping of pupil personnel records
  e. Distribution of textbooks and care of the same

Report of the Committee on Philosophy

Reviewing the school philosophy and goals for the purpose of orienting new teachers regarding the general direction that has been provided for carrying out the expressed purposes of the school, and to refresh the thinking of the regular staff members before the new school term begins. (Question and answer period)
Report of the Committee on Guidance

Explanation of summer experiences and suggestions for improvements in classroom guidance.

a. Registration of new students
b. Recommended budget for teaching materials and supplies
c. Suggestions for teachers working in the core

Committee on Curriculum
Panel: Civil Defense and Citizenship

Report of the Reading Committee

Report of the summer experiences of the three teachers who attended the University of Chicago Reading Conference and the two other teachers who studied in the area of reading during the summer at the University of Chicago and Temple University, respectively.

The Reading Committee made the following suggestions for the improvement of reading at Lincoln.

All learning is like traveling in a car on the highway. Teachers must be good readers themselves in order to help the reading problem. Teachers were urged to get away from the problem of looking upon reading as a subject to be learned.

Suggested List of Reading Techniques

1. Select a list of unfamiliar words and conduct a discussion of what students may understand about them
2. Allow students to illustrate their interpretations in drawing
3. Conduct an oral experience for poor readers (Class may write these and others)
4. Dramatize portions of a story
5. Read and discuss the news
6. Paraphrase a story or poem
7. Have students read the end of a story if beginning seems dull and uninteresting

Teachers were asked to consider the following factors as they worked with boys and girls in our school.

1. Reading is a basic skill required of everyone in our elementary schools
2. Children normally are ready to read at the age of six
3. The greatest number of failures are due to poor reading
4. There is a wide range of reading abilities in the students on every level

Discussion Period led by Chairman of the Reading Committee

Suggested Steps for Setting up a Reading Program by the Lincoln High Reading Committee

1. Recognize the extent of need through observation and testing
2. Select personnel and consultants with technical knowledge of reading techniques
3. Provide in-service training for all teachers by conducting study groups for improvement of teaching techniques
4. Use special groups for badly retarded pupils. Do not stigmatize or label these groups as such
5. Make ample provisions for the child to succeed in learning in order for him to feel secure. (Those with serious emotional problems should be required to be referred to proper agencies.)
In-Service Training Teacher Groups (Five Divisions of Faculty)

1. How to understand the child

2. Goals

3. Materials (this group should construct an annotated bibliography)

4. Techniques (K - 4)
   (5 - 9)

5. Evaluation (10 - 12 and above)

Reading Techniques

1. School classroom obstacles for reading experience
   a. Teacher cheerful
   b. Good tone
   c. Get other reading material
   d. Expression

Techniques in Primary Grades

1. Story telling and reading

2. Use cards with names in class and have children learn those names

3. Use school signal

4. Questions upon lesson could be used

5. Reading charts

6. Make as many words as you can out of a word given

7. Use pictures and objects

8. Illustrate the word on card by drawing

9. Begin reading and have student find where you are reading
Techniques in Grades Four to Six

1. Periodical material
2. Read stories and compositions written by the students
3. Group meeting (place students in groups) and work on weakness

Stages in Learning to Read

1. Tracing stage
2. Visualization
3. Reading stage
4. Specialization

Reading is a habit but the habit will not be formed unless there is a desire. The teacher is the most important aspect in the reading process and the program must begin with the teacher.

Steps in Reading

1. Conduct study of student's reading ability
2. Consultations with clinics
3. Conduct an individual study of all students
4. Agree on a general reading program in grades

Recommendations Made

1. Know what the problem is and do something about it
2. Have trained teachers
3. Plan an accurate diagnosis of the reading problem
Common Qualities of Youth

1. All are citizens

2. All are members of families and require an understanding of family relationship

3. All need to maintain physical and mental health

4. All have the capacity to think and need to develop it
   a. All students need to develop favorable skills
   b. All need to develop and maintain physical health
   c. All need to understand the significance of the family
   d. All need to know how to purchase goods wisely
   e. All need to understand the methods of science
   f. All need to develop appreciative ability in literature
   g. All need to know how to use leisure time wisely
   h. All need to develop respect for others
   i. All need to grow in ability to think and express themselves

Things Which the High School can do

1. Have study made of cost of pupils
   a. Dues of students discussed
   b. Gifts left school should be limited to a certain amount
   c. Each class should submit a proposed budget to the administrative council
   d. Limited activities for each class

2. Encourage teacher to make a key study of a small number of students normal and abnormal
Going Forward

1. What is the local problem?
2. Do students know why they are doing what they are doing?
3. How effective is audio-visual aid material?
4. What relationship exists between the home and school?
5. What extent have the parents become aware of the school?
6. What provisions have been made for a year-round program?
7. What are the educational needs met by the school?

Planning in General Education

1. Living with people involves:
   a. Homemaking
   b. Good work habits
   c. Budgeting
   d. Respect for personality
   e. Insurance (its purpose)
   f. Self-control
   g. Health habits
   h. Religious aspects
   i. Making a living
   j. Citizenship

2. Youth in our school
   a. What is the health background of students?
   b. What are the characteristics of out-of-school activities of students?
   c. How does the community meet its housing problem?
d. What provisions are made for leisure-time activities in your school?

e. How are the anti-social and maladjusted treated in the school?

3. How can we learn to appreciate our neighbors?

   a. Why and what
   b. Learning activities
   c. Types of testing
   d. Resources (natural and human)
   e. Evaluation

Discussion Period led by the Chairman of the Curriculum Committee

Some General Criticisms of Secondary Schools:

1. Teaching methods are not in keeping with what is known about the growth and development of children and youth.

2. Many of our high school graduates cannot read or write effectively.

3. Only students from middle or upper income groups have the opportunity to attend high school.

4. We should have less vocational training and more emphasis on academic.

Discussion Period led by the Principal

Minutes of the previous post-planning conference were discussed to find out how much had been accomplished over the summer. The following improvements have been made in the school plant and facilities:

1. Additional seats were placed in the auditorium

2. New floor in the hall of the main building
3. The ladies' rest room was renovated

4. The music department received a new grand concert piano and new instruments for the band

5. The woodwork in all buildings was painted during the summer

6. The job of building sidewalks around the campus was completed

7. The rear of the campus is to be paved by the city before the end of September. (This action was voted by the City Commission in session a few days ago.)

8. The same classes that aided in the beautification of the campus last year are encouraged to continue again this year.

Recommendations growing out of the pre-planning conference were:

1. That additional professional books be secured in the area of reading and the core program.

2. Each teacher is asked to make a contribution to the reading program this year.

3. Reading and language should be tied in more closely in every activity.

4. The staff and students should make a job survey of the work opportunities in our community.

5. The mathematics area staff members have asked permission to make a follow-up study of students in mathematics.

6. The core teachers in the junior high school have asked permission to take the incoming seventh grade pupils on a tour through the building.

7. Identification cards should be issued to all Lincoln High School pupils.

8. Staff members are asked to acquaint themselves with the new materials found in the school library before school opens.

9. Staff members are asked to give students sufficient direction before permitting them to use the library on research projects involving units of work.
10. Additional resource material which will help staff members deal with individual differences in reading should be secured as soon as possible.

11. A more functional use of needs of youth and community survey studies in the actual development of the content of the Social Living Course.

12. More consideration should be given to the development of creativity on the part of students through specific planning for such experiences.

13. More use of people in the special areas (Homemaking, Music, Art, Industrial Arts, Mathematics) as resource people in the classroom and for consultant service in planning sessions.

14. There should be more conscious planning for and evaluating of growth in oral and written expression.

15. More intellectual action with the students concerning the relation of democratic living in the classroom to such living in out-of-school experiences.

16. Development on the part of teachers and students, of skill in leading discussions on problems real to young people; gathering data, testing hypotheses, drawing conclusions and reconstructing behavior in novel situations.

17. The administration and staff should make provision of classroom environments conducive to the experience-centered approach. For example, much flexible and movable furniture should be secured, library centers, science corners, art materials, and the like.

Before the close of the pre-planning conference the principal posed the following questions for consideration by the staff:

1. Would it be feasible to secure consultant services from one of the neighboring institutions of higher learning to work with you over an extended period of time? This person could function in helping you develop materials, use more effectively progressive techniques, and make the transition from a culture-epoch approach to an adolescent-needs approach.
2. Could the scheduling of classrooms be reconsidered and attention given to the matter of assigning a room to a teacher? This might encourage the development of an environment more conducive to the social living program.

3. Granted you have one hour following the regular school day in which teachers plan together the social living course, would it be possible to schedule some time during the school day when these teachers might work together on these problems? It takes much planning together to provide for continuity of experiences.

4. Could a control materials file be set up in the library and made available to all Social Living teachers? This file would contain free pamphlets, bulletin and leaflet material, lists of possible learning experiences in certain areas, availability of certain audio-visual materials, and the like. It might also contain a brief record by each teacher of the progress made in each learning unit. This would help the next teacher in setting up plans with his group.

5. Could you make some definite plans for carrying on a rather simple, yet valid, evaluation of this program so that others may realize its effectiveness in terms of democratic values but also in teaching the commonly called "fundamentals"?

6. Would it be advantageous for the staff to consider the possibilities for use of this two-hour period? You might consider here the relation of guidance to curriculum; certain individual needs which need more attention than can be given in the learning unit, for example, readily difficulties, writing handicaps, lack of grasp of certain quantitative concepts, and the learning unit itself.

The principal further pointed out that if the present program at Lincoln High School was given such direction as here pointed out added to our own considered evaluation as staff members work together, there might be provided the following advantages in putting the Lincoln High School's philosophy into action:
1. Enable students to pursue problems based on the personal social needs of adolescents arising in this cultural matrix.

2. Provide for guidance as an integral part of the curriculum.

3. Foster intellectual, physical, aesthetic, and emotional development of the student as an organic, dynamic whole.

4. Provide for development of skill in the use of the method of intelligence to solve problems in all areas of living.

5. Provide for time in the school day in which each group concerns itself with the common problems of young people in this society, that is, certain basic social processes, developmental tasks, practical information and skills, awareness of conflicting values and practices in society.

6. Make provision for individual needs of students, insofar as possible, by adequate offerings in the pre-vocational and vocational fields, college preparatory subjects, and the arts.

7. Provide for rich experiences in group living. This requires active participation on the part of administrators, teachers, pupils, and parents in planning, executing and evaluating experiences. This requires, further, that ample opportunity be given each participant to intellectualize these experiences in terms of such democratic values as social sensitivity, tolerance, good work habits, civic competence, and creativeness. All participate in the continuous recreation of values.

The pre-planning conference closed with a get-acquainted social.

Just as it is true that a two-week block of time is set aside for the staff to plan before the opening of school in the form of a pre-planning conference, there is also a two-week block of time set aside at the close of the school term for the faculty to evaluate the year's work. The post-planning conference is held after the students have been dismissed. The following program is a sample of a typical post-planning conference in the Lincoln High School.
Lincoln High School  
Post-Planning Conference, 1951  

Action Program for Implementing the Recommendations  
of the Visiting Committee Program of Studies  

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5 and 6.</td>
<td>Records, Reports, Commencement, and so forth</td>
</tr>
<tr>
<td>June 9 (Monday).</td>
<td>House cleaning, checking books, requisition of new books by grades, levels, and so forth</td>
</tr>
<tr>
<td>June 10 (Tuesday)</td>
<td>Evaluating the year’s work as planned in the pre-planning conference last August</td>
</tr>
<tr>
<td>June 11 (Wednesday)</td>
<td>Continuation of evaluation of the school program and re-studying the school philosophy</td>
</tr>
<tr>
<td>June 12 (Thursday)</td>
<td>Presentation of research findings on studies carried on by the principal and faculty:</td>
</tr>
<tr>
<td></td>
<td>- A report on substandard housing areas in the city of Tallahassee</td>
</tr>
<tr>
<td></td>
<td>- Study of the Iowa Every-Pupil Test Results</td>
</tr>
<tr>
<td></td>
<td>- Study of the University of Florida Examination to Seniors (1949-1951)</td>
</tr>
<tr>
<td></td>
<td>- Findings of the North Carolina State College Bureau of Educational Research on the paper and pencil instrument on information on the potentiality for cooperation and unity within groups</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 13 (Friday)</td>
<td>Planning in group areas:</td>
</tr>
<tr>
<td></td>
<td>1. All teachers in grades 1-3</td>
</tr>
<tr>
<td></td>
<td>2. All teachers in grades 4-6</td>
</tr>
<tr>
<td></td>
<td>3. All teachers in grades 7-9</td>
</tr>
<tr>
<td></td>
<td>4. All teachers in grades 10-12</td>
</tr>
<tr>
<td>June 17</td>
<td>Continuation of work started Tuesday.</td>
</tr>
<tr>
<td></td>
<td>Suggesting ways of improving the curriculum</td>
</tr>
<tr>
<td></td>
<td>Articulation of Elementary, High School and Vocational School</td>
</tr>
<tr>
<td>June 18</td>
<td>Making a Master Plan for Action for Implementing the Recommendations made by the Visiting Committees (High School, 1951) (Elementary School, 1952)</td>
</tr>
<tr>
<td></td>
<td>Program of Studies</td>
</tr>
<tr>
<td></td>
<td>Pupil Activity</td>
</tr>
<tr>
<td></td>
<td>Library Services</td>
</tr>
<tr>
<td></td>
<td>Guidance</td>
</tr>
<tr>
<td></td>
<td>The School Plant</td>
</tr>
<tr>
<td></td>
<td>School Staff and Administration</td>
</tr>
<tr>
<td>June 19</td>
<td>Total Group Meeting and Picnic</td>
</tr>
</tbody>
</table>

**Summary**

The educational activities carried on in the Lincoln High School, in terms of student growth and development leading to definite curriculum changes, have been done mainly as a result of faculty experiences and insights gained as a result of pre-planning, post-planning, and functional in-service conferences carried on in the school.

The school staff does not look upon their program as the summit of perfection, nor do they regard the Lincoln High School as an institu-
tion which cannot be altered quickly whenever it may be desirable to do so. For example, the question might be raised: What are some of the more important still unsolved problems in the Lincoln High School which the faculty has had to face as it attempted a reorganization of the curriculum? The following problems are still unsolved:

1. What can be done to educate the parents and children to the change from traditional subject organization to a core program?

2. How does one bridge the gap between two grades that are not both organized on the core program?

3. What preparation should a teacher have to teach core work in the Lincoln High School?

4. How can teachers get the cooperation of staff members who do not teach the core?

5. How do remedial reading and other remedial courses fit into the core?

6. How could a core course be organized at the tenth grade level to provide for personal health needs?

7. How could five teachers of separate tenth, eleventh, or twelfth grade subjects, having the same groups, develop cooperatively a better program?

The next chapter will describe the expanding facilities and resources of Lincoln High School.
CHAPTER VIII

THE EXPANDING FACILITIES AND RESOURCES
OF LINCOLN HIGH SCHOOL

The School Plant

A school plant consists of the site, the buildings, permanent equipment, and maintenance services. It provides the physical facilities necessary for successful conduct of the program demanded by the objectives of the school. The Lincoln faculty has used its philosophy of education as a guide in the cooperative determination of the school's needs in the area of facilities and resources. As needs were discovered the faculty developed joint proposals for improvements, some of which were made by teachers and pupils and others which resulted from action on proposals by the school board.

The School Site

Chart 4 presents the status of various site factors in 1946 and 1951, as a means of summarizing improvements in site during the period of this study. The chart shows that some improvement has been made in each of the seven site factors. This means that opportunities for living and learning in the school have been enhanced. An important contribution to the improvement of the site was made by students and teachers,
CHART 4

DESCRIPTION OF SCHOOL SITE AT LINCOLN HIGH SCHOOL IN 1946 AND 1951

<table>
<thead>
<tr>
<th>Site Factors</th>
<th>Status 1946</th>
<th>Status 1951</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Location (environment)</td>
<td>The site was not free from environmental noises and confusion</td>
<td>The physical environment has been improved through landscaping the grounds and zoning regulations</td>
</tr>
<tr>
<td>2. Accessibility</td>
<td>The site was accessible to the school population but school transportation was limited</td>
<td>Improved transportation facilities have made the site readily accessible</td>
</tr>
<tr>
<td>3. Size</td>
<td>The site consisted of six acres</td>
<td>The site consists of twelve acres</td>
</tr>
<tr>
<td>4. Play areas*</td>
<td>There were only four acres of play area</td>
<td>There are now ten acres of play area</td>
</tr>
<tr>
<td>5. Traffic and transportation dangers</td>
<td>Lack of traffic police on duty near the school caused a serious hazard to pupils</td>
<td>Traffic police, traffic light, school boy patrol, and safety signs—are now being used daily</td>
</tr>
<tr>
<td>6. Drainage</td>
<td>The school site was not well drained</td>
<td>Due to improved drainage the school site is neat and attractive</td>
</tr>
<tr>
<td>7. Good roads, walks, and transportation facilities</td>
<td>The school site was not surrounded by good roads, walks, and city transportation facilities</td>
<td>There are paved roads on all sides near the site. Additional sidewalks have been built on the site. City buses travel past the school every thirty minutes</td>
</tr>
</tbody>
</table>

* Florida School Standards, Florida State Department of Education, Tallahassee, Florida, 1948, p. 7. (Recommends that a school of 500 to 749 pupils should have fifteen acres of play area.)
who planted shrubs, flowers, and grass in cooperation with grounds maintenance program of the school. The grounds are still elevated more than four feet on the south side of the campus. Drainage toward the north and west results in considerable erosion, and one end of the campus dries very slowly after a hard rain. A cyclone fence around the campus is needed for the safety of the pupils and as protection against trespassers.

While the school site is readily accessible to a large area of the school population, more than 20 per cent of the pupils are forced to walk more than one-half mile to school. Within recent months a large sub-division has been opened up to Negro residents one mile west of the site.

The size of the site has been increased by six acres in the last five years, but is still inadequate for the total school population. There is no provision for future expansion unless permission is granted to move the cemetery which adjoins the site. The school board has been given a new site so that the elementary school can be moved from the present location on Lincoln's campus but, in order to meet standards suggested by the state department of education, the play area would have to be increased to fifteen acres.

Although traffic hazards have been reduced, students must use the road to enter the front of the school grounds. Sidewalks should be laid to protect pupils against traffic hazards to which they are now vulnerable. The site is not provided with adequate walks or driveways leading from all exits.
The Buildings

A good school should have well-constructed and appointed buildings with adequately sized classrooms, and it should have enough classrooms to carry on a good educational program in terms of the school philosophy, needs, interests, and problems of the students. The implementation of the Lincoln High School philosophy requires special rooms for areas such as typing, home economics, chemistry, physics, biology, shop, agriculture, music, band, guidance, library, cafeteria, auditorium, rest rooms for teachers, rest rooms for boys and girls, first aid rooms, clinic, gymnasium with showers and dressing rooms.

Inside modern school buildings, provisions should be made for the safe and easy regulation of lighting in classrooms. Equipment and facilities should be adequate for maintaining proper temperatures and proper condition of air.

Without adequate buildings it is impossible to conduct a program designed to meet the educational needs of youth of secondary school age. The buildings and other facilities should be appropriate for realizing all of the objectives of the school.

