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1977
A HISTORICAL REVIEW OF
THE SECONDARY SCHOOL STUDY
OF THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR
NEGROES, 1940 - 1946

DISSERTATION

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

By
Cynthia Gibson Hardy, B.S., M.A.

* * * * * *

The Ohio State University
1977

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Advisor
Department of Curriculum and Foundation
To my husband, daughter, parents, and sister.
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INTRODUCTION

The Secondary School Study grew out of an educational situation in great need of progressive change. The segregated public school structure perpetuated gross inadequacies for Black students and teachers. Critical differences in such fundamentals as length of school terms, teacher qualifications and salaries, and physical school facilities produced a serious educational gap between the education of Blacks and Whites: The following statistics illustrate the reasons for a "1930 dichotomy of concerns" between southern Black and White educators:

a. At the beginning of the decade, in the years from 1929 to 1932, the school term of Blacks had decreased in five Southern states.¹

b. Salary levels between Black and White teachers varied greatly. For example in Kentucky, in 1932, the total expenditure for White teachers' salaries was $2,887,273 and for Black teachers' $224,651.²


c. The professional quality of the Black secondary school was low. Out of 109 educators in Florida's Black schools in 1943, for instance, thirteen had not graduated from high school, and forty-five had either a temporary certificate or none at all.3

d. Black schools were plagued by the lack of basic essentials. Florida did not mandate through legislation that Black schools have such items as toilets, blackboards, desks, heaters or a water supply until 1947.4

The problem faced by southern Black educators were corrosive upon curriculum development. This development, vital for providing progress through the American "ladder system" of education, was hampered by the effects of segregation. In seventeen southern states in 1935, Black schools were open for only 135 days, almost 1½ months less than average. This meant that for a twelve year period, the Black student was denied eighteen months or two full school years of education.5 The effects of this time loss was


4Ibid.

characterized in a statement by Florida's State Agent for Negro Schools in the 1930's:

In the many one room, multigrade schools, the kind, amount, and quality of teaching and learning observed in most of the Negro schools matched the physical facilities provided. Most of the teachers did not plan and prepare their lessons. They had not learned how to do either and that both were necessary. Most of the teaching activities, consisted of the assign, memorize, recite procedure or the sing-song oral reading of lessons during short recitation periods, or repetitive non-learning activities . . . . 6

It was customary to requisition new books for White schools and pass the used books to the Negro schools. Most Negro schools never received new books and new adoptions until the new school legislation of 1947. 7

Such was the education of the South; a segregated social system led to a segregated educational system. Black children, although legally American citizens, did not receive their share of the "rewards" of democracy. This inequality was graphically depicted by a Black man, driving through Georgia in 1936. The quotation below gives insight into the Black public elementary school responsible for the academic preparation of the matriculating Black secondary school student. Because of the existing educational void among Black high schools, the Secondary School Study emerged.

. . . We had just taken a photograph of a fine, brick school house on a hill with tall columns and shrubbery and little White children swinging and seesawing in a play-yard. We dropped down a tortuous road . . .

6Blose and Caliver, Statistics, pp. 15-16.
7Ibid., p. 37.
through the irregular openings that served for door and windows, rows of colored children of all sizes jammed together on long backless benches without desks... The only teacher was literally barking at the children and every now and then they seemed to yelp in return. My friend turned to me and smiled cynically "a veritable dog house... Doghouse education?"...

I looked and listened at this ramshackled kennel of children...the education of "Little Black Sambo" was taking place in the "dog house" down in the gully while up on the hill the brick building with the tall fine columns and the playground was shaping the minds and souls of White children.8

The Initial Development

"The Secondary School Study was a bold undertaking whose purpose was to discover problems affecting secondary schools for Negroes and at the same time to set in motion plans for resolving them." A comparative examination of White and Black southern secondary schools during the first three decades of the twentieth century reveals that a great economic disparity existed between Black and White high schools. This disparity, which supplied the impetus for an organized program of redevelopment, led to an ever widening academic chasm between the racially segregated system and resulted in a grossly inferior Black educational secondary program throughout the Southern Region. The lack of equal state expenditures appropriated to Black southern schools relegated the Black secondary school to a status which too truly mirrored the social and economic status of

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11 The southern region was comprised of eleven member states of the White Southern Association. See W.H. Brown and W.A. Robinson, Serving Negro Schools (Atlanta: Atlanta University, 1946), p. 11 and maps in appendix.
of American Blacks of the period. Poorly trained teachers, inadequate facilities, and the lack of state assistance in program development continually plagued Black secondary schools, leaving them ten to twenty years behind their White counterparts. The southern White philosophy supporting the conceptualization of Blacks as intellectual inferiors, who were most capable of assimilating industrial or manual labor instruction, further relegated the Black secondary school into a position of substandard academic functioning.