Between 1946 and 1951 an intensive effort was made to improve the buildings at Lincoln. Again, this effort was highlighted by proposals developed by the faculty and based on a study of building characteristics needed to enhance living according to the school's philosophy. With cooperation of the school board, parents, and pupils, certain important improvements were made in the buildings. These im-
Improvements are revealed in a comparison of the characteristics of Lincoln's buildings in 1946 and 1951.

By 1951, three additional buildings had been provided to house the physical education program, the lunch program, and the trades program. Improvements were made in the appearance of the old buildings on the campus as a result of painting, landscaping, and new interior facilities.

The data indicate changes in the character of buildings between the dates of the present study, and certain implications for more functional living in the school are implied in these changes. For example, the buildings are well constructed, they give a good appearance, and classrooms meet common standards with respect to size and appointments. These characteristics tend to encourage pupil cooperation in maintaining the buildings, and teachers are enthusiastic about using the facilities to best advantage. Thus, more abundant living takes place as a consequence of improved facilities.

Comparison of the characteristics of the Lincoln School plant for 1946 and 1951 shows that there were only three buildings in 1946 and six in 1951.

**Building Services**

In 1946 provisions for illumination were inadequate and drinking facilities and rest room facilities were inadequate for the size of the school. By 1951 new lighting facilities were installed in all high school classrooms. Five drinking fountains were placed on the outside
of the buildings, and three electric-cooled fountains were installed on the inside of the buildings. Better rest room facilities had been provided.

Classrooms

There were not enough classrooms to accommodate existing class enrollments in effective learning situations in 1946. There was not enough classroom furniture, and the classroom interiors were not attractive. In 1951, fourteen additional classrooms had been added to the school plant, exclusive of the gymnasium. Three hundred additional seats and 35 tables were added. Classroom interiors had been repainted and additional closet space added. New window shades were installed in classrooms.

Special Service Rooms

The seating capacity of the auditorium did not meet reasonable educational and community requirements. The auditorium was not attractively decorated, the stage did not have a fire-resistant curtain, there was no circulating fan, and it required considerable time to darken the room for motion pictures.

By 1951, 115 additional seats had been added to the auditorium. It was repainted by our students. A fire-resistant curtain was given by the Senior Class of 1950, and Venetian shades were given by the Senior Class of 1951. A circulating fan has been installed and the stage has been enlarged for better meeting the needs of the pupil activity program.
The seating capacity now meets reasonable educational and community requirements. The auditorium and stage facilities are maintained in a sanitary and orderly condition.

At the beginning of this study the school did not have a cafeteria or gymnasium. The school now has both of these facilities. The new gymnasium seats approximately 1,000 students, has provisions for showers, dressing rooms, health services for physical and health examinations and first aid rooms.

Where formerly very little provision had been made for guidance services, now a special room has been set up to assist with the guidance program and for obtaining information about students.

**Library Services**

The school library should be one of the most important phases of the school services. The school should have a professionally-trained librarian directing the school library. The library staff should provide assistance in curriculum development activities. Adequate provisions should be made for making the library facilities readily accessible to all pupils. Teachers should use the library extensively in carrying out classroom activities. The school staff should stimulate pupils to use the library facilities and materials in classroom activities.

In the Lincoln High School there is a well-appointed and tastefully decorated library with an atmosphere conducive to study and leisure-time reading. The book collection has been increased each
year, but the collection should be enlarged in certain areas. The li-
brary does serve as an integral part of school activities in the sense
that teachers and pupils work cooperatively in making use of the re-
sources found therein. The library facilities are accessible to all
pupils and teachers in the school and to the community in general after
school hours. New lighting facilities have recently been added to the
library. Comfortable seats and tables were installed in 1947. The
library has a bulletin board and a display area. There is a storage
room for library materials, supplies, a work room, and a place for
audio-visual materials.

The library at Lincoln High School has grown rapidly since its
beginning in 1939. Circulation records do not tell the whole story and
should not be the only means of determining the use that is made of the
library, but in order to get some idea of how the books and materials
are used, the following report is made for the period of this study,
1946-51.

Chart 5 shows that the total books circulated in 1946-47 was
7,847; in 1947-48 the total was 8,924; in 1948-49 the total was 8,977;
in 1949-50 the total was 9,170; and in 1950-51 the total was 8,876. We
must, however, take into consideration that the circulation record for
1946 began in September and ended in May, whereas the record for 1949,
and the years following, began in September and ended in August. The
county and the state included the library in the summer program for the
first time in 1949. The three extra months that the library is open
make an understandable difference in circulation. Most of the books
### Chart 5

**Five-Year Report of Lincoln High School Library Showing Monthly Circulation Summaries, 1946-1951**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-1947</td>
<td>423</td>
<td>1,110</td>
<td>392</td>
<td>533</td>
<td>749</td>
<td>1,049</td>
<td>1,010</td>
<td>985</td>
<td>1,096</td>
<td></td>
<td></td>
<td></td>
<td>7,847</td>
</tr>
<tr>
<td>1947-1948</td>
<td>490</td>
<td>882</td>
<td>656</td>
<td>688</td>
<td>1,135</td>
<td>1,484</td>
<td>1,364</td>
<td>1,133</td>
<td>1,092</td>
<td></td>
<td></td>
<td></td>
<td>8,924</td>
</tr>
<tr>
<td>1948-1949</td>
<td>634</td>
<td>954</td>
<td>1,213</td>
<td>379</td>
<td>876</td>
<td>1,134</td>
<td>1,247</td>
<td>1,038</td>
<td>545</td>
<td>696</td>
<td>156</td>
<td>105</td>
<td>8,977</td>
</tr>
<tr>
<td>1949-1950</td>
<td>934</td>
<td>895</td>
<td>1,127</td>
<td>722</td>
<td>1,222</td>
<td>1,155</td>
<td>966</td>
<td>644</td>
<td>922</td>
<td>232</td>
<td>164</td>
<td>185</td>
<td>9,170</td>
</tr>
<tr>
<td>1950-1951</td>
<td>609</td>
<td>919</td>
<td>793</td>
<td>349</td>
<td>1,076</td>
<td>1,073</td>
<td>1,035</td>
<td>1,229</td>
<td>1,263</td>
<td>79</td>
<td>206</td>
<td>240</td>
<td>8,876</td>
</tr>
</tbody>
</table>
circulated during these three months are used by children of elementary school age, high school age, citizens of the community, and students enrolled at the Florida Agricultural and Mechanical College summer school.

Condensed library records for each year from 1946 through 1951, have been placed in Appendix D of this study. They show the number of books and library materials circulated in each classification each month. These records or charts also show how the circulation has grown from books, pictures, and clippings to include maps, globes, films, film strips, and recordings.

The summer program, provided by the library for school children and adults of the community, includes circulation of books and library materials, quiet games and story telling. During the story hour records are played and films and film strips are shown to add variety to the program. Moving from a subject matter curriculum to a more functional approach, the library has expanded to include films, film strips, radio, and phonograph records. There has been a noticeable increase in co-operative planning among the librarians and the teachers in the improvement of learning opportunities for pupils.

Other Services and Facilities

At the beginning of this study the business department had only 12 typewriters and no individual tables; and the home economics area was limited to two used gas stoves and one kerosene stove, six tables and one old-fashioned refrigerator. The school did not own a bus and
students were not transported at state expense.

There is a much improved status in 1951. The business department has 25 typewriters, 10 of which are new, and have individual tables. The home economics area is now equipped with new electric stoves, a washing machine, refrigerator, and a three-unit kitchen. The school owns a 32-passenger school bus for the purpose of transporting school groups. Funds were raised in the school and community by pupils, parents, and friends to pay for the bus. We now transport 174 pupils daily in five buses at state and county expense.

Most classrooms provide sufficient area to accommodate existing class enrollments. Classroom furniture is movable so that it can be adopted to various group activities. Classrooms are connected with a central signal system, and the interiors are attractive.

The cafeteria is designed so that it can be used for other purposes. Sanitary dining facilities are available for pupils who bring their lunches. Furniture and fixtures in the cafeteria are attractive, durable, and can be cleaned easily. The floor surface is smooth, safe, and easily cleaned. Sanitary drinking facilities are available in the lunchroom. Pupils assist in maintaining healthful eating conditions. The cafeteria is considered a part of the educational program for training students in manners, selection of food, importance of cleanliness, and the need for every student to eat a well-balanced meal while at school as well as at home.

The gymnasium is designed for community as well as for school use. The gymnasium provides sufficient area to accommodate the existing student body during athletic activities. The gymnasium floor is marked
for a variety of games. Flooring is made of appropriate materials and satisfactorily finished. The gymnasium contains instructors' offices, sanitary toilets, and lavatory facilities.

The guidance facilities provide a suitable place for keeping records about each child and any additional items of information which might have guidance value. The facility provides a suitable place to have interviews with pupils, parents, and other family members of the students. We now have a suitable place to keep anecdotal records and case studies of students in our school. Teachers who wish additional information about students have a central place to check on the comments, observations, and information gathered by other teachers who have taught a particular student.

School Personnel

A competent staff is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a cooperating group having common purposes and motivated by common ideals. Each member of such a staff should give evidence of awareness and understanding of educational problems and of continuous growth.

The Lincoln High School philosophy calls for a teaching staff that is well-trained, competent, and continuously seeking further development. The educational leadership in the Lincoln High School is sensitive to the major problems, needs, and interests of the citizens who make up our school population and community.
In regard to the personnel in the Lincoln High School, several charts have been designed to show what the situation was in 1946, when the study was started, and what the situation was at the end of the study in June, 1951. Chart 6 contrasts the service record of Lincoln's teachers.

It can be seen from Chart 6 that in the Lincoln High School, for the period 1946-51, there has been a satisfactory balance between limited and extensive total school experience of staff members. It is further indicated in the chart that there has been a satisfactory balance between limited and extensive experience of staff members in their length of service in this school. During the period of this study, 1946-51, only five teachers have left our staff. One was promoted to a state supervisorship position; one was recalled to the military service as a reserve officer; two moved away; and one was asked to leave the system because of inefficiency.

The faculty feels that a professionally trained teacher, secure in his position and recognized in the community, is needed in each classroom. It has been said that as the teacher is, so is the youth; and as the youth of today is, so is tomorrow's world. If this be true, and if we submit that it is true, the importance of having a professionally trained teacher is every classroom is inescapable.

Chart 7 gives the academic training of Lincoln High School teachers for the period 1946-51.

From the study of Chart 7 it can be seen that in the matter of training there has been a vast improvement in faculty development during
## Chart 6

**Experience and Length of Service of Lincoln High School Teachers as of June, 1951**

*(Total Faculty Membership - 29)*

<table>
<thead>
<tr>
<th>Years</th>
<th>Experience</th>
<th>Number of Teachers</th>
<th>Per Cent of Faculty</th>
<th>Length of Service in this School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Number of Teachers</td>
</tr>
<tr>
<td>25 or more</td>
<td></td>
<td>2</td>
<td>6.9</td>
<td>1</td>
</tr>
<tr>
<td>20-24</td>
<td></td>
<td>2</td>
<td>6.9</td>
<td>0</td>
</tr>
<tr>
<td>15-19</td>
<td></td>
<td>4</td>
<td>13.7</td>
<td>1</td>
</tr>
<tr>
<td>10-14</td>
<td></td>
<td>6</td>
<td>20.6</td>
<td>5</td>
</tr>
<tr>
<td>5-9</td>
<td></td>
<td>9</td>
<td>31.1</td>
<td>12</td>
</tr>
<tr>
<td>1-4</td>
<td></td>
<td>6</td>
<td>20.6</td>
<td>10</td>
</tr>
<tr>
<td>Less than 1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>29</td>
<td>99.9</td>
<td>29</td>
</tr>
</tbody>
</table>
CHART 7

ACADEMIC TRAINING OF LINCOLN HIGH SCHOOL TEACHERS BY DEGREES HELD, 1946-1951

<table>
<thead>
<tr>
<th></th>
<th>Less than Bachelor's</th>
<th>Bachelor's</th>
<th>Master's or Above</th>
<th>Total Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-1947</td>
<td>1</td>
<td>18</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>1947-1948</td>
<td>1</td>
<td>21</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1948-1949</td>
<td>1</td>
<td>19</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>1949-1950</td>
<td>1</td>
<td>21</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>1950-1951</td>
<td>0</td>
<td>24</td>
<td>5</td>
<td>29</td>
</tr>
</tbody>
</table>

1946-51. It is noted that in 1946 one teacher had less than a bachelor's degree, 18 teachers had their bachelor's degrees, and six of this number had pursued advanced work beyond the bachelor's. One teacher had done work beyond the master's degree. In 1951 there were no teachers on the staff with less than a bachelor's degree. Twenty-four teachers have their bachelor's degrees and 19 members of this group have attended summer schools, workshops for one or more summers during the period of this study. Five teachers have earned their master's degrees and two members of this group have done work above the master's level.

There is a diversity of preparation and points of view on the part of the staff to meet the needs, abilities, and special interests
of the pupils. The number of staff members is adequate for the cur-
riculum offered, for the size of the school's enrollment, and for the
general and special needs of the pupils.

A school staff should be well-organized for improvement in
service, and should make extensive efforts to effect improvements
through group activities. The staff members at Lincoln High School
realized that they needed additional training and experience in order
to adequately carry out the school philosophy and the total school pro-
gram. During the period of this study the staff has continually at-
tempted to improve through in-service education, travel, pre-school
conferences, post-school conferences, professional reading, educational
conferences, workshops, school evaluations, and interschool visitation.

During the period of this study the Lincoln High School staff
has attempted to improve through professional study and travel. For
example, teachers engaged in the following activities in order to gain
additional preparation and experience.

Summer 1946-1947

Five teachers attended a workshop at Florida A. and M. College.

One teacher took special work at Florida A. and M. College.

One teacher took a correspondence course from the University of Florida.

Five teachers studied at New York University and one teacher re-
ceived the M. A. Degree from New York University at the end
of the summer quarter.

One teacher studied at Sarah Lawrence College in New York.

One teacher attended Columbia University.
One teacher studied in an Arts and Crafts Workshop at Tuskegee Institute, Tuskegee, Alabama.

One teacher attended the University of Michigan.

The principal attended The Ohio State University.

One teacher was director of a Negro Girl Scout Camp.

One teacher served as supervisor at The Shield of David Orphanage, Bronx, New York.

One teacher toured the New England states.

**Summer 1947-1948**

Three teachers attended a workshop in guidance at Florida A. and M. College.

One teacher attended a band workshop at Florida A. and M. College.

One teacher attended a home economics workshop at the Florida A. and M. College.

Eight teachers attended the regular summer school at the Florida A. and M. College.

One teacher attended Columbia University.

One teacher attended Columbia University during the entire year 1947-48, and received a Master's Degree.

One teacher attended New York University during the entire year and obtained a Master's Degree in English and guidance.

One teacher attended summer school at New York University.

The principal studied at The Ohio State University.

One teacher made a professional tour of libraries in and around New York City.

One teacher traveled in Michigan and Canada.

One teacher traveled in the Eastern states.
Summer 1948-1949

Twenty-five teachers attended a workshop in education at Florida A. and M. College.

One teacher spent the entire year at The Ohio State University working toward a master's degree.

One teacher attended Columbia University summer school.

One teacher attended New York University (part of the time was spent at the Girl Scout National Camp at Bear Mountain and at a Dance Camp in New Haven, Connecticut).

The principal did off-campus research at The Ohio State University.

Summer 1949-1950

One teacher did professional research and writing at New York University.

One teacher completed the requirements for the master's degree in science education at The Ohio State University.

One teacher completed the requirements for the master's degree at Columbia University.

Twelve teachers studied at Florida A. and M. College for professional improvement.

One teacher studied at Bethune-Cookman College.

One teacher attended Ithaca College in New York State.

One teacher worked toward an advance degree at Pennsylvania State College.

Two teachers worked toward advance degrees at New York University.

The principal did off-campus research at The Ohio State University.

One teacher traveled in Monterrey and Mexico City, Mexico.

Summer 1950-1951

Ten teachers worked toward advanced degrees at Florida A. and M. College.
One teacher studied at the University of Michigan.
One teacher attended the University of Pennsylvania.
One teacher studied at the Julliard School of Music in New York City.
One teacher studied at Tuskegee Institute.
Two teachers attended the Chicago Reading Conference held at Chicago University.
One teacher attended the American Library Association in Chicago and visited several libraries in and around Chicago.
One teacher visited New York City and Boston, Massachusetts, where she visited several educational centers.
The principal did off-campus research at The Ohio State University.

In an attempt to find out what professional experiences during the past five years have helped staff members with their work in the curriculum reorganization program, the staff members were asked to fill out the following questionnaire.

PERSONNEL

What professional experiences during the past five years have helped you become a better teacher and helped you with your work in the curriculum reorganization program?

Read through the following list and cross out items that do not apply to you. Rate the remaining items, using the following scale:

3. . . . . . Very helpful
2. . . . . . Helpful
1. . . . . . Of very little help
If you wish, list other experiences which have helped you to improve professionally.

1.

2.

3.

4.

Summary of Findings on Personnel

The findings in regard to professional experiences during the past five years that have helped teachers to better their work in the curriculum reorganization program are:
1. The county workshop was very helpful to eight teachers, helpful to 14 teachers, of little help to three teachers, and did not apply to four teachers.

2. The Lincoln High School staff meetings were very helpful to 19 teachers, helpful to ten teachers.

3. The county teachers' meetings were very helpful to none, helpful to 14 teachers, and of little help to 15 teachers.

4. Other workshops were very helpful to eight teachers, helpful to three teachers, and did not apply to 18 teachers.

5. Extension courses were very helpful to eight teachers, helpful to three teachers, of little help to one teacher, and did not apply to 16 teachers.

6. Child study groups were very helpful to 14 teachers, helpful to nine teachers, of little help to none, and did not apply to six teachers.

7. Professional reading was very helpful to 28 teachers and helpful to one teacher.

8. Membership in professional organizations was very helpful to 12 teachers, and helpful to 17 teachers.

9. Participation in community activities and organizations was very helpful to 20 teachers, and helpful to nine teachers.

10. Travel was very helpful to 24 teachers, helpful to three teachers, and did not apply to two teachers.

11. Visiting other teachers' classes was very helpful to eight teachers, helpful to 20 teachers, and of little help to one teacher.

12. Talking informally with other teachers was very helpful to 15 teachers, helpful to 20 teachers, and of little help to one teacher.

13. Talking with principal or supervisor was very helpful to 20 teachers, helpful to eight teachers, and of little help to one teacher.

Under other experiences which have helped staff members to improve professionally were listed the following:
1. Twenty teachers indicated that they had been helped through regular summer school study.

2. Other teachers indicated that they had been helped through informal talks with students.

3. One teacher benefited by teaching other teachers in-service.

4. Some staff members were benefited by attending nature camps, by association with people in other fields, by visiting other schools, and by serving on evaluation committees in other schools.

There is still a need for the staff to do further in-service improvement and to keep abreast of the latest research developments in education. Staff members must continue professional advancement if they are to share in salary benefits as a result of the State Adopted Minimum Foundation Program.