The low status of southern Black secondary schools was demonstrated by the fact that accreditation for Black high schools was considered incidental to southern states as late as 1931. The White secondary schools in the Southern Region had been provided with financial aid and state advisory personnel necessary to their improvement prior to 1910, the year in which accreditation procedures were used for White schools by the Southern Association (the organization charged with the responsibility of rating southern White schools). Members of the Association for Colleges and Secondary Schools for Negroes, organized in 1933, became increasingly cognizant of the need for standardization in curriculum, faculty,

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and facility improvement among Black secondary schools.

The direct result of this growing awareness was the following proposal submitted by the Commission on Secondary Schools of the Association and endorsed by the Association at the annual meeting, December, 1937:

We recommend that the Association of Colleges and Secondary Schools for Negroes formulate plans by which Negro Secondary Schools may be stimulated to study progressive movements in education and participate in any experience in progressive education set up in the Southern Region.\(^{14}\)

This resolution, passed after the Eight Year Study concluded in 1938, indicated their desire to join future studies such as the Southern Association Study begun in 1939. The Secondary Study, was then developed in 1940 to serve as the Black experimental study of progressive educational concerns.\(^{15}\)

The desire by the Association for Colleges and Secondary Schools to effect progressive educational change on behalf of southern Black youth reflected the concerns of the larger American academic community. As southern Black educators grappled with the fundamental problems of segregated school systems, academics throughout the country were confronted with a philosophical debate - a protest against essentialism, the traditional conservative domination of the


\(^{15}\)See dissertation pp. 16-25 for a discussion of progressive concerns of two studies.
American school. This protest, commonly identified as the "progressive movement in education," embodied a struggle to incorporate numerous liberal educational views into an identifiable educational perspective. Progressive educators focused their concentration upon such areas as: a) the mental and physical development of the individual student, b) the significance of the environment (social, political, economic) in educating youth, and c) the role of the school in establishing social behavioral patterns. To achieve their goals, many progressive educators supported the idea that the students needed an experimentally oriented curriculum, a curriculum greatly contrasted with the rigidly structured academic organization of the traditional school.

An interpretation on how to achieve a progressive educational design was eventually developed by the Progressive Educational Resolution Committee of the Progressive Education Association. Their interpretation is comprised in the following statements:

1. The pupil shall be allowed freedom to develop naturally.
2. Interests of the child shall be the motive of all work.
3. The teacher shall be considered a guide, not a taskmaster.
4. The scientific study of pupil development shall include characteristics of his physical, mental, moral, and social growth.


5. Greater attention shall be given to all conditions which effect the child's physical development.

6. There shall be greater cooperation between the home and school to meet the needs of the child's life.

7. The progressive school shall be leader in educational movements.18

In essence the creation of an academic environment promoting questioning identification of needs, and problem solving methods became pertinent ideas in progressive curriculum development. These concerns, then, provided the basis for progressive educational experimentation.

Dr. Ronald Goodenow suggests that Blacks embraced progressive educational reform because "it offered considerable potential for racial uplift and the elimination of the tradition-bound and authoritarian forms of schooling which plagued Blacks in the South."19 Although programs developed by member institutions of the Secondary School Study could not be strictly confined to a specific educational category,20

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This article was developed from Goodenow's dissertation, "The Progressive Education Movement and Blacks in the 1930's: An Exploratory Study" (PhD., University of California at Berkeley, 1973.) The emphasis of his research was the examination of progressive education from an historical sociopolitical perspective.

Study director, W.A. Robinson, concurred with fellow staff members that educational "pioneering" would best provide the effective methods for modernizing Black secondary education. The progressive emphasis on education for social democracy, intellectual freedom and stimulation, cooperative experimentation, and procedural resourcefulness was both timely and appealing. The c.e of southern Black educators, as identified by the Secondary School Study, was sufficiently aware of the urgent need to recognize an emerging philosophical alternative. The arising question of curricular development, initially confused by the philosophical debate between Booker T. Washington and W.E.B. DuBois, virtually dictated that the pre-World War II southern Black educators consider what kind of education best prepared Black youth for American living. Southern Black academic initiative envolved as a method of analyzing Black education on two basic concepts: educational needs of a disadvantaged minority group and educational rights of human beings. As it developed, progressive education, as an eclectic

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21 Ibid., p. 148.


W.A. Robinson's significant article on these pages, "Progressive Education and the Negro" explains Black perspective on progressivism.

theoretical perspective, offered an avenue of academic reform for southern Black educators.