All counties do not have a teacher-rating system, but Leon County does use such a device. Most of the teachers accept, but do not like, the rating system. They would rather be paid on the basis of experience and training.

It has always been the contention of the writer that, next to the pupils themselves, the faculty is the most important element in a school program. Within the faculty the important factors are: staff selection, training, experience, improvement in service, salaries and salary schedules, teaching-load policy, tenure, leaves of absence, and retirement provisions.

Teacher selection in the Lincoln High School is a cooperative process participated in by the school trustees, the superintendent, the principal, the faculty, and the supervisors. Candidates are selected
on the basis of their fitness for the particular position they are to fill.

Recommendations from reliable sources are carefully and confidentially examined. Whenever possible the candidate is observed at work. Considerable attention is given to the candidate's personal, scholastic, and health records.

The school system has a regular well-planned salary schedule, carefully adhered to at all times. Staff members are paid in keeping with their professional responsibilities. The staff has tenure and provisions for leaves of absences. Chart 8 gives a picture of changes in the annual salaries of Lincoln High School teachers for the period 1946-51.

It can be seen from Chart 8 that significant changes have been made in the salary range and the average salary paid teachers in the Lincoln High School during the past five years. The average salary of Lincoln High School teachers has been increased from a low of $1,388.00 per year in 1946-47, to a high of $2,691.00 for the school year 1950-51. The Leon County Board of Public Instruction has just voted a $165.00 increase in salary for all members of the instructional staff for the 1951-52 school term.

The 1951 State Legislature had approved a $300.00 increase in salaries for all of the teachers working in the public school system of Florida, but this same lawmaking body could not agree on the method of taxation for the increased revenue in order to raise the teachers' salaries. Whatever provisions were to be made in order to increase the
CHART 8

CHANGES IN THE ANNUAL SALARIES OF LINCOLN HIGH SCHOOL TEACHERS FOR THE PERIOD 1946-1951

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary Range</th>
<th>Average Salary</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-1947</td>
<td>$1,100-2,374</td>
<td>$1,388</td>
<td>20</td>
</tr>
<tr>
<td>1947-1948</td>
<td>2,100-3,116</td>
<td>2,578</td>
<td>23</td>
</tr>
<tr>
<td>1948-1949</td>
<td>2,060-3,249</td>
<td>2,683</td>
<td>24</td>
</tr>
<tr>
<td>1949-1950</td>
<td>2,060-3,769</td>
<td>2,687</td>
<td>27</td>
</tr>
<tr>
<td>1950-1951</td>
<td>2,134-3,769</td>
<td>2,691</td>
<td>29</td>
</tr>
</tbody>
</table>

salaries of teachers for the school term of 1951-52 must be determined by the local school boards.

This large increase in salaries throughout the entire public school system in Florida was brought about through the passage of the Minimum Foundation Program by the Florida State Legislature in 1947. A summary of the provisions of the Foundation Program has been placed as Appendix E of this study.

The Leon County Board of Public Instruction had adopted a salary schedule based on training, experience, and teacher rating. A copy of

the rating system used in establishing the salaries of teachers in service has been placed as Appendix F in this study.

At the beginning of this study in 1946 there were no definite provisions in our school system regarding tenure or types of leaves. With the adoption of the Minimum Foundation Program in 1947 the county began to work out a system of leaves. At the present time there are several types of leaves for teachers in the Leon County school system:

1. Sick Leave
2. Maternity Leave
3. Personal Leave
5. Professional Leave

For the first time teachers in Leon County have been issued continuing contracts for the school term of 1951-52. All teachers who have taught successfully in this county for three years or more are eligible to receive a continuing contract.

At the time of the beginning of this study some of the teachers were overloaded with too many extra responsibilities. As the total staff began to help with the planning, attention was given to equalizing extra class responsibilities of teachers; such matters as study halls, socials, and sponsorship of pupils' activities. Teachers were given an opportunity to help plan the daily schedule and to suggest ways of helping with the entire over-all program of the school.
Chart 9 presents data on the pupil-teacher ratio in the Lincoln High School during the period of this study, 1946-51.

CHART 9
LINCOLN HIGH SCHOOL PUPIL-TEACHER RATIO
FOR THE PERIOD 1946-1951

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
<th>Number of Teachers</th>
<th>Pupil-Teacher Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1946-1947</td>
<td>496</td>
<td>20</td>
<td>24.8</td>
</tr>
<tr>
<td>1947-1948</td>
<td>517</td>
<td>23</td>
<td>22.4</td>
</tr>
<tr>
<td>1948-1949</td>
<td>551</td>
<td>24</td>
<td>22.9</td>
</tr>
<tr>
<td>1949-1950</td>
<td>594</td>
<td>24</td>
<td>22</td>
</tr>
<tr>
<td>1950-1951</td>
<td>632</td>
<td>29</td>
<td>21.8</td>
</tr>
</tbody>
</table>

It can be seen from the above chart that during the period of this study the pupil-teacher ratio has remained fairly stable. As the student population has increased, the personnel has also increased. It should be pointed out that, though we have been able to get personnel, we have not been fortunate enough to get needed classroom space for every teacher. The same classroom is often used by two or three teachers during a day. However, the school board has made plans to increase the classroom space in the Lincoln High School by building a new elementary school about a mile from the present site. By relieving the congestion in the elementary school our junior high school students
can use the facilities now being used by the elementary school. We hope by 1951-52 to have a junior-senior vocational school on the present site.

Maintenance and Operation of Plant

One head custodian and three assistants are responsible for the maintenance and operation of the school plant. Beginning with the school term of 1951-52, a lady custodian was employed to assist with the maintenance and care of the girls' rest room, lady teachers' lounge, which is now under construction, and other facilities affecting the general welfare of the school population.

In general, the custodial staff is responsible for a systematic daily inspection of all school property. Regular inspections provide a frequent check on conditions affecting the health and safety of school personnel. Repairs and improvements, except of an emergency nature, are made during vacation periods. The head custodian is a graduate of the school and has additional training in electricity and woodwork. During the summer of 1950 he attended a school for school custodians at Bethune-Cookman College, Daytona Beach, Florida, for a period of eight days. The school board paid his expenses. He is also the treasurer of the Lincoln High School Parent-Teacher Association, has charge of all school textbooks, and is an active member of the administrative council.


Administration of School Finances

It is true that the ultimate success of any school program depends upon the individual classroom teacher who has direct contact with the pupil. However, if this teacher is to enjoy any measure of success he must have the leadership, support, and cooperative efforts of a well-qualified administrator, specifically trained in and fitted for school administration. Properly qualified administrators should be available as educational leaders. Every teacher should have the guarantee of working with such an administration.

In the Lincoln High School the administrative personnel consists of a principal, two administrative assistants, a counselor, a secretary, a registrar, a treasurer, a teacher in charge of internal accounting, the librarian, head custodian, the president of the Lincoln Parent-Teacher Association, and six classroom teachers, elected by the staff. All these, plus the president of the student council, make up the administrative council at Lincoln High School.

One of the main jobs of the administrative council is to help plan a budget for the entire school. At the time of the beginning of this study the school received very little financial support from the county school board to purchase teaching aids and materials. The council and staff, therefore, spent considerable time and effort raising money for needed teaching materials in the school, in order to carry out the minimum instructional side of the program. During the last three years the county has increased its financial support for
teaching materials and other aids. Now less time is spent on money-raising activities in the school for the purpose of buying materials that the county ought to furnish.

For the school term of 1951-52 the superintendent has authorized the schools of the county to use the following budget for determining the total amount of money each school can use for the purchase of instructional materials and other teaching aids:

For junior high school. . . $2.75 per pupil
For senior high school. . . 3.75 per pupil

The allotment is based on the average daily attendance for the term 1950-51. Twenty-five cents per pupil goes into a fund for the development of a county film library. All schools have access to the films in this library. On this basis the Lincoln High School can expect to spend approximately $2,500 for instructional materials and other teaching aids this term.

At the time this study began financial reports were periodically made to the faculty. The teaching personnel who were responsible for handling school finances were not bonded. At the present time all school personnel responsible for handling school funds are bonded. A business trained person is employed to handle all school financial accounts. Our books are audited each year by a certified public accountant. Financial reports are made to the entire staff at least six times per year. A similar report is made to the members of the Lincoln High School Parent-Teacher Association and to the community-at-large.
At the time of the beginning of this study in 1946 there was only a part-time teacher-secretary working in the principal's office. At the end of this study in 1951 there were two part-time teacher-secretaries and a D.C.T. student (Diversified Cooperative Training) working in the office. Beginning with the school term 1951-52 there will be employed a full-time person and one part-time teacher to handle office work.

Summary

Data presented in this chapter indicate that substantial improvements have been made in the facilities and resources at Lincoln High School. While the site and plant have been improved, the site still needs to be properly drained, the plant still needs a cyclone fence as a means of protection, and sidewalks need to be laid. While classroom space has been added and modern illumination installed, there is still need for more modern furnishings in classrooms, including an intercommunicating system, museum cabinets, and more work tables. Improvements have been made in the library each year but, even so, the library budget needs to be increased if our students are to have the richest possible opportunities to grow and develop through reading. These facts seem to lead to the conclusion that the criterion for facilities and resources has been only partially met.

Marked professional development of the staff has taken place as a result of the in-service education program and sincere efforts are being made by the staff to design and carry out a program in keeping
with the philosophy and objectives of the school. Yet the faculty has been able to produce very little in the way of professional writing. Such writing would provide tangible evidence of the staff's clarity in purpose and attitude toward the program. As facilities are improved along the lines indicated, and as members of the staff take on professional responsibilities generally expected of a school such as Lincoln, the school can provide even richer opportunities for the growth and development of all persons touched by the program. The principal's job in this school is somewhat comparable to a superintendent's in other situations.

The next chapter will describe the evolving Lincoln High School community relationships.
CHAPTER IX

THE DEVELOPING PROGRAM OF SCHOOL-COMMUNITY RELATIONSHIPS

Introduction

The schools share with the home and other community forces the responsibility of nurturing the growth of every child toward his optimum development in self-realization and group contribution. The Lincoln High School principal and staff believes that to the degree that progress is made the present and future of the community will be enriched. It is further believed that the school is not just an agent of the community, it is a part of the community. It receives its support from the community. It helps to influence the life of the community. It is one of the agencies which help to improve the community.

In order that the school may carry out its program it must have the full support and confidence of the community. The community has a right to know what is going on in the school in order to better understand the school program. The teachers must know the community in order to help guide students toward a better understanding of the community.

The school and the community must have a mutual understanding and trust in each other at all times. Schools cannot be effective
agents until both the laymen and the professional groups have accepted their responsibilities each to the other.

It is still further believed by the principal and staff at Lincoln that good teaching is good public relations. Good public relations begin in the classroom. Every school employee in Lincoln High School has an important role to play in promoting good attitudes between the school and community, and at Lincoln there are two related communities: the specific Negro community and the total community. Each has its own demands. Whether employees are good, bad, or indifferent in their ways, they interpret or misinterpret Lincoln High School to the community.

The Home

The home is the first and probably the most significant agent in the adjustment of any individual toward successful living in the community. It is in the well-organized and hygienic home that the individual receives fundamental training in the development of desirable social attitudes and habits of behavior.

The family of the past presents a more or less general history of economic and social solidarity. Family needs were provided through family production. Most of the activities now being carried on by agencies outside of the home were once carried on in the home under the supervision of family heads. With the advent of scientific inventions there came a change in the mode of living from rural to urban. With this increase in specialization in the production of life necessities
there has come about a gradual change in the conditions and influences of family life and community living. As the duties of the home increased with the growing complexity of living conditions, the school came into being as a separate institution, taking over many of those duties formerly carried on in the home. At the present time the home has been relieved almost entirely of the burden of educating the youth.

Through home visits, reporting pupil progress to parents, conferences with parents and students, school forums, parent–teacher discussion groups, the health studies, and the community survey previously mentioned in this study, the principal and staff at Lincoln High School has been able to bring about a closer relationship and understanding between the school and the homes of the students. The teachers actually know about the home conditions of the students they teach. The principal and staff have used every opportunity to have parents become aware of the purposes of the school and its program for achieving these purposes. The school has extended its educational program to include families and other adults of the community.

The Community and the School

The character of education is distinctly affected by community life in many ways. For years there has been a shift in the population away from rural areas to urban centers. This complex situation has caused the schools to make many curricular adjustments in order to meet the needs, interests, and problems of pupils. Recent economic and social changes make it imperative that programs of schools be adapted
to the needs, interests, and problems of the students and the community. The home and the church are no longer as effective as they once were in serving the educational growth and development of our youth.

The principal and staff of Lincoln High School believe that good schools are a community's investment in boys and girls. These future citizens will live in a more complex and a more interdependent society. The increase of specialization in industry and business will require of them higher mental preparation. It is further believed that the kind of schools that the adults of a community maintain for their children will affect, in a significant way, the success or failure of tomorrow's citizens in continuing America's great experiment in human resources.

The Lincoln High School staff has made many efforts to determine what forces play on the students who are entrusted to their care year after year. This enabled the Lincoln staff members not only to understand better why pupils respond as they do but, also, to learn more about the cultural pattern in which the pupils live and must adjust, at least temporarily. The local community is the springboard conveniently available for inducting a pupil into the larger concept of society.

The school staff should have more than an academic curiosity regarding the community which it serves. The Lincoln staff strives, at all times, to develop a sense of unity or oneness with the community. Real feeling for the community comes only through daily living with
people and through contact with their problems and experiences. The school that wishes to be effective in a community must go beyond the four walls of the schoolhouse; it must move into the community and utilize the community resources in its educational program. The Lincoln High School principal and staff have tried to do just this. Teachers are a functional part of every worthwhile phase of activity in the community.

Teachers who work with pupils in school also work with adults of the community in developing educational activities in which the citizens are especially interested. This type of relationship tends to build the educational program more closely around the community life and community interests of the pupils and parents and lay citizens. The trained leadership offered by staff members to the citizens of a community tends to bring about a unity of feeling and purpose on the part of all concerned. The educational program is enhanced through such cooperative action and relationships.

In Lincoln High School, more and more, the community is becoming our school. As we try to meet the needs of boys and girls in the school, we find ourselves turning to the community for help more and more; and as we do so, we see numerous opportunities for helping our students by assisting them to become an important part of the community life. Our school program has broadened through high school classes making field trips and studying various phases of the community. The community has provided a laboratory for the practical application of the skills learned in the classrooms.
The following are just a few of the many projects which are common in the Lincoln High School:

1. Annual Clean-up, Fix-up, Paint-up Campaign

2. Red Cross Campaign
   Principal and a committee of teachers usually serve as associate chairmen of the drive

3. The Annual Community Chest Drive
   The principal has served as chairman or co-chairman of the Negro Division of this drive for the past twelve years

4. Junior Employment Bureau
   Locate part-time jobs for worthy students

5. Clerical assistance to community organizations such as the T.B. X-ray Mobile Unit, Housing Survey, income tax blanks, and the like

6. Dramatic presentations in the community

7. The Annual Polio Campaign
   The principal has served as co-chairman of this campaign for the past several years, assisted by staff and students

8. The Christmas T.B. Seal Drive

9. Operation of motion picture projectors for community groups

10. The Lincoln High School Band and Choral Groups render programs in the churches, lodges, and other civic or social organizations in the community

11. The school bus is used by religious and civic groups for frequent trips out of the city during the summer vacation period

12. The principal and many members of the staff are frequently called on to speak at civic and religious meetings in the community

A good school will take full advantage of all opportunities to foster improved living in the community. The principal keeps the com—
munity informed of what the school is trying to do at all times. A school cannot get too far ahead of the community and prosper. The information which the school provides the community must be understood and helpful to the majority of the people involved. The principal assists the community in making effective use of the school facilities and resources, including personnel, at every opportunity that is feasible. Adults in the community must be provided opportunities to use the school facilities. The principal does not wait to be asked, but lets the groups in the community know that they are welcome to make use of whatever facilities that are available.

The school should use the public press and school press to promote better school and community relations. Lincoln High School provides special exhibits, entertainments, community singing activities, special parents' night, lectures, films related to family living, and the like, to promote desirable school and community relations.

Lincoln High School works cooperatively with the home and the community to provide health and safety behavior experiences which are conducive to desirable citizenship. Likewise, the school fosters desirable social attitudes and relationships with the family and the community. Further still, the school program contributes to the improvement of community living by providing leadership for planning and action for the correction of community deficiencies and the solution of community problems. Unless each member of the school staff operates as a contributing member of the community, the school will never be in
a position to take full advantage of all opportunities to foster improved living in the community.

In any community there are conflicting forces at work of which the teacher must be aware if the school is to achieve success as an integrating influence. Social and economic status determines, in large measure, personal and group attitudes toward politics, government, religion, education, other races, and other classes.

It is the belief of the principal and staff at Lincoln that if teachers are to guide students effectively toward increasingly rational and provident interaction with the surrounding culture, school and community must be coordinated and interfused.

Other phases of the school-community relations program carried on in the Lincoln High School during the period of this study may be listed as follows.

Recognizing that the public, as stockholders in the school organization, is entitled to information concerning the school's program, wide use has been made of the following public relations media:

1. Newspapers, both school and public
2. Radio
3. Word-of-mouth publicity (students and parents)
4. School displays
5. County fair exhibits from the school
6. Open house for parents
7. School events such as: special chapel programs, commencements, pageants, plays, operettas, musicals, band concerts, Christmas programs, and May Day fetes.
8. School reports

9. Through contact with civic, fraternal, religious, and social agencies

10. Speakers Bureau

More effective lines of communication between the school and the home have been established. Teachers see home visits as a very good way of educating and informing parents what the school is attempting to do for and with their children.

We now have a well-operated P.T.A., with a graduate of the school serving as president. Parents helped to establish three city playgrounds. Parents helped to purchase instruments and new uniforms for a 50-piece school band. Parents attend public programs in the school. The principal makes annual reports of school improvements and needs to parents and other citizens.

There is a close relationship between the school and other community agencies. The value of students and non-teaching employees in developing good public relations is understood and used. The school sponsors public exhibits for parents and friends, and each year prepares samples of school work at the Leon County Fair. The school attempts to interpret its program through commencement activities. A community library has been established in the school for the use of parents and citizens of the community.

During the school 1947–48, three vocational buildings were constructed, with student labor, for the primary purpose of teaching veterans below college level the following trades:
1. Commercial Cooking
2. Painting and Interior Decorating
3. Auto Mechanics
4. Carpentry
5. Brick Masonry
6. Tailoring
7. Related Trades Courses

Since its inception 193 veterans have completed trade courses. As soon as the veteran's program has ended it is planned to make this phase of the educational program an integrated part of the pupils total high school experiences. Since this program has been limited mainly to veterans, only a few high school students have been able to participate. However, plans have been made to include 75 students in this program next term.

In February, 1949 an evening school was started for adults in the community who could not attend day school. At the present time (1951) there are 227 students enrolled in the evening school. This school operates four nights per week from 7:00 until 10:00 P.M. Any citizen in the community may attend this school, regardless of age or previous training. The charges are $5.00 per year.

Students have been brought in direct contact with the work-a-day world through the Diversified Cooperative Training Program, under the supervision of the school, and through a part-time junior employment agency to help needy students remain in school longer.
The school has been used as a service center by the home economics department to help parents and lay citizens to become better consumers with the small incomes they have at present. Cooking schools are frequently held to give these folk additional information on how to improve their diets. Nutrition experts from nearby colleges, universities, the state and county health departments are frequently called in to help through lectures, demonstrations, visual aids, and so forth.

The Leon County Health Department, through the health officer and nurses, has given demonstrations and lectures on health, safety, child care, and development.

In January, 1951 a study was made of the occupational status of 350 parents who had children enrolled in the Lincoln High School. Results showed that 22.4 per cent of the parents were engaged as domestic service workers; 21.9 per cent were engaged as common laborers; 16.3 per cent were engaged as farmers and farm managers; 8 per cent were engaged as operatives and kindred workers; 6.7 per cent were engaged as professional workers; 3.9 per cent were engaged as proprietors, managers, and officials, except farm workers; 10.8 per cent were engaged as homemakers; 1.6 per cent were engaged as salesmen and saleswomen; 1.4 per cent were engaged as craftsmen, foremen, and kindred workers; .5 per cent were engaged as clerical and kindred workers; and the occupational status of 6.1 per cent was unknown.

The educational status of 328 parents showed that 37 per cent attended but did not complete elementary school; 18.3 per cent com-
completed elementary school; 29.3 per cent attended but did not complete high school; 8.3 per cent graduated from high school; 4.5 per cent attended but did not graduate from post-secondary school; .3 per cent completed a two-year college or post-secondary school course; 1.8 per cent graduated from four-year college; and .3 per cent engaged in graduate study. A large number failed to give their educational status for one reason or another.

The physical education instructors for boys and girls serve as community recreational leaders for students and older groups during the summer months. These instructors plan with interested groups the various recreational activities. Since the completion of the gymnasium at Lincoln High School informal physical activities are carried on in the gym whenever it does not interfere with the regular school program of recreation. Basketball leagues and softball seem to offer the greatest appeal at present.

During the past three years the school has taken the initiative in sponsoring an annual "Clean-up, Fix-up, Paint-up Campaign" in the community.

Summary

Many media of communication have been used by the Lincoln staff and administration to reach the home and community, thereby establishing a direct line of communication with the home and the community. Whenever possible, most of the communications with the home have carried a positive note in the approach rather than a negative one.
Whenever there were disciplinary cases a conference was arranged with the parents in the office of the principal or counselor.

The school is well aware of the need to have a well-rounded functioning parent-teacher association. The Lincoln staff and administration are further aware of the need to include parents, students, non-teaching employees, and other lay citizens as interpreters of the school's program to the community.

Since the school buildings and grounds belong to the people, the school has continued to seek ways of providing opportunities for the citizens of the community to make use of the facilities and resources. The personnel of the school has taken every opportunity to lead when necessary in cooperating with community projects of a worthwhile nature.

The school has attempted to improve the social, educational, and economic level of the community through its extended educational services and activities.

The school has attempted to improve the recreational services in the community through its own personnel and facilities.

The school has attempted to get an accurate picture of the occupational status and educational status of parents who have children enrolled in the school. In this way the school has been able to get a better picture of the needs, problems, and interests of the people in the community and to adjust its program to those needs, problems, and interests.
The writer has attempted to point out how a good school-community relations program should function in a total situation.

If education is to continue to receive and enjoy something like adequate moral, popular, and financial support, two things seem certain: first, the gap between the thinking of our professional leaders and that of the laymen must be kept relatively small. Blind faith in education, educational institutions and methods must be replaced by a well-informed, intelligent understanding of what we are doing and what we propose to do.

Definite changes have been made in the Lincoln High School public relations program and extensive changes are in process of completion. Other conclusions would be that (1) staff members of Lincoln High School feel the recommendations requiring group planning and action are most readily carried out or in process of being carried out, and (2) recommendations requiring budget allotments are most readily postponed although a significant number of these needed changes are being made.

The professional interest and desire on the part of the Lincoln High School staff members to examine its own program, coupled with efforts on the part of the lay citizens and all others concerned to follow the procedures recommended by findings of research studies carried on in the school, appear to be major factors contributing to the success of the school-community relations program in the Lincoln High School.

The next chapter will present certain significant trends which have grown out of the curriculum reorganization program in the school and those changes will be evaluated by using the criteria which were developed in Chapter IV.
CHAPTER X

APPLICATION OF CRITERIA TO THE REORGANIZATION PROGRAM AT LINCOLN HIGH SCHOOL

Introduction

In Chapters V through IX the program at Lincoln prior to the present study, and the changes made in its various aspects between 1946 and 1951, were described and discussed. The program of reorganization may now be conveniently summarized by relating the modifications made in the curriculum to ten trends that have developed as the program has been carried forward. At various stages in the development of the curriculum, the faculty tried to define directing goals. Although some trends are more pronounced than others, the progress of the reorganization program may be clearly seen by contrasting the present status of important aspects of curriculum with the status in 1946. This presentation will provide an over-all picture of the present curriculum. The purpose of the present chapter is to present and evaluate these changes. The changes are summarized in the form of trends and are presented in the following section in terms of a contrast between the program of the school in 1946 and in 1951.
Trends

Trend Toward a Functional Educational Philosophy

1946: The school philosophy had just been formulated. Teachers were committed verbally to the values in the philosophy, but subject-centered learning and teaching were still strongly in evidence. Some staff members did not accept the philosophy completely, but tolerated it because they felt that a good school should have a statement of philosophy.

1951: The school philosophy is accepted and understood by teachers and many students. All proposals for action on the curriculum are evaluated by the faculty in the light of the school’s philosophy. This is a part of the general way of working at Lincoln High School. A sincere effort is made to help students develop desirable behaviors. This is done by providing real experiences in the form of opportunities to solve problems that are meaningful and of concern to boys and girls. In most instances these problems have been of a personal, social, civic, and economic nature, the areas embraced by the school’s philosophy which was only slightly modified during the period of this study. There was, however, considerable interest on the part of staff members to implement and better understand the true intent of the philosophy as stated.

Trend Toward a Consistent Basis for Curriculum Reorganization

1946: Realizing that college preparatory emphasis demanded reorganization in terms of college requirements and records of students in college, that no provision for general or special education was being made, that vocational choices of pupils and their needs as adolescents were only an incidental interest, and that common learnings consisted of required traditional subjects, the staff, through the aims and interests of individual teachers, proceeded to reorganize the curriculum.

1951: Studies of children and their problems of learning provided a main basis for reorganization. College requirements were only of incidental interest. The curriculum was organized in terms of general and special education in recognition of general needs of adolescents and vocational interests of students. Common learnings were organized in large units on bases of needs, abilities, and interests of pupils, and elective activities were provided. There is underway the experimental
core in social living which involves English and social studies areas in junior high school.

Reorganization of the curriculum proceeds on the basis of cooperative study and planning by the faculty and its sub-committees. Use of reflective thinking is at the core of group effort to reorganize the curriculum.

**Trend Toward the Enrichment of Subjects**

**1946:** In enriching the subject areas, teachers leaned heavily on state courses of study which consisted mainly of outlines of subject matter content for various courses. While some teachers made adaptations in subject matter content or materials, these adaptations were generally made out of relationship with the content and activities in other classrooms in the school. A wide range of traditional subjects were taught, including English, mathematics, history, science, agriculture, industrial arts, home economics, health, and physical education. These subjects claimed the major part of the school day. Extra-curricular activities were generally scheduled after school.

**1951:** Teachers leaned heavily on the professional library which they use in building individual and cooperative units that frequently cut across subject matter lines to consider broad aspects of problems studied by students. Teaching methods and procedures may be broadly classified as problem-solving approaches which emphasize reflective thinking and the broad use of resource units and community resources. While subject matter courses are still listed on the schedule, the traditional names do not adequately describe the activities in these classes. Extensions in content, methods, and materials, which account for the changed character of classroom activities, include resource units, audio-visual aids, classroom libraries, work experiences, tours, extended lunch period, forums, classroom research, classroom committees, and the experimental core which was set up in the junior high school to determine what would be involved in establishing a core on a broader basis. What was once hygiene is now a functional health program embracing health, physical fitness, and safety.

Every activity in the school is seen as an opportunity for teaching and learning and all activities are scheduled during the regular school day.
Trend Toward a Functioning Guidance Program

1946: The guidance program consisted mainly of motivating students to do their best in academic subjects and to behave in school. No trained personnel was provided.

1951: As a result of study and professional meetings, teachers began to see guidance as a planned effort to assist pupils in the solution of personal, social, civic, and economic problems confronting them. There has been provided a trained counselor who works in cooperation with all other personnel. The program is supported by appropriate facilities including records, professional library, files, secretarial aid, and room space.

Trend Toward Maximum Pupil Participation and Responsibility in School Life

1946: There was little or no deliberate relationship between class and extra-curricular activities. Pupil participation and responsibility were limited to that delegated by teachers in connection with a subject-centered curriculum. Teachers were inclined to accept full responsibility for class work but only limited responsibility for extra-class activities. In the traditional commencement program the highlight was a message given by a speaker whom the principal selected.

1951: The activity program is vitally related to the curriculum. The curriculum and extra-curricular activities serve to supplement each other. Both are studied for their contributions to pupil growth and development. Responsibilities of teachers and pupils in all activities is regarded and scheduled as a part of the regular school day. Pupil responsibility and participation are apparent in student council, assembly programs, music organizations, 35 student clubs, educational tours, and pupil representation on school committees.

Commencement activities are carried out by a committee composed of pupils from the senior class and a faculty commencement committee. The entire program is centered around the student activities. Each member of the graduating class has some significant part in the carrying out of the commencement activities. For example, in 1946 the program was centered around a high school cruise. The students assumed the role of a band of seamen sailing over educational waters, giving some of the highlights of their experiences during the past four years, as they had been tossed up and down on the high school seas.
In 1947 the program was centered around youth activities in high school, college, the home, and the business world. In 1948 the program was centered around the milestones in music. In 1949 the program was centered around the following theme: "On Our Way," presented in two acts. In 1950 the program was centered around the following theme: "The Spirit of the Blue and White in Our Lives." In 1951 the program was centered around "Our School," a pageant attempting to show the necessity of completing high school.

**Trend Toward a Practical Work Experience Program**

**1946:** Work experience was not a recognized part of the school program and time was not provided for it. No arrangement was made in the school for guiding or following up students in work situations.

**1951:** Work experience is recognized as a part of the regular school program. Flexible time schedule, school credit for work experience, advice on budgeting earnings, occupational information, emphasis on human relations comprise arrangements made to support the work experience program. The school fosters respect and dignity for work experience and all services to the community.

**Trend Toward a Productive In-Service Education Program**

**1946:** The in-service program consisted of efforts to develop a strong effective subject-centered program. Faculty meetings were concerned mainly with administrative matters and occasional reports by individual teachers on ways of strengthening the subject-centered curriculum and ways of motivating pupils to learn. Factors influencing the character of their in-service education program were low salaries, limited summer school attendance by teachers, meager professional library, limited and narrowly trained teaching staff, six faculty meetings per year, occasional consultant services, and a limited sense of direction.

**1951:** The in-service education program consists of a cooperative effort to study and appraise life in the school on the basis of a guiding philosophy. Faculty meetings are concerned mainly with the development of cooperative plans for curriculum development and with consideration of the imperative needs of youth. These practices, we feel, transcent established departmental organization. Therefore, the in-service educational
program in the Lincoln High School is designed to assist staff members in developing the skills and insights necessary to move in the directions implied by these needs.

Trend Toward Closer Coordination of School Services

1946: School services were coordinated, as far as possible, through the principal's office. The problem of coordination was intensified by a small operating budget; limited library space, materials, personnel; classroom equipment unsuited for realization of goals in school philosophy; lack of gymnasium and cafeteria; and limited personnel.

1951: Services are coordinated through faculty committees and individuals employed to assume special responsibilities. The principal is ex-officio member of all committees. The problem of coordination is lessened in view of substantial budget for instructional supplies and services, improved classroom facilities, gymnasium and modern cafeteria, enlarged library, and increased library personnel. The faculty is committed to the coordinated program because it appears to offer advantages to all.

Trend Toward Effective Community Cooperation

1946: Community cooperation was a highly desired but incidental part of Lincoln's program due to limited facilities. There was a feeble parent-teacher association and occasional services were rendered by teachers and pupils in the community.

1951: Community cooperation is a strong and active emphasis in the Lincoln program. The program of adult education is well underway with veterans and other adults taking advantage of night school. The community library is housed at Lincoln. The school provides a meeting place for many civic organizations. The gymnasium, cafeteria, and auditorium are used for community recreation and cultural programs.

Trend Toward Comprehensive and Functional Evaluation Program

1946: Evaluation was confined largely to traditional judgments expressed as symbol marks. The staff had no effective basis for evaluation. Very little information was passed on with children from grade to grade and teacher to teacher. There was no clear-cut point of view about evaluation.
Evaluation is regarded as a continuous and cooperative effort to interpret living and problems in the Lincoln High School. Interpretations are based on the findings of careful studies which resulted in program changes.

Practices include periodic letters to parents about progress of pupils, conferences with parents, more informative report cards, differential standards of promotion, broad participation of pupils in self-evaluation, and continuous assessment of the program by the faculty in light of school objectives. The faculty feels relatively secure and welcomes critical examination of its program by other educators, parents, and citizens. However, the faculty is not satisfied and sees the need to continue its cooperative efforts in order to discover, through experience, how to cooperate at higher levels on broader problems of the school and community.

In light of these trends and the data which support them, the program is now evaluated.

**Evaluation of the Program**

One of the chief contributions that can be made, by a study of the reorganization program in the Lincoln High School, is an identification of the gaps and problems that need to be considered before the school can fully realize its stated goals. To do this, the criteria for philosophy, curriculum and class procedures, facilities and resources, including personnel, and school-community relationships developed in Chapter VI, which involves changes made in the Lincoln High School program during the period of this study.

It should be recalled that the primary purpose of evaluation in this study was to increase the effectiveness of the reorganization program. To achieve such a purpose, evaluation was looked upon as an integral and continuous part of such a program. It is our belief that the purposes of evaluation should be defined in terms of desired changes in behavior.
It is further believed that the purposes should be flexible; they should be subject to review, restatement, and redirection whenever necessary in evaluation activities. Still further, evaluation should be based upon abundant descriptive evidence obtained in a variety of ways.

It should be mentioned here that the criteria developed in Chapter IV are stated again before being applied to each phase of the reorganization program under way at Lincoln High School.

I. **Criterion for School Philosophy**

1. Does the school have a unified, carefully formulated, cooperatively developed educational philosophy which is functional, democratic, and continually revised in adaptation to changes in society?

The criterion proposed in this study for evaluating the school philosophy requires that judgments be made regarding the extent to which the school is operating in terms of its stated goals. Data presented in Chapter VI indicate that since revising the school philosophy in 1946, the staff has made a sincere effort to implement it in each phase of the school program.

The educational philosophy of Lincoln High School not only determines the specific responsibilities of the school which are stated as goals, but it does even more. It characterizes every action of the school. It charts the school's course for attaining maximum effectiveness. Equally important with the development and acceptance of a philosophy is the operation of the school in terms of it. The Lincoln
High School staff has made every effort to operate in terms of the school goals. The Lincoln High School educational philosophy further serves as a guide in helping to determine needs and in formulating plans for enriching educational opportunities of youth in the school.

The writer wishes to cite evidence to show that the Lincoln High School philosophy has served and still is serving as a guide in determining the direction toward which the school is moving.

The fundamental educational decisions in the Lincoln High School are made cooperatively by the teachers, the pupils, the principal, the superintendent, and the parents. There is a wholesome climate shown throughout the school. This climate reflects a generally happy mood. A committee representing the Southern Association of Colleges and Secondary Schools evaluated the school in 1951 and stated that the school reflects a generally happy mood, that the students appear to be relaxed and free of tension. This committee also stated that the relationships of students and teachers are those of friendly comradeship, of mutual respect for others as persons.

The philosophy of the Lincoln High School provides for an educational program that is really functional in the lives of youth. This is true because the program has been based on the vital needs of youth in the school as revealed in a large number of studies carried on in the school with the aid, direction, and encouragement of the principal, teachers, and students. Data presented in Chapter VI of this study will substantiate the above statements. There are many other examples of cooperation in school activities involving pupil-teacher planning,
better teacher-teacher planning, better administration-teacher planning, and better school-community planning. As a result of these cooperative efforts there is greater harmony in the entire school program. Attitudes and beliefs of the staff have been modified concerning classroom plans, practices, and activities. Students and parents have been given more opportunities to participate in the over-all planning in the school. Staff members assume the role of mature guides and the students the role of learners. Promotion in the school is made on the basis of what is best for the growth and development of the whole personality of the child. The faculty believes that one of the major functions of the Lincoln High School is to provide the growing pupil with knowledge, skills, and insights whereby his attitudes and beliefs will be modified to lead him into an intelligent participation in the cultural values and the practical responsibilities which are concomitant with a wholesome and satisfactory community life.

Moreover, the school philosophy has been used as a guide:

1. In determining school facilities and resources needed for a functional school program.
2. In the selection of teaching personnel.
3. In planning for the in-service education of teachers, parents, students, and other adults of the community.
4. In furthering the program of school-community relationships.
5. In providing freedom of speech and action in the school for pupils as well as teachers.
6. In showing respect for the individual personality of each child in seeing that he is given an equal chance to develop along with his fellow schoolmates regardless of his social or economic status.
7. In providing opportunities for students, teachers, and administrators to cooperatively plan units of work, select books, visual aids, and other teaching aids in terms of the social philosophy of the school.

The above-mentioned evidence indicates that a large number of staff members and students in the Lincoln High School are using the school philosophy to guide them in their school experiences; and that there is an increase in the number of pupils and teachers who understand that democracy involves a school that is really functional in the lives of the young people.

A weakness in the school's philosophy is that it does not include the faculty's belief about the pattern of curriculum, including scope and sequence. While the teachers have assumed that the state pattern was adequate it appears now that the subject-centered curriculum, in many regards, is inconsistent with the important values inherent in the democratic philosophy. Therefore, the statement needs to be examined to include the beliefs of the staff regarding the pattern of curriculum that will be more consistent with the democratic philosophy. A step has been taken toward the social living core curriculum. As a result of this study more light has been thrown on the possibilities held in this type of curriculum pattern.

It should be kept in mind, however, that there are many hurdles to get over in order for a school to move from a subject-matter centered curriculum toward a more democratic approach. For example, the effect of the Carnegie unit requirement, the college training and successful experiences of teachers using the traditional approach, the certifica-
tion requirements of teachers adhered to by the state department of education, and the reluctance of teachers, in general, to want to work for change toward something new or different.

In view of the evidence cited it seems reasonable to conclude that on the matter of philosophy, the criterion has been met only partially. As the Lincoln High School faculty begins to state definitely in writing and action its beliefs about the pattern of curriculum which it wishes to follow, the school philosophy will take on new meaning and responsibilities for both students and teachers.

II. Criteria for Curriculum and Class Procedures

1. Is the curriculum reorganization program designed to foster the expressed purposes of the school by methods that are chosen in terms of facts about how children learn, grow, and develop?