To achieve "progressive" improvement within Black secondary schools in the Southern Region, members of the Commission on Secondary Schools of the Association of Colleges and Secondary Schools for Negroes requested a grant in 1938 from the General Education Board in order to establish the Secondary School Study. Receiving their funds for their proposal, the Central Committee of the Association selected W.A. Robinson as director and W.H. Brown associate director of the Secondary School Study. During the initial organization of the conceptual framework of the Study by the directors, consultants, and participating schools, three fundamental concepts emerged:

a. Modification in existing school programs would probably lack effectiveness unless the staff of individual schools shared, in the planning which preceded proposed modification.

b. Educational programs would need to be actively directed toward improved living.

c. Realistic educational programs and continuous improvement of such programs would only result if individual schools planned their programs in terms of the nature and needs of their
particular communities and individual pupils in the schools. Using these guidelines by which to design a procedural analysis, the Study's participants determined that their objectives were to be: a) the identification of the needs of secondary school students as both American citizens and as members of a minority group within a democratic society, b) the provision of useful educational methods of instruction, d) and most importantly, determination of the most effective means of disseminating information throughout the southern Black educational community.

The focus upon experimental strategies within the confines of each member school further clarified what the Secondary School Study members sought to do. Through analysis of their objectives, each member school planned to structure their curriculum innovations to help create a kind of experimental program consortium eventually serving the needs of non-member institutions. The Study participants identified and scrutinized several specific areas considered to be pertinent to quality education: evaluation of instructional techniques and pupil achievement, community

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involvement with program development, selection of criteria for determining philosophical goals for both pupil and teacher, and procurement of basic materials needed for instruction. As a part of the Secondary School Study, these concerns were developed into school-wide objectives to improve educational experiences.

To substantiate the proposed goals of the Secondary School Study, it will be necessary to:

a. document the plans and activities of the Study as the means by which progressive educational philosophy was introduced in the Southern Region's Black secondary schools.

b. determine the extent to which progressive educational procedures (as identified by P.E.A.) were used to meet the academic needs of segregated Black youth.

c. analyze the effects of the Study upon curriculum development of the member schools.

This research will provide much needed information on the programatic development of southern Black education in the early 1940's. A conceptual understanding of the ways in which Black youth were motivated toward academic and civic concerns is both pertinent and necessary if educational history is to be accurately interpreted. Such information

will also help to eliminate historical misconceptions on the role of southern Black educators in the improvement of secondary education through progressive educational ideals. The process by which the Secondary School Study formulated procedures for the development of Black secondary schools makes this research inquiry meaningful. For this reason, the investigation into the funding motives of the General Education Board and the documentation of the degree to which interracial academic cooperation was encouraged by the Study, are outside the scope and focus of this research. Such vast topics will therefore be left for future historical research.

Because "the development of factual studies about the status of schools was never considered a desirable purpose for the Study," no comparative analysis will be made of programs generated within individual member schools. Techniques were devised to meet the specific academic needs of each school. Consequently, the procedures devised to stimulate curricular development were unique and individually significant. The process by which experimentation arose thus become the primary focal point as the Study began to function.

An effective organizational structure unfolded as plans and activities of the Study were solidified. The following statements indicate the methods by which the

Secondary School Study organized itself and the foundation upon which the proceeding chapters will be based:

a. The Secondary School Study became characterized as service agency which provided knowledge and opportunity for program enrichment within the Black secondary schools.

b. The Study used the ideas of member schools and workshop experiences as the method for effecting programatic change; this was the Study's educational step towards philosophical introspection.

c. The dissemination of information to schools other than member schools expanded the academic influence of the Secondary School Study.

d. The emerging guidelines used for structuring Black academic programs forecasted a potential change in the evaluation of Black education.

The organization of the Study developed from the desire to establish academic communication among those involved with secondary education. The method of experimenting using the member school and workshops approach gave the Study a structure from which Black educational progress could be anticipated.

It is valuable in the present course of American Education to view the Black contributions made. As public schools in the 1970's are pushed towards economic chaos, it
is pertinent to recall the innovative means by which our predecessors solved their educational crises. Perhaps, the historical revelations of one American group's success with experimental methods will have a message meaningful for today's modern educator.
CHAPTER II
The Formulations Stage

In the 1930's and 1940's three studies each stimulated the programmatic change of secondary education through the encouragement of member school experiments. The three studies were the Eight-Year Study (sometimes referred to as the Thirty School Study) of the Progressive Education Association (PEA), the Southern Association Study of the Association of Colleges and Secondary Schools, and the Secondary School Study of the Association of Colleges and Secondary Schools for Negroes. A brief examination of the conceptualization processes through which the Eight-Year and Southern Association Studies proceeded becomes pertinent. This examination will provide the necessary framework by which to explore the preliminary planning efforts for the establishment of the Secondary School Study. Examining the Secondary School Study in view of Studies preceding it, is necessary to understand the means by which progressive educational philosophy was introduced in the Southern Region's Black secondary schools.