If a school staff is sincere in its purposes this will be reflected in the school's program. One of the basic tenets of democratic living is that people must learn to use the method of intelligence in the solution of problems. In the Lincoln High School the staff members have used the method of intelligence in the determination of the proper content for the socialization of children. Many examples have been presented in Chapter VI of this study. For instance, the findings in the many action studies carried on in the school during the past five years have been implemented into the school program.

It appears to the writer that purposes are not statements that should be forgotten while curricular practices remain unchanged. This
presents a real challenge to the faculty to see that purposes are being realized by using methods consistent with what is psychologically sound. Child growth and development has received more attention than any other item considered in the Lincoln High School reorganization program. Staff members have indicated that they need additional help in this area.

There is evidence that the staff has recognized the integral relationship which exists between curriculum and guidance, as evidenced by the organization of the social living area and activities whose basic content was concerned with the personal and social problems of boys and girls. The students in the school seem to be aware of the methods which are used to solve common problems in a democratic manner and with the responsibilities which are involved in these methods. This was observed in classroom situations and in many of the activities sponsored outside of the classroom. For example, studies made of the cafeteria situation in the school and the student health survey, involved cooperative planning on the part of students, teachers, and community health agencies. The findings in these two studies, when revealed to the staff, had a direct bearing on what was taught children in certain areas such as social living, science, homemaking, health and physical education. The health resources of the community are being used for the benefit of the students. The size of the classes are such that teachers may deal with individual problems.

Besides the knowledge, insights, and skills gained by staff members through their daily relationships with pupils in the school, the
in-service education program consisting of small groups working on school problems, workshops, field trips, reading of professional books and research reports on child growth and development, and consultant services from the state department of education and the two state institutions nearby, helped to enrich the educational program for the youth in the school.

In view of the above-mentioned evidence, the writer feels that this criterion has been fairly well met. There is still need for the staff to consider further the research findings of many administrative leaders and teachers in education who have been pioneering with the core curriculum, so that they might see more clearly the vast possibilities of developing a curriculum in harmony with modern concepts of experience learning. Further, the staff should consider the benefits accruing from a curriculum that would be equally consistent with the kind of behavior competencies needed in our democratic society.

2. Is the development of the school curriculum a cooperative function, with teachers, pupils, administrators, professional consultants, and qualified lay people actively participating?

One of the basic tenets of democratic living is a faith in cooperative planning and action as an effective means of solving problems. The development of the reorganization program at Lincoln High School has provided opportunities for teachers, pupils, parents, administrators, consultants, and lay citizens to make their contributions. The various activities and action studies carried on in the school could not
have been effected without the cooperation of all the personnel connected with the school and many individuals and institutions not directly connected with the school, but who were interested in making whatever contribution they could. In the operation of the curriculum, knowledge of groups is employed. The curriculum and class procedures are designed to build social patterns that will sustain the new personalities. The curriculum emphasizes discipline in intellectual methods and social techniques.

Because the program has provided opportunities for group cooperation there is no reason to believe that some effort has not been put forth here to develop the individual capacities of youth. The staff firmly believes that individual capacities should be developed as groups grow in effectiveness in working together. Teachers recognize the activity program as being complimentary to and integrated with common learnings activities rather than as separate parts of school life. Helping the pupil acquire the necessary facility and in making possible the opportunity for solving his personal problems and in meeting his needs is generally considered a whole school responsibility. All the experiences provided in the school are oriented toward meeting the growth needs of children in a democratic society. In view of the active participation on the part of those connected with the Lincoln High School reorganization program it can be said that this criterion has been fairly well met.

There is still a need to give attention to the development of school resources which will include the needs, problems, and interests
of all pupils of high school age in the community. Further, attention should be given to school resources and curriculum which will strengthen the development of aesthetic and cultural values of individuals. For example, efforts should be made immediately to broaden the music, the art, the home and family living program in the school.

3. Is continuous evaluation made an integral part of the curriculum program in the school?

All activities sponsored in the school are evaluated by both teachers and students. Learning units are evaluated at stated intervals agreed upon by pupils and teachers. Students evaluate their own work in terms of criteria set up by the class. Recently an outside state committee was invited in to evaluate the work of the entire school. While some phase of the school program is always being evaluated, special efforts are made during the post-planning and pre-planning periods to look at what is being done throughout the entire school program. Evaluation of the school program has helped the staff to see more clearly the gaps in the program and the quality of instruction in the school. The staff has some definite idea as to the next needed steps to be taken as a result of evaluating the school program. The school is not operating in vacuum anymore, because the staff and pupils have discovered problems that need to be solved. In the past five years all phases of pupil growth have been evaluated in terms of the school philosophy, the stated school goals, and in terms of the democratic
philosophy. Continuous evaluation has become an accepted phase of the program of work in the Lincoln High School, with students and teachers sharing in the process equally.

One of the major aims of this study was to develop and apply a set of objective criteria which would reveal how well the school was achieving its purposes. In view of the evidence presented it can be said that this criterion has been fairly well met. There still is need for the staff to get additional experiences in group appraisal and self-appraisal. The staff needs more opportunities and techniques in evaluating all phases of pupil growth; for example, intellectual, physical, emotional, social, and the like. Provision should be made for a more adequate follow-up of non-college graduates and drop-outs. The staff should re-examine the home room organization through the use of pupil-teacher committees.

4. Does the school program of studies provide vocational preparation related to the opportunities for beginning workers in the local community and surrounding area and are work experiences coordinated with school experiences?

The Lincoln High School staff has accepted the fact that every citizen must assume some responsibility for making a contribution in the world of work. Thus, the school is duty bound to help students to get work experiences. The school, through its guidance services, junior employment service, and Diversified Cooperative Training Program, provides vocational preparation and opportunities for beginning workers in the school and community. Through the vocational program of—
fered at Lincoln High School students receive training in six voca- tions.

Lincoln High School students have many opportunities to explore their vocational interests under the guidance of the school. Through the Diversified Cooperative Training Program the school and the community, jointly, provide experiences for young people to gain work experiences and skills while they are still in school. The school makes use of the community resources in carrying out many phases of the work program. Many students are given useful work opportunities around the school. For example, the pupils in the carpentry class do many repair jobs around the school. Students from this department helped to build the vocational shops in which they are now being trained. They also helped to build the gymnasium. Pupils in the painting class do most of the painting jobs around the school. Pupils in the tailoring class make their own clothes, they keep the physical education equipment repaired, and do odd mending jobs around the school. The masonry class does all of the brick work around the school. The auto mechanics class takes care of the repair work on the school bus and care of the cars of the faculty members. The commercial cooking class helped to prepare meals in the school cafeteria. This class also prepares food for special school parties and banquets. Graduates from the vocational department find employment opportunities in many parts of the country. As a rule, they find work as soon as they complete the course.

The criterion for vocational preparation related to the opportunities for beginning workers in the community has only been partially
Very little has been done to take care of the vocational needs of our young girls. At the present time a few girls are enrolled in the tailoring class. Many high school students have not been able to get vocational training of their choice because the vocational school was first started to provide training for veterans in our community who were below college level. As the veteran program gradually passes out more of our regular high school students will get opportunities to learn a vocation. Opportunities will be provided for at least 100 students to register in the vocational department beginning with the 1952–53 school term. We have already been assured that beauty culture will be added for girls next term.

5. Does the school curriculum take its orientation from the imperative needs of all youth in the school?

One of the basic tenets of democratic living is a deep and abiding respect for each individual personality. Through the method of intelligence certain imperative needs that are common to all youth have been uncovered. If schools expect to promote a democratic way of life they must see that individuals are not denied the opportunity to share in understanding the democracy that is being built.

The Lincoln High School curriculum does take its orientation from the imperative needs of all youth in the school. The writer would like to say, however, that the school, at present, does not have the needed facilities, resources, and personnel to meet the needs of all the children who attend the school. The staff believes that this is a de-
sirable and worthy goal toward which the school is attempting to move. Students in the Lincoln High School are encouraged to state what they think and feel about any situation in the school. In Chapter VI of this study there is evidence to show that all of the studies carried on in the school were done in anticipation of meeting the needs of our students who enrolled in the school. For example, the findings in the health survey pointed out many needs in the area of health that the school was not meeting. The freedom given students in the school helped to bring about a closer relationship in the school. The questions raised by students and the suggestions given by those who participated in the lunchroom survey were given immediate consideration by the staff and administration of the school. This action bears out the fact that students are encouraged to raise questions and state their beliefs about school situations.

The findings of the community survey and the study of the holding power of the school revealed certain socio-economic conditions of our pupils that needed attention. The findings relative to the holding power of the school showed definitely that we were losing many students before graduation. These early school leavers are ill-equipped for successful participation in a highly technological age. When the findings were made known the school took steps to modify the program. For example, when it was known that many of our students were having difficulty remaining in school because of financial conditions in their homes, the school introduced the junior employment service in order to help needy but worthy students to get part-time employment. The inclusion of
the Diversified Cooperative Training Program was another effort in this
direction to help our students to earn as well as learn while they were
still in school.

Another way in which the school modified its program was by pro-
viding more free activities in the school so that students who did not
have any money would not become embarrassed. The price of pay affairs
in the school was reduced so that a larger number of students could
participate.

The survey of student attitudes toward school life gave the staff
a new slant on what and how students were thinking about their school
experiences. As a result of these findings, teachers began to modify
their teaching methods and the way in which they were planning learning
units with boys and girls. The school program provides for guidance as
an integral part of the curriculum. The staff has considered the pos-
sibilities for use of the two-hour block of time being extended through
the twelfth grade. The staff has also considered the relation of
guidance to curriculum development, especially where certain individual
needs which need more attention than can be given in a learning unit.
For example, arranging time to help students who are having reading dif-
ficulties, who have writing handicaps, who lack the grasp of certain
quantitative concepts, and the learning unit itself.

The results of the testing program in the school revealed certain
definite group and individual weaknesses of our students. For example,
the results of the Iowa Every Pupil Test of Basic Skills showed that
many of our students were seriously retarded four or more years in
reading, work study skills, language skills, and arithmetic skills. As a result of these findings becoming known to the staff, teaching materials, more nearly on the actual reading level of pupils, were introduced into the school program. A sound reading program was started in the school with teachers of all grade levels and areas cooperatively participating in the venture.

The findings in the survey of vocational interests of Lincoln High School students pointed out many needs which the staff had not given consideration to before. As a result of this study and others carried on in the school, guidance took on a new emphasis in the school program. The staff, for the very first time, realized how limited the vocational opportunities were for the girls in our school. Teachers began to make home visits without complaining. There were many evidences of incidental counseling by the social living and the regular subject-matter teachers. The school was able to secure the services of a full-time school counselor. Planning periods for individual conferences during the regular school day were provided.

The follow-up study of the graduates indicated certain shortcomings in the school program of offerings and the quality of work being done in the school. The study of the cost of attending Lincoln High School indicated that the school itself was partly to blame for causing many students to leave school before graduation. Efforts were put forth to correct these shortcomings in the school program.

The check list on the Imperative Needs of Youth revealed the need for the staff to consider seriously the many unmet needs of stu-
dents in the school. For example, the results showed that pupils
needed more information about understanding local job opportunities.
In the area of citizenship students felt that there was a need for
sharing more fully in classroom planning and for observing public of-
ficials at work. Students felt the need for more information about
family living and the selection of mates. Students desired more par-
ticipation in wholesome leisure-time activities, and more skill in
problem-solving and self-evaluation. As a result of these findings the
staff became highly motivated for participation in guidance activities.
There was more vocational and social guidance carried on through club
activity. More stress was placed on "Career Day" and "Vocational
Guidance Week." A greater emphasis was placed in school activities and
learning units on occupations. More use was made of individual pupil
information obtained from check lists, questionnaires, and evaluation
sheets. There was a willingness on the part of staff members to con-
tribute to anecdotal records. Successful use was made of the guidance
committee for leadership purposes. There was more cooperation on the
part of staff members in exchanging information about pupils. More at-
tention was paid to teacher-pupil evaluations in the school program.

All of the action studies carried on in the school had a direct
bearing on the curriculum reorganization program in the Lincoln High
School. In view of the many studies carried on in the school by the
staff, the pupils, the parents, and other interested lay citizens, it
was found that, in many instances, the needs of our students were not
being met in full. In view of the evidence which has been cited we can
say that this criterion has been partially met. The school has done a far better job of meeting the needs of boys that it has of meeting the needs of girls. Many more studies will have to be made in the school and the staff will need to gain new insights, techniques, and knowledge toward meeting the imperative needs of youth before this criterion can be fully met. The school must attempt to offer an educational program that will meet the needs of all normal youth of school age who live in the community.

III. Criteria for School Facilities and Resources, Including Personnel

1. Does the school plant provide the physical facilities to conduct a program designed to meet the educational needs of youth of secondary school age?

Many substantial improvements have been made in the facilities and resources of the school during the period of this study. The physical environment has been improved through landscaping the grounds and through zoning regulations by the city commission. Transportation facilities have made the site readily accessible. The site has been increased to twelve acres with approximately ten acres available for play area. Traffic police, traffic lights, the school boy patrol, and safety signs have been provided to lessen traffic hazards around the school. Grass, flowers, and shrubbery have been planted on the school grounds by students with the vocational agriculture class leading the venture. There has been some improvement in the drainage on the grounds. Paved roads have been provided on all sides of the school.
Additional sidewalks have been built on the site. The rear entrance to the school has been paved so that school buses can enter without difficulty on rainy days. City buses pass near the school site every 30 minutes.

Since the beginning of this study three additional buildings have been added to the school site. These buildings now house the physical education, the lunchroom, and the vocational shops. New lighting facilities have been installed in all high school classrooms. Electric-cooled drinking fountains have been installed. Better rest room facilities have been provided for lady teachers. Fourteen additional classrooms have been added to the school plant, exclusive of the gymnasium. Additional seats and tables have been added to the classrooms. Additional facilities have been added to the auditorium.

The school has a well-appointed and tastefully decorated library, with an atmosphere conducive to study and leisure-time reading. The book collection has been increased each year. Teachers and students now make greater use of the library facilities. The library facilities are open to the general community after school hours.

The business department, the homemaking area, and the agriculture department have all received some new equipment during the period of this study. The school has purchased a 32-passenger bus for the purpose of transporting groups on educational field trips.

While many worthwhile improvements have been made in the physical facilities and resources at Lincoln High School, the site still needs improvements in drainage. At the conclusion of this study in 1951, the
school needed a cyclone fence around the grounds. This has been erected. There is still a need for additional classroom space and for more modern furnishings in classrooms, including an intercommunication system, museum cabinets, science tables, and work tables in general. The library budget needs to be increased if our students are to have the richest possible opportunities to grow and develop through reading.

In view of the evidence cited it appears that this criterion has been only partially met. Many new improvements will have to be made in the Lincoln High School before the school can conduct a program to meet the educational needs of all youth in the school.

2. Are the number of staff members in the school adequate in terms of the curriculum (which includes general and special needs) and school enrollment?

Marked professional development has taken place in the Lincoln High School as a result of the in-service education program and the sincere efforts on the part of the staff to design and carry out a program in keeping with the philosophy and goals of the school. The school has a well-trained staff that has continuously tried to improve through further development. There is not a teacher on the staff with less than four years of college training. Most of the staff members have done advanced work beyond their first degree. Several teachers have earned their second degree. There is a diversity of preparation and viewpoints on the part of the staff to meet the needs, abilities, and special interests of pupils. There has been a satisfactory balance
between limited and extensive experience of the staff members in their length of service in the school.

The staff members have made every effort to improve through the in-service education program in the school. During the period of this study the staff has improved through travel, pre-school and post-school conferences, workshops, summer school experiences, professional reading, study groups within the school, school evaluations, inter-school and intra-school visitations. The staff seeks expert guidance and professional help in areas where it is weak. For example, experts in a number of areas are called in from the state department of education, the Florida State University, and Florida Agricultural and Mechanical College for conferences with special faculty study groups whenever their services are needed. The Sociology Department of Florida State University helped with the community survey. The Psychology Department of Florida State University uses the Lincoln High School as a laboratory for testing purposes. Consultants from the Psychology Department of Florida State University have been called in to help with the guidance and testing program in the school.

Significant changes have taken place in the salaries paid teachers in the school during the period of this study. The salaries of classroom teachers were almost doubled over a five-year period, 1946-51. After the 1951 State Legislature failed to grant the teachers a pay increase, the local school board voted a ($165.00) pay increase across the board. In spite of the salary increases the cost of living has remained far ahead of wages. A salary schedule based on training,
experience, and teacher rating was adopted by the local school board in 1948. Since 1947 the school board has made definite provisions regarding tenure and types of leaves of absence.

The pupil-teacher ratio in the school has remained fairly stable. As the student enrollment has increased, the teaching personnel has also increased.

Cooperation is high among staff members in the Lincoln High School, but the criterion has been only partially met. The faculty has been able to produce very little in the way of professional writing. Such writing would provide tangible evidence of the staff's clarity in purpose and attitude toward the program.

As members of the staff take on professional responsibilities generally expected of a school such as Lincoln, the school can provide even richer opportunities for the growth and development of all persons touched by the program.

IV. **Criteria for School-Community Relationships**

1. Does the school take full advantage of all opportunities to foster improved living in the community?

   It is the belief of the Lincoln High School staff that good teaching is good public relations. It is further believed that good public relationships begin in the classroom. Students who attend school daily are the best media of selling the school program to their parents.
and the public in general. Each school employee at Lincoln is expected to play an important role in promoting good attitudes and relationships between the school and the community.

The school has attempted to make personal contact with every home where there is a child enrolled at Lincoln. Staff members have used home visits and other opportunities to explain the school program to parents and other interested citizens in the community. The school is tied vigorously into the life of the community. The school helps to appraise community life and improve it. The school deals with actual local examples of racial discrimination and other problems of minority groups. The school helps to carry on a program of social action in the community.

Teachers who work with pupils in school also work with adults of the community in developing educational activities in which the citizens are especially interested. The community is kept informed, at all times, what the school is trying to do. The community is encouraged to make use of the school facilities. For example, adults use the school gymnasium for recreational purposes. The school sponsors an adult education program in the evenings so that those adults in the community who work during the day can attend school at night and further their education. Students pay a sum of only $5.00 per year for this opportunity. The school library is open in the evenings for the benefit of adults in the community.

The school makes use of the public press, the radio, and a speakers' bureau to promote better school and community relationships.
The school band, quartets, choral groups are often asked to appear on special occasions before white and Negro groups in the community. The school principal is usually asked to head up most of the annual civic drives in the community, such as the Community Chest Drive, the Annual Polio Campaign, the American Red Cross Drive, the Christmas T.B. Seal Drive, and the like. There is always a Negro chairman and a white chairman of each activity.

The school has taken a very active part in sponsoring an exhibit at the Leon County Fair Association annually. During the past few years the school has taken the initiative in sponsoring an annual "Clean-up, Fix-up, Paint-up Campaign" in the community. The school also lends its support to homemaking projects in the homes of our students, assists with 4H Club Projects, the New Homemakers of America, the New Farmers of America. The school organized one of the first Boy Scout Troops in the city. Two members of the faculty serve as scoutmasters. Several lady teachers work with the Girl Scouts of America. All of the staff members are active members and workers in various churches of the community.