The Eight-Year Study grew out of a widespread concern for improving education at the secondary level. Challenged by the need to redevelop the standard high school curriculum
as it related to college entrance requirements, the PEA, in October, 1930, established a Commission on the Relations of School and College to attempt "to explore possibilities of better coordination of school and college work and to seek an agreement which would provide freedom for secondary schools to attempt fundamental reconstruction." There were two hypotheses upon which the Eight-Year Study developed after the Commission's organization: 1) the entrance requirements of colleges and the examinations were considered unnecessary to guarantee success in college; and 2) the elimination of these traditional standards would provide motivation for redeveloping the curriculum of the secondary schools toward a broader relationship to American life.

In order to test these hypotheses and to adequately initiate an organized method of scrutinizing the effectiveness of existing secondary school programs, the Commission identified and listed weaknesses in the secondary schools:

1. Secondary Education in the United States did not have clear-cut, definite, central purposes.
2. Schools failed to give students a sincere appreciation of their heritage as American citizens.
3. Our secondary schools did not prepare adequately for responsibilities of community life.
4. The high school seldom challenged the student of first-rate ability to work up to the level of his intellectual powers.
5. Schools neither knew their students well nor guided them wisely.

Schools failed to create conditions necessary for effective learning.

Teachers were not well equipped for their responsibilities.

Principals and teachers labored earnestly, often sacrificially, but usually without any comprehensive evaluation of the results of their work.

The high school diploma meant only that the student had done whatever was necessary to accumulate the required number of units.

Finally, the relation of school and college was unsatisfactory to both institutions.

These were the basic concepts on which the evaluation study would be made. Thus equipped with the rationale from which to make their educational assault, the Commission proceeded with its plans in two-ways by securing thirty member schools to experiment with alternate methods of educating their students and by securing the cooperation of more than three hundred universities and colleges. The member high schools were chosen as broadly representative of various northern, midwestern and western states, and were selected to serve as the experimental group to be compared to the norm or control group. The institutions of higher education agreed to accept students participating in the Study on the basis of records from the Study's member schools, suspending their usual entrance requirements. In doing so, these colleges and universities provided the means by which the initial hypothesis could be tested—that entrance requirements and examinations did not necessarily promise college success.

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3Aiken, *Eight-Year Study*, pp. 4-10.
The Eight-Year Study, as an experimental effort, later indicated two concepts to southern Black educators: a) students in non-traditional programs could perform academically as well as or better than students in traditional programs, and b) the kinds of services which schools provide could be greatly extended through a cooperative effort among persons within the academic setting. These concepts became influential upon the philosophical constructs of the Secondary School Study.

The Southern Association Study of Secondary Schools and Colleges which began in 1938 and ended in 1945, sought to stimulate and effect positive educational growth in the Southern Region. (Although no Black secondary schools were permitted to become members of the Southern Association Study, after the inception of the Secondary School Study in 1940, the staff of the Southern Association Study served in an advisory capacity. The organizational strategy of the Southern Association Study, devised to be a cooperative effort between schools and colleges, included a commission to initiate early planning—the Commission on Curricular Problems and Research. This Study, as did the Eight-Year Study, selected a group of secondary schools which

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would develop experimental changes in their existing curricula. Graduates of those member schools were to be accepted by participating colleges which had eliminated the usual entrance requirements. The basic concepts upon which the Study proceeded were indicated at the Southern Association's 1937 meeting:

1. The secondary schools were responsible for the provision of need-based educational opportunities for secondary students.

2. Experimentation and demonstration were two means by which a need-based curriculum could be devised.⁶

To determine the best procedures to use within the academic environment, the designers of the Southern Association Study decided to utilize the problem-solving method with member school faculties. The basic problem-solving method, usually identified with scientific investigation, was translated into a form useful to the Southern Association Study. The following quotation lists the steps used by the Southern Association Study members for problem analyses. To correctly use the method, each school was responsible for the:

1. Identification of the community's educational needs that are not adequately met by the present educational program and the selection from among these of the one (or ones) to be better served;

2. Determination of alterations in the present educational program which will better serve these (one or more) selected needs;

⁶Ibid., p. 9.
3. Formulation of the means through which these alterations in the educational program can be brought about;
4. Implementation of these means and systematic observation of their results;
5. Interpretation of these results;
6. Evaluation of the means of program alteration in terms of the interpretations of their results;
7. Acceptance or rejection of the means;
8. Selection of another means or another needed program alteration for examination according to the procedure outlines (steps 1-7 above).