Students have been given practice in voting in the school as part of their citizenship training. It is hoped that as these students see the advantages in voting in school for the various offices and positions, they in turn will see the greater implications in later life. It is further hoped that students will encourage their parents to register and vote in worthwhile civic issues and programs.

The school has cooperated with the local, state, and national
health organizations in helping to promote a better health and safety program in the community.

Because the school does serve as a vital focal point of community activities, it is felt by the writer that this criterion has been fairly well met. The school needs to help to get better recreational facilities in the community for adults. There is a need for better supervision of recreational facilities on a year-round basis. The community ought to have a swimming pool. More publicity ought to be given to worthwhile activities of a community nature. Church groups ought to be encouraged to participate more in helping to sponsor health and recreational activities in the community.

2. Does the school use every available means for establishing an effective parent-teacher association?

It is the belief of the staff that if teachers are to guide students effectively, there must be established a close interaction between parents and teachers. The Lincoln High School has worked toward fostering desirable social attitudes and relationships with the family and the community. As a result of the school's efforts and the cooperation of the parents, there is a functional parent-teacher association in the school. This association is headed by a recent graduate of the school.

Parents have been very active in helping to promote worthwhile activities in the school. For example, parents have helped to get additional facilities in the school such as playground facilities, trans-
portation facilities, band uniforms and instruments, in helping to supply milk for underprivileged children, and helped to pay for the school bus. Parents were instrumental in getting better police protection for the school and additional playgrounds for the community. Parents help the staff and administration in interpreting the school program to the community.

Many other community organizations have shown an interest in the school program. For example, several graduate chapters of Greek letter organizations have given money to the school to help underprivileged children. Others have given scholarships to worthy students in the school. Garden clubs have given flowers to the school for beautification purposes. Local nurseries have given shrubbery and flowers to the school. Local florists have given flowers to the school for special occasions. The local Lions Club furnishes badges and uniforms to the patrol boys each year. They give the patrol boys a free trip to a football game out of the city each year and sponsor a picnic for them each spring. The Kiwanis Club helps to provide glasses for underprivileged children in the school. The Gideon Bible Society gives free Bibles to the members of the graduation class each year.

Many opportunities have been extended to parents to participate in over-all school planning where their children have directly been affected. Through class mothers' clubs, planned presentations, special movies for parents, lectures, panel discussions, parents' night activities, and a good over-all program in which parents are active and teachers do not take over, hundreds of eager parents have come to realize
that they are really needed in helping to carry out an effective school program.

In view of the efforts of the Lincoln High School personnel, and in view of the evidence cited, it seems that this criterion has been fairly well met. There is still the problem of reaching parents who live in distant rural areas. Some parents live more than twenty miles from the school and it is sometimes inconvenient for these parents to attend parent-teacher meetings and other special parent activities sponsored in the school for their direct benefit.

**Summary**

One of the major benefits derived from applying a set of objective criteria to the reorganization program at Lincoln High School was that administrators and staff members became aware of the many inconsistencies between theory and practice. The purposes for the Lincoln High School program have grown out of a study of the nature of our society, the problems and needs of youth, and a knowledge of the learning process. We cannot deny youth the opportunity to share in understanding the democracy that is being built, and then expect them to actively participate in living it.

The Lincoln High School educational philosophy serves as a guide in helping to determine needs and in formulating plans for enriching educational opportunities of youth in the school. Evidence has been cited to prove that the school philosophy is really functional in the lives of youth enrolled. Children are given an equal opportunity to
succeed in the school program. The school staff has had to face many barriers as it attempted to change the educational program in the school.

The school staff is sincere in its purposes. This is reflected throughout the school's program. Both students and teachers are aware of this. The school recognizes the integral relationship which exists between curriculum and guidance.

The in-service education program in the school has helped to improve the professional status of the staff as well as enrich the educational program for youth in the school. The staff should consider more seriously the vast possibilities offered through the use of the core curriculum. The reorganization program in the school could not have been effected without the cooperation of many individuals and groups who were interested in the school program. Attention should be given to school resources and curriculum which will strengthen the development of aesthetic and cultural values of individuals in the school and community.

Evaluation is a process in which the beliefs and practices may be tested by both teachers and students. As a result, the gaps in the school program should become more visible. Considering the evidence cited in this chapter the school is doing a fairly good job of achieving its purposes.

We live in a work-a-day world and students in school must be made aware of this fact. The school has done a good job in meeting the vocational needs of its boys, but very little has been done for the girls.
As teachers in the Lincoln High School gain in insights, experiences, and knowledge and as better facilities and resources are provided, the better position the school will be in for meeting the imperative needs of all the children. At present far too many students are leaving the school ill-prepared to face life situations.

Too much time and planning cannot be spent in including parents and community-minded citizens in the over-all school program. Parents are eager to help wherever they can if they are first made aware that they are really wanted as participants in the greatest American venture — education for all the children, regardless of social or economic status.

The next chapter will present the general conclusions and recommendations of the study.
CHAPTER XI

GENERAL CONCLUSIONS AND RECOMMENDATIONS

One purpose of this study was to evaluate the extent to which a philosophy of education formulated by the Lincoln High School faculty has influenced curriculum development in the school. A second purpose was to identify and appraise the cooperative techniques being used by the Lincoln High School staff in terms of criteria evolved from the democratic philosophy. Finally, a third purpose was to utilize the information and insights gained through this study as bases for long-term plans for the improvement of the program in the school. The realization of these three purposes, and the concomitant development of professional growth on the part of the Lincoln High School faculty, will constitute a type of progress that is urgently needed in Lincoln High School and in the Florida school system at large.

Perhaps its strongest contribution as an educational study lies in the method used in projecting the study. Five generally accepted steps in problem-solving provided the point of departure for the method used in the study. These steps may be briefly summarized as follows:

1. Identification of the problem
2. Cooperative development of plans for solving the problem
3. Collection of relevant data
4. Drawing inferences from data in the form of proposed action which meets selected criteria

5. Identification of new problems

Problem solving not only provided the approach to curriculum reorganization used at Lincoln High School, but also the basis for a continuous in-service education program. The in-service education program has consisted essentially of a group of cooperative studies or action researches designed to obtain a deeper understanding of the problems of adolescents in relation to their immediate environment. These studies, taken together, are properly seen as the evaluation program in the Lincoln High School. The method of the study, then, illustrates a useful means by which curriculum reorganization, in-service education, and evaluation may be intimately related in the developmental program of a school.

**Bases Used for Evaluation**

Two bases were used for the evaluation process described in this study. The first basis was a philosophy of education developed cooperatively by the Lincoln High School faculty. The essential values of this philosophy were (1) democratic living in the school; (2) social, economic, personal, and civic development of adolescents. The school's commitment to the development of adolescents in these four areas assumes that the needs of adolescents may be conveniently arranged in these areas. The second basis for evaluation consisted of a set of objective criteria. These criteria were developed and stated in Chapter IV and
mentioned again in Chapter IX. The validity of these criteria rests on the democratic philosophy, which makes them appropriate for use in appraising action underway in an educational enterprise.

**Major Findings of the Study**

1. The curriculum of Lincoln High School was revealed as a transitional type between subject-centered curriculum and an experience-centered curriculum.

2. The reorganization program was revealed as an example of reflective thinking or problem-solving approach applied to problems of living in the school.

3. The in-service education program was revealed as action research dealing with types of professional competence needed by teachers in the development of a curriculum based on the needs of adolescents.

4. The criterion for philosophy was adequately met in terms of serving as a guide in determining the direction toward which the school is moving, in providing for an educational program that is really functional in the lives of youth. This criterion was not met in regard to inclusion of the faculty's belief about a pattern of curriculum including scope and sequence. Therefore, the statement needs to be re-examined to include the beliefs of the staff regarding the pattern of curriculum that will be more consistent with the democratic philosophy.

5. The criteria for curriculum reorganization have been met to an acceptable degree regarding the expressed purposes of the school being reflected in the school's program, in recognizing the integral relationship which exists between curriculum and guidance, relative to the increased effectiveness of the in-service education program in improving professional status of the staff, relative to a faith in cooperative planning and action as an effective means of solving problems, relative to applying objective criteria which would reveal how well the school was achieving its purposes, relative to opportunities for students to explore their vocational interests under the guidance of the school. These criteria were not met in regard to meeting all of the imperative needs of youth. The school must offer an educational program that will meet the needs of all normal youth in the community.
6. The criteria for facilities were adequately met in terms of improvement of the physical environment, accessibility of the school, size of the site, play area, traffic and transportation dangers, drainage of the school grounds, good roads, walks, transportation facilities, number of buildings on the site, building services, special service rooms, library services, and increased financial support for teaching materials and resources. These criteria were not met in regard to proper drainage of the school site, the plant still needs a cyclone fence as a means of protection, and additional sidewalks are needed. There is still further need for more modern furnishings in classrooms, including an intercommunicating system, museum cabinets, and more work tables. The library needs to be enlarged to accommodate a more representative group of students in the school.

7. The criteria for school-community relationships were adequately met in terms of an improved public relations program, the use of the school as an educational and recreational center, and an improved health and safety program. These criteria were not met in regard to the establishment of a direct line of communication with all the homes of all the children in the school. The school needs to do a better job of providing recreational services for adults in the community. Because of the experiences gained by the Lincoln High School staff in community planning, it is hoped that in the future they will get an opportunity to participate, at the democratic level, in planning for the development of the broader community.

8. The criteria for philosophy, curriculum, facilities and resources, and school-community relationships have been met to an acceptable degree and ten trends were in evidence. If continued, these trends can assure Lincoln High School of an educational program adequately designed to meet the needs, interests, and abilities of students. These trends were offered as evidence of consistency in direction of the reorganization program. They may be stated as follows:

Trends:

a. Toward a functioning educational philosophy.

b. Toward a consistent basis for curriculum reorganization.

c. Toward the enrichment of subjects.

d. Toward a functioning guidance program.
e. Toward maximum pupil participation and responsibility in school life.

f. Toward a practical work experience program.

g. Toward a productive in-service education program.

h. Toward closer coordination of school services.

i. Toward effective community cooperation.

j. Toward a comprehensive and functional evaluation program.

9. Definite changes have been made in the Lincoln High School program and extensive changes are in process. The staff feels that recommendations requiring group planning and action are most frequently made and are most readily carried out in the school, and recommendations requiring finance are most readily postponed, although a significant number of recommendations growing out of this study have been completed or they are in the process of completion.

The professional interest and desire on the part of the Lincoln High School staff to examine the school program, coupled with efforts on the part of all concerned to follow the procedures recommended by research studies carried on in the school, appear to be major factors contributing to the success of the reorganization program in the Lincoln High School.

The Lincoln High School needs to continue to find more ways of enhancing the personalities of its students and faculty. The students and faculty need to gain more experiences in cooperation on the highest possible level in all school activities.

The application of criteria and the findings resulting from this process made possible the identification of gaps in the developmental program at Lincoln High School. These gaps can be used as a basis for recommended next steps and long-term plans.
General Recommendations

1. That attention should be given by the Lincoln High School staff to a re-examination of the basic philosophy and purposes to a clarification of scope and sequence and hence a better understanding of direction.

2. That information and insights gained as a result of this study be used as a basis for long-term plans for improvement of the program in the school.

3. That the Lincoln High School faculty continue to make studies of school and community problems in order to refine the conclusions reached in this study concerning the opinions and attitudes of teachers, students, and parents toward the Lincoln High School program.

4. That the school should work with the leaders of the community in every way possible to eliminate such handicaps to racial progress and understanding as ignorance, disease, poor sanitary conditions, inadequate housing, low living standards, and poverty.

5. That more organized information about the Negro secondary schools in Florida be secured and used in educational planning programs.

6. That pupils in the Lincoln High School continue to be given many opportunities to engage vigorously in activities which contribute to their understanding of democratic processes.

7. That the school continue to recognize the dignity of work experience and all worthwhile vocations and services in the community.

8. That there should be provisions made for broader participation by Negroes and other minority groups at the highest level of cooperative planning in major community activities.

9. That the Lincoln High School make every effort possible to get into the school all the youth of the community of secondary school age.

10. That Lincoln High School offer a broad educational program which will be attractive to all youth and encourage them to remain in school until graduation.
11. That the Lincoln High School administration should endeavor to obtain a greater feeling of group responsibility among teachers for the curriculum reorganization program. Teachers ought to be encouraged to assume more leadership in the curriculum development program.

12. That a comprehensive study should be made by the Lincoln High School staff of the guidance program in the school in order to arrive at a better understanding of the responsibilities of teachers, guidance counselors, and principal.

13. That serious consideration be given to the elimination of the home room period from the school schedule and transferring the attendance and record-keeping functions of the present home room periods to other classes.

14. That a more functional use be made of the needs of youth and community survey studies in the actual development of content of the Social Living Course.

15. That additional resource material which will help the staff deal with individual differences in reading ability should be secured.

16. That more consideration should be given to the development of creativity on the part of students through specific planning for such experiences.

17. That a follow-up study should be made of students who have been graduated from high school and students who have dropped out of high school before graduation to ascertain their vocational, college, and life adjustment problems.

18. That more use should be made of resource people in the special areas (homemaking, music, art, industrial arts, mathematics), in the classroom and for consultant service in planning sessions.

19. That there should be more conscious planning for and evaluating of growth in oral and written expression.

20. That there should be more intellectual action with the students concerning the relations of democratic living in the classroom to such living in out-of-school experiences.

21. That there should be more development, on the part of teachers and students, of skill in leading discussions on problems real to young people; gathering data, testing hypotheses, drawing conclusions and reconstructing behavior in novel situations.
22. That the staff should clarify and come to more general agreement as to the evaluation of student progress and the means for reporting this progress to parents.

23. That provision of classroom environments conducive to the experience-centered approach should be considered. For example, there should be in the school much flexible and movable furniture, library centers, science corners, art materials, and the like.

24. That the staff should experiment with several types of core approaches then select the particular type best suited to the situation, in terms of the Lincoln High School philosophy which has been adopted.

25. That teachers continue to study and improve professionally so that the job of carrying out a program in keeping with the school philosophy and goals will be made easily attainable.

26. That the Lincoln High School staff should clarify and come to more general agreement as to just why staff meetings at the county level cannot contribute more to their professional advancement and growth.

27. The results and findings of educational research should be made available to both teachers and lay citizens. This information should be stated in language that ordinary citizens can understand. Such results should be used in the study and planning of the curriculum reorganization program in the school.

28. That the school board should be urged to spend more money toward providing better facilities and resources in the Lincoln High School.

Specific Recommendations

That the problem-solving approach, characteristic of the Lincoln High School in-service education program, should be applied to specific problems that need immediate attention. These problems are:
1. A survey of the purchasing power of parents of Lincoln High School students.


6. A survey to identify leadership among students and the values held by leaders in the Lincoln High School.

7. A survey of job opportunities in the community and surrounding area.

The local school is the most natural and effective unit for final curriculum action or change. The principal of any school can encourage experimentation in every phase of the school program, but only the teachers, working as a cooperative unit, can close the gap between theory and practice, between thought and action. Failure to close this gap, wherever it exists in American schools, will result in a tremendous reservoir of frustrated individuals. Teachers have made no deliberate attempt to create gaps in the program. in fact no one did as far as this writer has been able to determine. The gap is closing between theory and practice in many schools. As administrators, supervisors, and other school leaders provide more and better facilities, more opportunities for cooperative relationships in the school system and as teachers gain in knowledge, security, insights, respect for individual personality and love of children the better the possibilities
are for closing the gaps in our educational program. If education is to continue to receive and enjoy something like adequate moral, popular, and financial support, two things seem certain; first, the gap between the thinking of our professional leaders and that of the laymen must be kept relatively small. Blind faith in education, educational institutions and methods must be replaced by a well-informed, intelligent understanding of what we are doing and what we propose to do in the future.
BIBLIOGRAPHY


Harold Alberty, and Others, Utilizing Subjects in High School Core Program Development (Mimeographed). Columbus: The Ohio State University, College of Education, 1950.


______, How to Develop a Core Program in the High School (Mimeographed). Columbus: The Ohio State University, College of Education, 1949.


Department of Supervisors and Directors of Instruction, Teachers and Co-operation. Detroit, Mich.: The National Education Association, 1937.


_____, The School and Society. Chicago, Ill.: University of Chicago Press, 1900.


Faculty of Ohio State University School, The University School, Its Philosophy and Purposes. Columbus: The Ohio State University School, 1946.


Holtville High School Faculty, *The Story of Holtville in Cooperation with the Southern Association Study Staff*, 1944.


"Is Yours an Excellent School?" Report of the Teacher Education Workshop. Nashville: Division of Surveys and Field Services, George Peabody College for Teachers, 1948.


Same volume — Anna Brochick, "Core Studies," (a concept).


Kroeber, Elizabeth, "The Experience Curriculum at Midwood," The Education Digest, 14:34-37, No. 8, April, 1949.


State of Florida, Department of Public Instruction, Ways to Better Instruction in Florida Schools, Colin English, Superintendent of Public Instruction, Bulletin No. 2. Tallahassee, Fla.: October, 1939.

Stiles, Dan, "Look at America's High School," Harpers Magazine, XLXXXVIII, May, 1944, 516-524.


APPENDIX A

SURVEY OF FLORIDA HIGH SCHOOL TESTING PROGRAM
### Table A

RESULTS OF ENGLISH TEST ADMINISTERED TO LINCOLN HIGH SCHOOL SENIORS IN THE FLORIDA HIGH SCHOOL TESTING PROGRAM, BY YEARS AND BY PER CENT OF STUDENTS IN EACH QUARTILE

<table>
<thead>
<tr>
<th>Years</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Total</th>
<th>(Base)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>20.3</td>
<td>20.3</td>
<td>22.1</td>
<td>37.3</td>
<td>100</td>
<td>(59)</td>
</tr>
<tr>
<td>1950</td>
<td>17.1</td>
<td>34.0</td>
<td>23.4</td>
<td>25.5</td>
<td>100</td>
<td>(47)</td>
</tr>
<tr>
<td>1951</td>
<td>18.8</td>
<td>25.0</td>
<td>28.1</td>
<td>28.1</td>
<td>100</td>
<td>(64)</td>
</tr>
</tbody>
</table>

### Table B

RESULTS OF SOCIAL STUDIES TEST ADMINISTERED TO LINCOLN HIGH SCHOOL SENIORS IN THE FLORIDA HIGH SCHOOL TESTING PROGRAM, BY YEARS AND BY PER CENT OF STUDENTS IN EACH QUARTILE

<table>
<thead>
<tr>
<th>Years</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Total</th>
<th>(Base)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>8.6</td>
<td>18.6</td>
<td>18.6</td>
<td>54.2</td>
<td>100</td>
<td>(59)</td>
</tr>
<tr>
<td>1950</td>
<td>19.1</td>
<td>32.0</td>
<td>25.5</td>
<td>23.4</td>
<td>100</td>
<td>(47)</td>
</tr>
<tr>
<td>1951</td>
<td>18.8</td>
<td>20.3</td>
<td>28.1</td>
<td>32.8</td>
<td>100</td>
<td>(64)</td>
</tr>
</tbody>
</table>
### TABLE C

RESULTS OF NATURAL SCIENCE TEST ADMINISTERED TO LINCOLN HIGH SCHOOL SENIORS IN THE FLORIDA HIGH SCHOOL TESTING PROGRAM, BY YEARS AND BY PER CENT OF STUDENTS IN EACH QUARTILE

<table>
<thead>
<tr>
<th>Years</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Total</th>
<th>(Base)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>10.2</td>
<td>8.5</td>
<td>27.1</td>
<td>54.2</td>
<td>100</td>
<td>(59)</td>
</tr>
<tr>
<td>1950</td>
<td>8.4</td>
<td>36.2</td>
<td>27.7</td>
<td>27.7</td>
<td>100</td>
<td>(47)</td>
</tr>
<tr>
<td>1951</td>
<td>23.4</td>
<td>21.9</td>
<td>31.3</td>
<td>23.4</td>
<td>100</td>
<td>(64)</td>
</tr>
</tbody>
</table>

### TABLE D

RESULTS OF MATHEMATICS TEST ADMINISTERED TO LINCOLN HIGH SCHOOL SENIORS IN THE FLORIDA HIGH SCHOOL TESTING PROGRAM, BY YEARS AND BY PER CENT OF STUDENTS IN EACH QUARTILE

<table>
<thead>
<tr>
<th>Years</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Total</th>
<th>(Base)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>10.2</td>
<td>5.1</td>
<td>22.0</td>
<td>62.7</td>
<td>100</td>
<td>(59)</td>
</tr>
<tr>
<td>1950</td>
<td>27.7</td>
<td>17.0</td>
<td>17.0</td>
<td>38.3</td>
<td>100</td>
<td>(47)</td>
</tr>
<tr>
<td>1951</td>
<td>12.5</td>
<td>29.7</td>
<td>32.8</td>
<td>25.0</td>
<td>100</td>
<td>(64)</td>
</tr>
</tbody>
</table>
APPENDIX B

SAMPLE PROGRAMS OF STUDENT PARTICIPATION IN THE
ACTIVITY PROGRAM AND A CALENDAR OF SCHOOL ACTIVITIES
Another example of student participation in the activity program is revealed through the culmination of a unit on the Civil Rights Bill. At the end of the unit a presentation was made to the entire school body in assembly. Students from the areas of English, social studies, and music were included in the unit.

FORUM
on the
CIVIL RIGHTS BILL

A committee was appointed by President Truman to see that the Civil Rights of America are observed and protected. This committee made recommendations which, if carried out, would strengthen the rights of all our citizens, regardless of race, color, or creed.

"God Bless America" . . . . . . . Audience (Standing)
Prayer–Chant . . . . . . . . . . . Audience
"Onward Christian Soldiers" . . . . Choral Group
Assignment of the President,
Harry S. Truman . . . . . . Oretha Hightower

Outline of Forum
Part I The American Heritage: The Promise of Freedom and Equality
Part II The Record: Short of the Goal
Part III Government's Responsibility: Securing the Rights
Part IV A Program of Action: The Committee Recommendation
Consultant: Mr. A. S. Parks, Acting Head of History Department, Florida A. and M. College

Questions

"Battle Hymn of the Republic". .... Choral Group

DO YOU THINK

1. That the Civil Rights Bill can be enforced in the South?
2. That our Civil Rights have been abused?
3. That equality in employment, education, health services, public services can ever be realized?
4. That we, as Americans, can aid in enforcing the Civil Rights Bill if passed?
5. That the war years strengthened our feeling of National Pride and steady and honest Performance of our American ideals?

Another example of student participation is shown in the presentation of a play during the assembly program. This activity was carried out by a group of tenth grade students in the social living core. Samples of other assembly programs are included.
CHAPEL PROGRAM

February 27, 1950

Mistress of Ceremonies. . . . . . Miss Johnnie M. Austin

Announcements

Song. . . . . . . . . . . . . . School Song

Scripture

Prayer. . . . . . . . . . . . (Chant the Lord's Prayer)

Today one section of the tenth grade social living core class is presenting a play selected from Literature and Life, titled "Beau Nash."

Soloist. . . . . . . . . . . . Miss Margaret Woodberry

Characters in the Play

Beau Nash . . . . . . . . . . . Sandy Richards

His Manservant . . . . . . . . . Doris Drew

The Lady of the Portrait . . . . . Miss Viola Simmons
AMERICAN EDUCATION WEEK OBSERVANCE
November 11-17, 1951

"America the Beautiful" . . . . . . . . . . Audience
Scripture
Prayer-Chant
Musical Selection . . . . . . . . . . . . Lincoln High School Band
Introduction of Speaker . . . . . . . . . . Doris Hackley
Address . . . . . . . . . . . . . . . . . . Mr. U. G. Nixon, Director of Public Relations, Florida A. and M. College
Music. . . . . . . . . . . . . . . . . Lincoln High Chorus
Announcements

CHAPEL EXERCISES
in
OBSERVANCE OF NATIONAL BROTHERHOOD WEEK
February 22, 1951
Lincoln High School

Song . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . "Onward Christian Soldiers"
Scripture
Morning Prayer
Selection. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . School Chorus
Introduction of Speaker . . . . . . . . . . Naomi Bryant of the Student Council
Guest Speaker. . . . . . . . . . . . . . . . . . . . . . . . . . . Dr. Laurence Stell, Pastor, First Presbyterian Church
Selection. . . . . . . . . . . . . . . . . . . . . . . . . . . . . School Chorus
Devotional exercises conducted by . . . . . . Betty Simmons
Announcements
PROGRAM

Journalism Group

March 5, 1952 11:30 A.M. Auditorium

Announcements

Scripture

Prayer

Song. ............................................. "Battle Hymn of the Republic"

Program

Piano Selection ......................... Mr. H. B. Smith

Introduction of Speaker .......... Thelma Williams

Speaker. ............................... Mr. Charles Smith, III

Selection from the band

Solo. ............................................. Joseph McCoy

Remarks from the Principal
NEGRO HISTORY WEEK

Twenty-fifth Annual Observance

Program Sponsored by the Social Studies, English and Music Departments

Devotions for the Week. . . . . . . Student Council

Monday, February 13, 1950

Pantomime — "Out of the Dark"

Wednesday, February 15, 1950

I Juba Dance . . . . . . . . . . Mr. H. B. Smith

II A Tribute to Negro Poets
   A recital of poems by Negro poets

III Panel Discussion — "The Negro in America"

Participants

Charles Bright            George May
Gloria Beckworth         Willie Parrish
Thomas Richardson        Eddie Bryant
Betty Baker

Friday, February 17, 1950

Finals of Essay Contest on subject: "Why I Think the Negro has made a Worthy Contribution to American Life"
MARRIAGE CLINIC

Why Marry?

Monday, January 16, 1950

Devotions
Opening Song
Scripture: 12 verses, 1st Corinthians, Chapter II
Prayer
Selection
Introductory Remarks and Introduction of Speaker
Speech "Religion and Marriage"
Question Period — 10 minutes
Selection
Announcements

Edward Wynn
"Come Thou Almighty King"
Glee Club
Mr. E. A. Kershaw
Dr. L. Stell, Pastor, Presbyterian Church
Glee Club

Tuesday, January 17, 1950

Devotions
Scripture: 121st Psalm
Prayer
Song
Introduction of Speaker
Speech "Health and Marriage"
Question Period
Instrumental Solo

Benjamin Payne
"Loyalty to Christ"
Mr. H. W. Landers
Dr. P. J. Coughlin
Samuel Hayward
Wednesday, January 15, 1950

Devotions
Opening Song
Scripture: 23rd Psalm
Prayer
Introduction of Speaker
Speech "Compatibility and Marriage"
Question Period
Selection

Samuel Cooper
Glee Club
In unison
Mr. R. L. McFadden
Dean O. B. Moore,
Florida A. and M. College

Thursday, January 19, 1950

Devotions
Opening Song
Scripture: 128th Psalm
Prayer
Selection
Introduction of Speaker
Speech "The Economic Aspects of Marriage"
Question Period
Selection
Announcements

Selem Pope
"Onward Christian Soldiers"
Band
Mrs. A. C. Howell
Mr. Flournoy Cole,
Florida A. and M. College

Band
Friday, January 19, 1950

Devotions

Instrumental Solo

Scripture: 133rd Psalm

Prayer

Song

Introduction of Speaker

Speech "Happiness and Marriage"

Question Period

Instrumental Solo

Announcements

Olen Osborne

Gwendolyn White

"Alma Mater"

Mr. G. L. Porter

Dean Johnson,
Florida State University

Samuel Stanley
The Calendar of Activities. The calendar of activities, including the assembly programs, is made through cooperative planning by students and teachers. Suggestions for activities grow out of the classroom units and interest organizations. Suggestions concerning programs are passed in to a school calendar committee, composed of students and staff members. Each member of the calendar committee has an equal voice in helping to plan programs. The programs are flexible and democratic. The following is a sample of the calendar of activities in the Lincoln High School for a school year.

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7</td>
<td>Opening Exercises</td>
<td>Principal</td>
</tr>
<tr>
<td>September 19</td>
<td>Guest Midshipman, Lonnie Marshall</td>
<td>Counselor</td>
</tr>
<tr>
<td>September 21</td>
<td>Presentation of the Student Council</td>
<td>Advisor</td>
</tr>
<tr>
<td>September 28</td>
<td>Presentation of the Football Team</td>
<td>Council</td>
</tr>
<tr>
<td>October 5</td>
<td>Safety-City Police</td>
<td>Student Patrol</td>
</tr>
<tr>
<td>October 12</td>
<td>Student Court</td>
<td>Council</td>
</tr>
<tr>
<td>October 19</td>
<td>Faculty Program</td>
<td>Mrs. Daily and Miss Stewart</td>
</tr>
<tr>
<td>October 26</td>
<td>Lincoln High Y-Teen</td>
<td>Mrs. Howell</td>
</tr>
<tr>
<td>November 2</td>
<td>Music Appreciation</td>
<td>Mr. Cooper</td>
</tr>
<tr>
<td>November 9</td>
<td>Education Week</td>
<td>Mrs. Morris</td>
</tr>
<tr>
<td></td>
<td>Lincoln High School Band</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ll-A</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Sponsor</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>November 16</td>
<td>Book Week</td>
<td>8-B</td>
</tr>
<tr>
<td>November 23</td>
<td>Thanksgiving</td>
<td>9-B</td>
</tr>
<tr>
<td>November 30</td>
<td></td>
<td>12th</td>
</tr>
<tr>
<td>December 7</td>
<td></td>
<td>11-B</td>
</tr>
<tr>
<td>December 14</td>
<td>Student Council</td>
<td></td>
</tr>
<tr>
<td>December 21</td>
<td>Christmas Play</td>
<td>10-C</td>
</tr>
<tr>
<td>January 14</td>
<td>Southeast School Assembly Program</td>
<td>1:00 P.M.</td>
</tr>
<tr>
<td>January 15</td>
<td>Basketball Game</td>
<td></td>
</tr>
<tr>
<td>January 16</td>
<td>Assembly Basketball Game</td>
<td></td>
</tr>
<tr>
<td>January 20</td>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>January 21</td>
<td>Semester Examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting of Credit Union</td>
<td>4:00 P.M.</td>
</tr>
<tr>
<td>January 22</td>
<td>Semester Examinations</td>
<td></td>
</tr>
<tr>
<td>January 23</td>
<td>Semester Examinations</td>
<td></td>
</tr>
<tr>
<td>January 24</td>
<td>Griffin's Game in Gym</td>
<td>8:00 P.M.</td>
</tr>
<tr>
<td>January 30</td>
<td>Assembly</td>
<td>7-A</td>
</tr>
<tr>
<td>February 6</td>
<td>Assembly Basketball Game</td>
<td></td>
</tr>
<tr>
<td>February 8</td>
<td>D.C.T. Jamboree</td>
<td>7:30 P.M.</td>
</tr>
<tr>
<td>February 11</td>
<td>Assembly</td>
<td></td>
</tr>
<tr>
<td>February 13</td>
<td>Assembly - &quot;Race Relations&quot;</td>
<td></td>
</tr>
<tr>
<td>February 14</td>
<td>Free Movie Safety</td>
<td></td>
</tr>
<tr>
<td>February 20</td>
<td>Negro History Week</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Sponsor</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>February 25</td>
<td>Basketball Game</td>
<td>Lincoln vs. Griffin</td>
</tr>
<tr>
<td>February 27</td>
<td>Assembly 8-B</td>
<td></td>
</tr>
<tr>
<td>March 1 and 2</td>
<td>Basketball Tournament</td>
<td></td>
</tr>
<tr>
<td>March 3</td>
<td>Rev. Laurence Stell</td>
<td>Guest Speaker</td>
</tr>
<tr>
<td></td>
<td>Presbyterian Church</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tallahassee, Florida</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Council's Party</td>
<td></td>
</tr>
<tr>
<td>March 8</td>
<td>Frivolity Night</td>
<td>Lincoln Alumni Association</td>
</tr>
<tr>
<td>March 9</td>
<td>P.T.A. Show</td>
<td></td>
</tr>
<tr>
<td>March 10</td>
<td>Physical Education</td>
<td>Mrs. Mills and Mrs. Perry</td>
</tr>
<tr>
<td>March 11</td>
<td>Song Fest</td>
<td>Tallahassee Girl Scouts</td>
</tr>
<tr>
<td>March 12</td>
<td>Dance</td>
<td>Troop 19</td>
</tr>
<tr>
<td>March 14</td>
<td>Council Forum Hour 5 P.M. &quot;Bill of Civil Rights&quot;</td>
<td>Department of Social Studies</td>
</tr>
<tr>
<td>March 15</td>
<td>&quot;Angel Street&quot;</td>
<td>American Negro Repertory Players</td>
</tr>
<tr>
<td>March 19</td>
<td>Dance 9-B</td>
<td>Music Department</td>
</tr>
<tr>
<td>March 22</td>
<td>Play 10th</td>
<td>Senior Class</td>
</tr>
<tr>
<td>March 24</td>
<td>Dance 12th</td>
<td>Mrs. T. J. Speed</td>
</tr>
<tr>
<td>March 25</td>
<td>Party 10th</td>
<td></td>
</tr>
<tr>
<td>March 26</td>
<td>Annual Stunt Night Program</td>
<td>Student Council</td>
</tr>
<tr>
<td>March 29</td>
<td>Music Appreciation Hour</td>
<td>Mrs. Daily</td>
</tr>
<tr>
<td>March 31</td>
<td>Agricultural Banquet</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Sponsor</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>April 2</td>
<td>Party</td>
<td>9-B</td>
</tr>
<tr>
<td>April 7</td>
<td>Chapel Program</td>
<td>7-B</td>
</tr>
<tr>
<td>April 8</td>
<td>Dance</td>
<td>D.C.T.</td>
</tr>
<tr>
<td>April 9</td>
<td>Play - Douglass High</td>
<td>Senior Class</td>
</tr>
<tr>
<td></td>
<td>Thomasville, Ga.</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Forum Hour</td>
<td>Student Council</td>
</tr>
<tr>
<td>April 14</td>
<td>Pan-American Day</td>
<td>Spanish Class</td>
</tr>
<tr>
<td>April 19</td>
<td>Musical - Alpha Phi Alpha Show</td>
<td>Senior Class</td>
</tr>
<tr>
<td>April 21</td>
<td>National Garden Day</td>
<td>N.F.A.</td>
</tr>
<tr>
<td>April 26</td>
<td>Operetta</td>
<td>Music Classes</td>
</tr>
<tr>
<td>April 28</td>
<td>Student Council</td>
<td>Council President</td>
</tr>
<tr>
<td>April 29</td>
<td>Play</td>
<td>Alpha Kappa Alpha</td>
</tr>
<tr>
<td>April 30</td>
<td>Party</td>
<td>10-A</td>
</tr>
<tr>
<td>May 3</td>
<td>May Day Exercises</td>
<td>Student Council</td>
</tr>
<tr>
<td>May 5</td>
<td>Chapel</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>Dance</td>
<td>Nurses' Club</td>
</tr>
<tr>
<td>May 7</td>
<td>Jabberwock</td>
<td>Delta Sigma Theta Sorority</td>
</tr>
<tr>
<td>May 9</td>
<td>Mother-Daughter Tea</td>
<td>N.H.A.</td>
</tr>
<tr>
<td>May 11</td>
<td>Election Day</td>
<td>Officers - Student Body</td>
</tr>
<tr>
<td>May 12</td>
<td>Chapel</td>
<td>Boys' Glee Club</td>
</tr>
<tr>
<td>May 14</td>
<td>Party</td>
<td>8-A</td>
</tr>
<tr>
<td>May 19</td>
<td>Testimonial Miss Henrietta Williams</td>
<td>D.C.T. Students</td>
</tr>
<tr>
<td>May 20</td>
<td>Banquet</td>
<td></td>
</tr>
<tr>
<td>May 25-26</td>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
<td>Sponsor</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>May 27-28</td>
<td>Pre-Registration</td>
<td></td>
</tr>
<tr>
<td>May 27</td>
<td>Commencement</td>
<td>Leon County Schools</td>
</tr>
<tr>
<td>May 27</td>
<td>Musical</td>
<td>Leon County Schools</td>
</tr>
<tr>
<td>May 27</td>
<td>Junior-Senior Prom</td>
<td></td>
</tr>
<tr>
<td>May 30</td>
<td>Baccalaureate Services - 5:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>May 31</td>
<td>Senior Class Day 11:30 A.M.</td>
<td></td>
</tr>
<tr>
<td>June 1</td>
<td>Senior Class Play 8:00 P.M.</td>
<td></td>
</tr>
<tr>
<td>June 2</td>
<td>Party</td>
<td>Glee Club</td>
</tr>
<tr>
<td>June 3</td>
<td>Commencement Exercises 10:00 A.M.</td>
<td></td>
</tr>
<tr>
<td>June 4</td>
<td>Evaluation Day</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

SAMPLES OF THE TEACHER'S RECORD OF STUDENT'S GROWTH
TEACHER'S HOME VISITATION RECORD, AND A LIST OF
COUNSELORS FOR THE JUNIOR AND SENIOR HIGH SCHOOL
TEACHER'S RECORD OF STUDENT'S GROWTH

NAME __________________________
GRADE________________________
AGE__________________________

A. Health and Attitudes
   1. Health Habits
   2. Work Habits
   3. Social Attitudes

B. Ability to Comprehend

C. Effectiveness in Communicating Ideas
   1. Oral
   2. Written

D. Vocational Aim

E. Additional Comments

TEACHER____________________
TEACHER'S HOME VISITATION RECORD

Name of Pupil_________________________  Parent_________________________
Age_________________________  Address_________________________
Teacher_________________________  Marital Status_________________________
Grade_________________________  Work Hours_________________________
School_________________________  Physician_________________________
Transportation_________________________  

Home Conditions

1. Number of Rooms_________________________  5. Sleeping Conditions_________________________
2. Sanitation_________________________  ___________________________
3. Hazards Notices_________________________  ___________________________
4. Location of Home (Section)_________________________  

6. Reading Materials Noticed_________________________

Short Evaluation by Teacher
JUNIOR HIGH TEACHERS - COUNSELORS
Lincoln High School