This procedure, in whole or part, became the basis upon which the Southern Association Study proceeded. This Study, as did the Eight-Year Study, creatively sought to stimulate positive educational growth through active participation of the school's internal society—administration, faculty, and students.

Thirty-three high schools from member states in the Association of Colleges and Secondary Schools were selected for final participation. Although the method of control group experimentation of the Eight-Year Study was not considered acceptable for the Southern Study, efforts were made (through joint conferences and inter-staff meetings and consultations) to utilize the knowledge gained from the Eight-Year Study. Each school involved in the plan of redesign was "expected to build a program in terms of local needs and possibilities, and without regard to what other schools might or might not do."

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7 Ibid., pp. 37-38.
8 Ibid., p. 19.
methods, and evaluation techniques was considered essential to the development of experimentation within the thirty-three schools. The director and staff of the Southern Association Study were thus responsible for providing resources and information to assist each school in obtaining its objectives. The scientific method emerged as the central thrust by which the Southern Study could effectively assist schools in their process of change. The purpose of the Southern Association then was to assist the thirty-three schools in learning to appropriately use the scientific method for developing positive growth in the academic environment.

As the Southern Association Study progressed, the success of the approach was recognized by Secondary School Study Director, W.A. Robinson. He commented in a joint article on experimental programs in the South that within those schools which were in part able to utilize the scientific method for problem solving, pupils, teachers, and administrators evolved a working participatory interrelationship for formulating school improvement. These programmatic characteristics became evident to participants as the Southern Study progressed:

- constant academic changes in methods, course emphasis, and activities;
- design of school programs specifically geared to local concerns and needs;

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10Sims, Waters, Robinson, "Experimental Programs," p. 139.
c. interpretation by schools of their true role in the social structure;
d. recognition that schools must consider the individual needs of students;
e. development of unconventional structures in schools which belied the usual traditional or progressive stereotype;
f. learning on the part of teacher and pupil as purpose-or goal directed;
g. procedures or methodologies used in schools which were constantly scrutinized for purpose and value.11

The significance of these characteristics is directly related to the specific types of achievements made by the pupils. Not only did these Southern Study pupils perform on academic standardized achievement tests as well as, above, or exceeding the norms, when compared to pupils from traditional school backgrounds, but also maintained satisfactory or higher grades in college.

Evaluative data showed that those students involved in experimental education under the Southern Association Study also reflected significant personal and social development. Those personal social learnings were identified as the broadening of interests, the development of acceptable purposes, the formation of good habits of work, the use of

10Sims, Waters, Robinson, "Experimental Programs,; pp. 139-143.
careful planning, the assumption of responsibility in democratic group procedures, and the direct attack on social problems.\textsuperscript{12} Their positive growth in the cognitive, affective, and social domains were the kinds of changes the Southern Association Study staff hoped for. The identification of needs among secondary school students and within the local community led to the utilization of an experimental technique to satisfy the particular need. This technique, specifically the scientific method, provided one more "progressive" means by which to effect educational change. It is in the spirit of educational progress that the Secondary School Study—the southern Black service study—emerged.

"The task of the Secondary School Study was to find means by which the curricular offerings of Negro high schools could be influenced by sound and accepted educational practices that had enriched other school curricula, but which were partly unknown in most Negro schools."\textsuperscript{13} To achieve this goal, Director, William A. Robinson began in 1939, to select member schools after a series of visitations, made possible by a six month General Education Board Grant. Through a letter sent in January 1940, he solicited the assistance of State Agents\textsuperscript{14} in the Southern Region requesting nominations and directing attention to the following

\textsuperscript{13}Brown and Robinson, \textit{Serving Negro Schools}, p. 17.

\textsuperscript{14}This was the title given to the supervisors of Black schools by the State Department of Education in the Southern Region.
considerations:

a. The selected member schools would represent a cross-section of the best accredited Black schools, ones exemplifying outstanding administrators and faculty and possessing adequate facilities.

b. Black schools selecting an eclectic educational philosophy were desired.

c. Black school faculty participation would involve reports detailing: previous attempts and methods of academic change, student achievement, creative instructional procedures, areas of professional interest, techniques of teaching democratic principles, and community/school interactions;

d. Selected member schools would be administered by those interested in and supportive of change.\textsuperscript{15}

These were the criteria that Robinson had already begun to apply in searching for members. This initial procedure facilitated the process by providing more complete knowledge of specific school programs for Robinson to use.\textsuperscript{16}

A second step in organizing the Secondary School Study was the Fisk Conference held April 24–27, 1940, for member school principals and potential workshop staff members.

\textsuperscript{15}Letter from W.A. Robinson to State Agents, January 23, 1940.

\textsuperscript{16}Letter from W.A. Robinson to Fred McCuistion, April 17, 1940.
Here the participants discussed the objectives of the Study and formulated the following statements on the purpose:

1. To discover the needs of the secondary school child
2. To discover and take account of, in the education process, the additional needs of Negro children in the social setting of American life
3. To give each school an opportunity to study its own situation in the light of the basic purposes of education
4. To find out what is involved in democratic living.
5. To find some way of sharing our experience
6. To devise ways of providing these experiences

These statements of purposes showed the types of problems to be explored by the Secondary School Study. These problems identified by the Fisk Conference ranged from concerns about the cognitive processes, administrative procedures, and methods of instruction to various community problems. Examples of each of these concerns were evident in the Conference's attempt to analyse how learning occurred in students, ways to reorganize the traditional administrative hierarchy, and how to interpret ways in which a community related to the educational experiences offered by the school.

It was these kinds of problems that the Study sought to solve.

To achieve the stated purposes, it was necessary to select the representatives from among the best Black secondary schools in the Southern Region. The meticulous method

18 Ibid., p. 1.
used to obtain information for the selection of member schools represented the quality of organization for the Study's developing structure. Prior to the Fisk Conference, principals of schools visited by Robinson were asked to supply specific information (testing materials school improvement plans, etc.) about their schools. The detailed report form listed questions on the:

a. character of the community (rural vs. suburban vs. urban setting);
b. Black employment and home ownership;
c. relationships of community and schools;
d. accreditation standing, physical characteristics of the school (grades included, geographical area served, number of rooms, quality of existing features);
e. the professional background of the staff;
f. curriculum offerings, testing programs, guidance methods and programs;
g. instructional techniques used, pupil promotion methods, library staffs and facilities;
h. attitudes of educational personnel towards the Study.19

Advancement toward progressive education would demand detailed information to achieve effective curriculum development; the systematic data collecting procedure was necessary. Thus the value of such detailed information is evident.

To utilize member schools as disseminators of school improvement information, careful consideration of the total functioning of the school was important. Those schools with traditional educational philosophies, rigid curricular programs, or narrow community outlooks would be less desirable participants because of their observable educational stagnation.

The early organizers understood that the Secondary School Study could be maintained only through cooperative efforts of member school leaders and colleges within the region. "The men from the more privileged situations learned to admire the men who build good schools in the deep South in spite of heavy odd." This insight became a cornerstone upon which cooperating educators could build progressive academic programs. Looking forward to the important Atlanta Workshop (June 1 - July 19, 1940), Robinson and his staff prepared problems to be analyzed at the conference. The following quote shows the two problem areas stressed - those of the total school and those of individual teachers:

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21 Brown and Robinson, Serving Negro Schools, p. 33.
The areas were identified as:

... the organization of the school offerings in terms of a particular state's program of curriculum revision or improvement of instruction; the clarification of the school's philosophy as it affects various administrative or instructional procedures; the introduction of some new administrative procedures; so as to introduce more democratic living in the schools: some general instructional procedures such as, discovering pupil needs and gearing instruction in the school more nearly to fit these needs, or the introduction throughout the school of more meaningful procedures in evaluation, guidance, etc.

Some of them may be problems of individual teachers such as: the better use of the core procedure in schools where it is now being developed or the introduction of core procedures involving several subject matter areas in schools where the state's program implies the use of these procedures; an attempt to make some particular subject area more life-like or more socially significant; the construction of more adequate instruments for evaluating the growth of pupils in some particular subject area: the building of core and subject matter units in all areas, etc.²²

The problems identified by Robinson and his staff were to be pursued by workshop members as school groups, on an individual basis, or through cooperative pairs or trios tackling one problem or more. Comparing the list of predetermined problems to those problems actually tackled during the Conference, it becomes apparent that specific trends in planning emerged. The types of plans evolved within the Conference could be categorized into three main

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groups: those "designed to initiate or carry forward the curriculum patterns adopted by the different southern states;" \(^\text{23}\) those "directed toward the establishment of certain kinds of schoolwide programs which seemed important to the faculties developing the plans but which were not efforts to promote state programs;" \(^\text{24}\) and those "directed toward bringing about certain changes in the organization of and ways of working in subject matter areas." \(^\text{25}\) Examples of concrete activities related to each category respectively are: the effort by Georgia's Staley High to incorporate the Georgia State Department educational program on life problems into Staley's school programs, the plan by representatives from D. Webster Davis school to improve reading levels based upon information concerning reading tests and the library, and the plan by the Lincoln High chemistry teacher who analyzed ways by which chemistry could be of practical use to students. \(^\text{26}\) Such a direct relationship between the educational concept and the action plan, based upon the concept, portrays these participants as educators with foresight and a desire for fundamental change within the southern Black secondary school.