<table>
<thead>
<tr>
<th>Mrs. Adams</th>
<th>Mrs. Roberts</th>
<th>Miss A. Roberts</th>
<th>Mrs. Hardon</th>
<th>Miss Stewart</th>
<th>Mrs. Pope</th>
<th>Mrs. Hercey</th>
<th>Mrs. Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STUDENT PARTICIPATION IN THE ACTIVITY PROGRAM OF LINCOLN HIGH SCHOOL

Home Room_________________________ Home Room Teacher________

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Activity</th>
<th>Sponsor(s)</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mrs.</td>
<td>Mrs.</td>
<td>Mrs.</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>1.</td>
<td>Y. Roberts</td>
<td>G. Anderson</td>
<td>E. Walton</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Mrs.</th>
<th>Mrs.</th>
<th>Miss</th>
<th>Mrs.</th>
<th>Mrs.</th>
<th>Miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>H. Perry</td>
<td>M. Miller</td>
<td>E. White</td>
<td>F. Jones</td>
<td>L. Holliday</td>
<td>Duncan</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

CONDENSED LIBRARY RECORDS
<table>
<thead>
<tr>
<th>Category</th>
<th>1946-1947</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 General Works</td>
<td>4</td>
</tr>
<tr>
<td>100 Philosophy</td>
<td>21</td>
</tr>
<tr>
<td>200 Religion</td>
<td>1</td>
</tr>
<tr>
<td>300 Social Science</td>
<td>76</td>
</tr>
<tr>
<td>400 Language</td>
<td>152</td>
</tr>
<tr>
<td>500 Science</td>
<td>18</td>
</tr>
<tr>
<td>600 Useful Arts</td>
<td>10</td>
</tr>
<tr>
<td>700 Fine Arts</td>
<td>26</td>
</tr>
<tr>
<td>800 Literature</td>
<td>37</td>
</tr>
<tr>
<td>900 History</td>
<td>19</td>
</tr>
<tr>
<td>910-919 Travel</td>
<td>2</td>
</tr>
<tr>
<td>920 Biography</td>
<td>5</td>
</tr>
<tr>
<td>930 Current Periodicals</td>
<td>17</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>10</td>
</tr>
<tr>
<td>Total Non-Fiction</td>
<td>397</td>
</tr>
<tr>
<td>Fiction</td>
<td>23</td>
</tr>
<tr>
<td>Total Books</td>
<td>420</td>
</tr>
<tr>
<td>Pictures</td>
<td>3</td>
</tr>
<tr>
<td>Clippings</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>000</strong></td>
<td></td>
</tr>
<tr>
<td>General Works</td>
<td>3</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>27</td>
</tr>
<tr>
<td><strong>200</strong></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>4</td>
</tr>
<tr>
<td><strong>300</strong></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>67</td>
</tr>
<tr>
<td><strong>400</strong></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>123</td>
</tr>
<tr>
<td><strong>500</strong></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>64</td>
</tr>
<tr>
<td><strong>600</strong></td>
<td></td>
</tr>
<tr>
<td>Useful Arts</td>
<td>54</td>
</tr>
<tr>
<td><strong>700</strong></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>16</td>
</tr>
<tr>
<td><strong>800</strong></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>11</td>
</tr>
<tr>
<td><strong>900</strong></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>30</td>
</tr>
<tr>
<td><strong>910-919</strong></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>10</td>
</tr>
<tr>
<td><strong>920</strong></td>
<td></td>
</tr>
<tr>
<td>Biography</td>
<td>1</td>
</tr>
<tr>
<td><strong>930</strong></td>
<td></td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>34</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>11</td>
</tr>
<tr>
<td><strong>970</strong></td>
<td></td>
</tr>
<tr>
<td>Total Non-fiction</td>
<td>448</td>
</tr>
<tr>
<td><strong>980</strong></td>
<td></td>
</tr>
<tr>
<td>Fiction</td>
<td>37</td>
</tr>
<tr>
<td><strong>990</strong></td>
<td></td>
</tr>
<tr>
<td>Total Books</td>
<td>485</td>
</tr>
<tr>
<td><strong>991</strong></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td>5</td>
</tr>
<tr>
<td><strong>992</strong></td>
<td></td>
</tr>
<tr>
<td>Clippings</td>
<td>34</td>
</tr>
<tr>
<td><strong>993</strong></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
</tr>
<tr>
<td>Records</td>
<td></td>
</tr>
<tr>
<td><strong>999</strong></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>490</td>
</tr>
</tbody>
</table>
CHART 10
CIRCULATION REPORT OF LINCOLN HIGH SCHOOL LIBRARY, 1946-1951

<table>
<thead>
<tr>
<th>Category</th>
<th>1948-1949</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>000 - General Works</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>100 - Philosophy</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>200 - Religion</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>300 - Social Science</td>
<td>65</td>
<td>135</td>
</tr>
<tr>
<td>400 - Language</td>
<td>129</td>
<td>169</td>
</tr>
<tr>
<td>500 - Science</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>600 - Useful Arts</td>
<td>36</td>
<td>43</td>
</tr>
<tr>
<td>700 - Fine Arts</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>800 - Literature</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>900 - History</td>
<td>76</td>
<td>86</td>
</tr>
<tr>
<td>910-919 - Travel</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>920 - Biography</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>920 - Current Periodicals</td>
<td>79</td>
<td>64</td>
</tr>
<tr>
<td>920 - Pamphlets</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>920 - Total Non-Fiction</td>
<td>519</td>
<td>816</td>
</tr>
<tr>
<td>920 - Fiction</td>
<td>114</td>
<td>120</td>
</tr>
<tr>
<td>920 - Total Books</td>
<td>633</td>
<td>936</td>
</tr>
<tr>
<td>920 - Pictures</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>920 - Clippings</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>920 - Maps</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>920 - Films</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>920 - Records</td>
<td>634</td>
<td>954</td>
</tr>
<tr>
<td>Category</td>
<td>1949-1950</td>
<td>1949-1950</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>General Works</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>Philosophy</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Social Science</td>
<td>207</td>
<td>164</td>
</tr>
<tr>
<td>Language</td>
<td>203</td>
<td>185</td>
</tr>
<tr>
<td>Science</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>59</td>
<td>57</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Literature</td>
<td>37</td>
<td>137</td>
</tr>
<tr>
<td>History</td>
<td>86</td>
<td>58</td>
</tr>
<tr>
<td>Travel</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Biography</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>109</td>
<td>110</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>Total Non-fiction</td>
<td>920</td>
<td>862</td>
</tr>
<tr>
<td>Fiction</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>Total Books</td>
<td>934</td>
<td>889</td>
</tr>
<tr>
<td>Pictures</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Clippings</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Films</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Records</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>934</td>
<td>895</td>
</tr>
</tbody>
</table>
### Chart 12

**Circulation Report of Lincoln High School Library, 1946-1951**

<table>
<thead>
<tr>
<th>Category</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td></td>
<td>25</td>
<td>17</td>
<td>5</td>
<td>16</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Philosophy</td>
<td>15</td>
<td>51</td>
<td>28</td>
<td>3</td>
<td>95</td>
<td>16</td>
<td>22</td>
<td>9</td>
<td>15</td>
<td>4</td>
<td></td>
<td></td>
<td>258</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Social Science</td>
<td>62</td>
<td>90</td>
<td>90</td>
<td>28</td>
<td>137</td>
<td>117</td>
<td>109</td>
<td>235</td>
<td>201</td>
<td>25</td>
<td></td>
<td></td>
<td>1,094</td>
</tr>
<tr>
<td>Language</td>
<td>83</td>
<td>179</td>
<td>85</td>
<td>43</td>
<td>147</td>
<td>62</td>
<td>54</td>
<td>130</td>
<td>78</td>
<td>1</td>
<td></td>
<td></td>
<td>862</td>
</tr>
<tr>
<td>Science</td>
<td>35</td>
<td>24</td>
<td>18</td>
<td>10</td>
<td>20</td>
<td>33</td>
<td>9</td>
<td>96</td>
<td>28</td>
<td>1</td>
<td></td>
<td></td>
<td>274</td>
</tr>
<tr>
<td>Useful Arts</td>
<td>33</td>
<td>87</td>
<td>172</td>
<td>74</td>
<td>162</td>
<td>106</td>
<td>209</td>
<td>110</td>
<td>161</td>
<td>5</td>
<td></td>
<td></td>
<td>1,119</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>13</td>
<td>36</td>
<td>17</td>
<td>3</td>
<td>14</td>
<td>44</td>
<td>6</td>
<td>20</td>
<td>16</td>
<td>8</td>
<td></td>
<td></td>
<td>177</td>
</tr>
<tr>
<td>Literature</td>
<td>12</td>
<td>26</td>
<td>13</td>
<td>8</td>
<td>49</td>
<td>36</td>
<td>80</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>305</td>
</tr>
<tr>
<td>History</td>
<td>199</td>
<td>249</td>
<td>178</td>
<td>57</td>
<td>260</td>
<td>264</td>
<td>227</td>
<td>138</td>
<td>135</td>
<td>1</td>
<td></td>
<td></td>
<td>1,708</td>
</tr>
<tr>
<td>Travel</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>1</td>
<td>10</td>
<td>17</td>
<td>55</td>
<td>171</td>
<td>266</td>
<td>1</td>
<td></td>
<td></td>
<td>554</td>
</tr>
<tr>
<td>Biography</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>59</td>
<td>13</td>
<td>54</td>
<td>111</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>256</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>60</td>
<td>69</td>
<td>69</td>
<td>28</td>
<td>65</td>
<td>178</td>
<td>116</td>
<td>146</td>
<td>134</td>
<td>5</td>
<td></td>
<td></td>
<td>870</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>65</td>
<td>24</td>
<td>22</td>
<td>34</td>
<td>35</td>
<td>23</td>
<td>11</td>
<td>17</td>
<td>12</td>
<td>13</td>
<td></td>
<td></td>
<td>256</td>
</tr>
<tr>
<td>Total Non-fiction</td>
<td>581</td>
<td>856</td>
<td>724</td>
<td>305</td>
<td>1,001</td>
<td>987</td>
<td>934</td>
<td>1,176</td>
<td>1,218</td>
<td>73</td>
<td></td>
<td></td>
<td>7,855</td>
</tr>
<tr>
<td>Fiction</td>
<td>11</td>
<td>32</td>
<td>28</td>
<td>9</td>
<td>15</td>
<td>29</td>
<td>17</td>
<td>19</td>
<td>15</td>
<td>3</td>
<td></td>
<td></td>
<td>178</td>
</tr>
<tr>
<td>Total Books</td>
<td>592</td>
<td>888</td>
<td>752</td>
<td>314</td>
<td>1,016</td>
<td>1,016</td>
<td>951</td>
<td>1,195</td>
<td>1,233</td>
<td>76</td>
<td></td>
<td></td>
<td>8,033</td>
</tr>
<tr>
<td>Pictures</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>24</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Clippings</td>
<td>14</td>
<td>19</td>
<td>26</td>
<td>23</td>
<td>38</td>
<td>13</td>
<td>20</td>
<td>25</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td>193</td>
</tr>
<tr>
<td>Maps</td>
<td>14</td>
<td>11</td>
<td>12</td>
<td>22</td>
<td>25</td>
<td>62</td>
<td>9</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>160</td>
</tr>
<tr>
<td>Records</td>
<td>609</td>
<td>919</td>
<td>793</td>
<td>349</td>
<td>1,076</td>
<td>1,078</td>
<td>1,035</td>
<td>1,229</td>
<td>1,263</td>
<td>79</td>
<td></td>
<td></td>
<td>8,430</td>
</tr>
</tbody>
</table>

**Table Notes:**
- The chart details the circulation of books and materials from the Lincoln High School Library from September 1946 to August 1951.
- The numbers represent the number of items circulated each month and are summed to give the total for each category.
APPENDIX E

SUMMARY OF IMPORTANT PROVISIONS IN

FLORIDA’S MINIMUM FOUNDATION

PROGRAM FOR EDUCATION
A program for state participation in education written into law, for the following reasons:

1. To guarantee an education of a satisfactory minimum quality for each child wherever he lives in Florida

2. To give a broader tax base for the support of Florida schools

3. To establish an effective method for state-county cooperation so that each pays its share of school costs

A minimum education by educational and legal definition is concerned with five factors:

1. TIME - In which children have access to school facilities and can devote to actual study

2. TEACHERS - Their training, salaries, and conditions of employment, with state-wide standards established

3. THE SCHOOL PLANT AND RELATED FACILITIES - Adequate maintenance and construction programs as provided by building surveys

4. AN EFFECTIVE ADMINISTRATIVE ORGANIZATION - To exercise continuous control of the business affairs of the local school systems

5. INFORMATION - From each county and about each county so that knowledge of school activity is available.

The first service which education needs is the teacher. The program divides teachers into six ranks according to training:

State Ranking and Local Salary Schedule

---

1. State Ranking

Rank I. Certificates based on one year or more of approved graduate work beyond Master's degree. Minimum average salary - $3,600 yearly.*

Rank II. Certificate based on Master's degree or one year of approved graduate work beyond the Bachelor's degree or its equivalent. Minimum average salary - $3,000 yearly.*

Rank III. Certificate based on approved four years' college degree or its equivalent. Minimum average salary - $2,550 yearly.*

Rank IV. Certificate based on 3 to 3.9 years of college training or its equivalent. Minimum average salary - $1,600 yearly.*

Rank V. Certificate based on 2 to 2.9 years of college training or its equivalent. Minimum average salary - $1,400 yearly.*

Rank VI. Certificate based on less than 2 years of college training or its equivalent. Minimum average salary - $825 yearly** (after July, 1951, the Rank VI certificate has no value in computing funds to be distributed under the Foundation Program).

2. Local Salary Schedules

a. Local salary schedules vary with individual counties. This variation is determined by local funds available to supplement state allocation for teachers' salaries and by such factors as local teacher rating scales.

* Note: In the event the county fails to pay an average salary equal to the minimum average salary for any given rank, the county cannot draw money for one rank and apply it to another rank, nor can it draw it for one race and apply it to another race.
b. The minimum Foundation Program requirements for salaries may in some counties mark the ceiling for the salary schedule, e.g., $2,550 from Minimum Foundation Program is allocated for each instructional unit in Rank III. However, each teacher in Rank III does not necessarily receive this amount. The law requires that at least training and experience must be included as factors in determining a teacher's salary schedule. A beginning teacher in Rank III may be paid $2,350 annually; therefore, the two teachers would receive an annual average salary of at least $2,550, and the county would be complying with the Minimum Foundation Program.
APPENDIX F

TEACHER SALARY SCHEDULE FOR LEON COUNTY
### TEACHER SALARY SCHEDULE FOR LEON COUNTY

**SCHOOL YEAR 1951-52**

<table>
<thead>
<tr>
<th>TRAINING</th>
<th>$75.00 per year</th>
<th>$51.00 per year</th>
<th>$57.00 per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Exp.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank 1</td>
<td>2610</td>
<td>2590</td>
<td>2570</td>
</tr>
<tr>
<td></td>
<td>2550</td>
<td>2500</td>
<td>2450</td>
</tr>
<tr>
<td></td>
<td>2450</td>
<td>2400</td>
<td>2350</td>
</tr>
<tr>
<td></td>
<td>2150</td>
<td>2100</td>
<td>2050</td>
</tr>
<tr>
<td>Bank 2</td>
<td>2050</td>
<td>1950</td>
<td>1850</td>
</tr>
<tr>
<td></td>
<td>1800</td>
<td>1700</td>
<td>1600</td>
</tr>
<tr>
<td>Bank 3</td>
<td>1700</td>
<td>1600</td>
<td>1500</td>
</tr>
<tr>
<td></td>
<td>1450</td>
<td>1350</td>
<td>1250</td>
</tr>
<tr>
<td>Bank 4</td>
<td>1250</td>
<td>1150</td>
<td>1050</td>
</tr>
<tr>
<td>Bank 5</td>
<td>1100</td>
<td>1000</td>
<td>900</td>
</tr>
<tr>
<td>Bank 6</td>
<td>900</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A rating system based on points will be used in establishing the salary of teachers in service.
2. A base of 118 points on our rating chart establishes the salary as it is indicated on the training and experience chart.
3. In figuring the salary for teachers $10.00 shall be added for each point above 118, and $10.00 subtracted for each point below 118.
4. A rating score below 118 points in any year shall establish the salary as it is indicated on the training and experience chart.

---

**SCHOOL YEAR 1053-54**

<table>
<thead>
<tr>
<th>Year</th>
<th>$75.00 per year</th>
<th>$51.00 per year</th>
<th>$57.00 per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953</td>
<td>2500</td>
<td>2450</td>
<td>2400</td>
</tr>
<tr>
<td>1954</td>
<td>2350</td>
<td>2300</td>
<td>2250</td>
</tr>
<tr>
<td>1955</td>
<td>2200</td>
<td>2150</td>
<td>2100</td>
</tr>
<tr>
<td>1956</td>
<td>2050</td>
<td>2000</td>
<td>1950</td>
</tr>
<tr>
<td>1957</td>
<td>1900</td>
<td>1850</td>
<td>1800</td>
</tr>
<tr>
<td>1958</td>
<td>1750</td>
<td>1700</td>
<td>1650</td>
</tr>
<tr>
<td>1959</td>
<td>1600</td>
<td>1550</td>
<td>1500</td>
</tr>
<tr>
<td>1960</td>
<td>1450</td>
<td>1400</td>
<td>1350</td>
</tr>
</tbody>
</table>

1. A rating system based on points will be used in establishing the salary of teachers in service.
2. A base of 118 points on our rating chart establishes the salary as it is indicated on the training and experience chart.
3. In figuring the salary for teachers $10.00 shall be added for each point above 118, and $10.00 subtracted for each point below 118.
4. A rating score below 118 points in any year shall establish the salary as it is indicated on the training and experience chart.

---

A cost of living salary increase, for 1953-54, in the amount of $105.00 per teacher, has been added to each teacher's contract in addition to their salaries based on the regular salary schedule. (A cost of living salary increase, for 1953-54, in the amount of $105.00 per teacher, has been added to each teacher's contract in addition to their salaries based on the regular salary schedule.)
AUTOBIOGRAPHY

I, Gilbert Lawrence Porter, was born in Baldwin City, Kansas, January 6, 1909. I received my elementary and secondary school education in the public schools of Baldwin City, Kansas. My undergraduate training was obtained at Talladega College, Talladega, Alabama, from which I received the Bachelor of Arts degree in 1932. I received the Master of Arts degree from the University of Michigan in 1939, with educational administration as my area of specialization. During the summers of 1940 and 1941, I was granted scholarship aid by the Secondary School Study to attend workshops in education at Atlanta University and Hampton Institute, respectively. In the summer of 1944, I was granted a scholarship to study in an evaluation workshop at The Ohio State University. In 1945, I received a General Education Board fellowship for further study at The Ohio State University, under a plan of work which called for specialization in secondary school curriculum. In 1932, I received an appointment as teacher of science and coach in the Booker Junior High School, Sarasota, Florida. In 1933, I was appointed principal of Tivoli High School, DeFuniak Springs, Florida. In 1937, I was appointed principal of Lincoln High School, Tallahassee, Florida, and I still hold this position while completing the requirements for the degree of Doctor of Philosophy.