\(^{24}\) Ibid., p. 34.

\(^{25}\) Ibid., p. 34.

\(^{26}\) Ibid., pp. 33-34.
The occurrence of the Atlanta workshop provided the impetus by which the Secondary School Study began its progress. Crucial to the successful organization of the Study was an understanding of the educational attitudes of its participants. One important aspect of this needed perception lay in the ability of the top level administrators, charged with the responsibility of the initial planning and continued assistance to the Study, to relate and cooperate effectively with one another. The workshop method became a useful means of providing these educators with a chance to express and exchange their ideas and concerns. The assistance of three state agents of Negro education (from Virginia, Georgia, and Alabama) appointed to work with the Study, the continuous efforts by the director of the all-White Southern Study (Dr. Frank C. Jenkins) and staff to help implement the Secondary School Study, and the financial support of the General Education Board were three primary factors effecting the positive outcome of the Study. The first year of educational exploration was crucial but successful because of the continuous cooperation and efforts of these men.

The Secondary School Study was directed by an educator whose visions of effective change for Black schools encompassed the ideas of the progressives. Robinson's view of

southern educational needs related specifically to the experimental direction towards which the Study would move. Recognizing the need for communication among professionals, Robinson felt that educators with expertise in given fields, including consultants chosen from the Eight-Year Study and the Southern Association Study, must be considered a vital component of the Secondary School Study. In a letter to Dr. Hilda Taba in August, 1940, Director Robinson displayed his concerns for the dispersal of alternative educational perspectives.

We have at present very few Negroes who have had even any theoretical approach to Progressive Education and I know that this study is our opportunity to bring more Negroes in contact with the ideas and give them an opportunity to grow in the way that White workers have had the opportunity to grow in their Studies. 28

This desire for professional knowledge led Robinson to further comment that for workshop experiences "we must have someone who is as far ahead of the rest of us on the staff as we are ahead of the participants in the workshop." 29 For him, professional growth was determined by the type of and quality of information available. Attention to Robinson's educational emphasis clarifies the extent to which he engaged in "progressive" educational thought. The progressive emphasis upon the need for cooperation and communication

28Letter from W.A. Robinson to Dr. Hilda Taba, August 15, 1940, p. 1.

29Ibid., p. 2.
between the community and school was reinterpreted for use by Black educators when Robinson summarized:

We in the Negro schools must be courageous enough to arouse social unrest and a lively dissatisfaction with things as they are; we must be intelligent enough to help our children become socially wise ... though we must use the techniques of the best American educational practice. 30

The best American educational procedures were specifically related by Robinson to progressive education. His view is clearly evident when he states that "more important to the Negro is the challenge of Progressive Education to the authoritarian nature of educational practices." 31 To Robinson, repressive measures such as discipline through coercion had no place within the academic environment. This need for educational freedom could be redirected towards the classroom teacher. When school staffs interpreted and analyzed the existing academic objectives and techniques, according to Robinson, education began to develop its progressive identity. 32 The emphasis by educators on democracy within education, the examination of and re-evaluation of traditional academic practices, and the emphasis upon the learning process were indicative of progressive educational methods. Further, the emphasis upon learning,


31 Association of Colleges and Secondary Schools for Negroes, Fourth Annual Meeting, p. 60.

32 Ibid., p. 62.
the opposition to evaluations based only on final grades, the attention to individual needs and interest of students, and the utilization of problem solving experiences characterized the kinds of school practices which Robinson deemed progressive. Robinson's foresight into the philosophical origin of the Secondary School Study is reflected in his final statement to the 1937 Convention of the Association of Colleges and Secondary Schools for Negroes:

I would therefore conclude this statement by expressing hope that Negro secondary schools in America will make careful and serious study of the progressive movement in education and, further, that the Commission on Secondary Schools will have the means and the wisdom not only to stimulate the interest in individual schools but to secure by some means an association of Negro schools in serious experimental groups for the careful and thoughtful formulation of an educational philosophy and for experiment with and evaluation of progressive school practices.

The insistence by Robinson that Blacks were Americans, entitled to the same rights as White Americans, added another dimension to the Secondary School Study. This Study, an innovative Black academic service agency, attempted to link Black and White educators whose goals were based upon concern for human rights in a democracy. This interaction among educators was to be the contact by which Black southern

33 Ibid., pp. 62-64.
34 Ibid., p. 65.
35 W.A. Robinson, "A New Era for Negro Schools, Progressive Education, XVII (December, 1940), 564.
secondary schools could obtain greater professional knowledge. This vital knowledge would aid those striving to develop the Black American community through education.

The philosophical tenets of education supporting the Secondary School Study organization took shape through individual school action. A comparison of the Eight-Year Study, Southern Study, and Secondary School Study showed both procedural and conceptual similarities and differences. The following similarities among the studies indicate the development of some basic procedures used to initiate educational experimentation. Similarities included: a) the selection of schools representing a cross section variety of academic types, b) a lack of pressure by the Study's staff members towards one particular curriculum approach, c) the use of workshop and in-service training experiences, d) the encouragement of cooperative efforts between high schools and colleges involved in the Study, e) the use of funding supplied at various points of operation by a private foundation—the General Education Board. These similarities could be observed in experimental studies developing during the 1930's and 1940's.

Differences among the three Studies can be observed in their selection of individual methods to achieve specified objectives:

a) The Thirty School Study used the "control group and experimental group" method.
b) The Southern Association Study sought to instruct participants in the use of the scientific method to solve individual school problems.

c) The Secondary School Study sought to provide expert educational guidance to member schools for the eventual assumption of responsibility for educational innovation by these and other established agencies.

The significance of this comparison is clarified by the fact that each Study attempted to solve its educational problems in the light of its own environmental concerns. The existence of segregation meant that Black experimentation would be geared to the economic, social, and political reality for Blacks of that time period. The real hope for a "new era" in Black education justifiably gained momentum as the member schools of the Secondary School Study began serious action on their plans. It is through this concentrated effort towards educational change that the Secondary School Study takes its form.
CHAPTER III
Experimental Activity
1940 - 1943

An exploration of the planning activities and program development of the member schools in the Secondary School Study will be used:

1. to document the plans and activities of the Study as the means by which aspects of progressive educational philosophy were introduced in the Southern Region's Black secondary schools. (e.g., workshops and in-service training procedures)

2. to determine ways by which progressive educational procedures (as identified by the P.E.A.) were used to meet the academic, social, and personal needs of southern Black youth.

The first phase of planning activities of the Secondary School Study involved the use of workshops, conferences, and in-service training methods to identify pertinent philosophical concepts and procedures needed to organize the Study. The second phase of experimental organization
involved both serious self-examination by member schools and the curriculum changes which resulted. When explored, the points just enumerated will show that from the member school introspection, plans of action were cooperatively formulated. Further, aspects of the progressive educational philosophy will prove to be the basis upon which the experimental plans were developed.

To promote the fundamental purposes of southern Black educational experimentation, the Secondary School Study, by 1941, was functioning in several ways. They were able to: a) offer financial grants to small groups of non-member schools faculty wishing to attend Study workshops,¹ and b) provide salary-based payment to consultants for their services and to consultants' employers (for replacement expenses occurred during consultants' absences).² Also, the Study had been able to secure expert assistance for member schools' individual problems.³ The Studies' ability to use the money in these ways meant that the staff of the Study was able to stimulate educational development by encouraging individual schools

¹Letter from W.A. Robinson to the State Agents for Negro Schools and Other Persons Working with Negro Teachers, April 14, 1941.

²Letter from W.A. Robinson to the Committee on the Budget of the Control Committee of the Secondary School Study of the Association of Colleges and Secondary Schools for Negroes, November 5, 1941.

³Letter from W.A. Robinson to Miss Margaret Willis, December 12, 1941.
to progress according to their unique characteristics.
Although consultant advice was streamlined for solution of individual school programs, the member schools at this stage could be observed developing ideas that had common premises:

They have discussed some new things to be concerned about as they work with children, and these concerns have sometimes modified the practices in the schools. They are all deeply concerned about the opportunity which they offer to boys and girls to grow in various ways and about knowing whether and to what extent the pupils are growing. They are interested in the way other schools work to produce and to measure worthwhile growth of pupils but not for the sake of doing the same things in the same way.\textsuperscript{4}

The modifications referred to in the above quotation can be seen in the changing programs of four member schools in the Study's first two years, 1940-1942. Although a more detailed examination of curricular changes in some selected member schools will be provided in the central portion of this chapter,\textsuperscript{5} a brief overview of the types of modifications occurring will enhance and provide evidence of the systematic development of experimental activity initiated by the Secondary School Study.

The Moultrie High and Elementary School faculty, Moultrie, Georgia, published the story of its development in cooperative planning under the guidance of the Secondary School Study. The following excerpt indicates the changes made in curriculum


\textsuperscript{5}From the materials available in the Rockefeller Foundation Archives, a variety was chosen for the examples.
practices after faculty exposure to the Study's workshop activities: 6

**Curriculum Practice in 1940**
1. One-day faculty meeting prior to the opening of school consisting largely of announcements.
2. Class periods in high school conducted for 45 minutes.
3. Extra-class activities, such as, club meetings etc., conducted after school.
4. Assembly programs, planned by teachers and principal around guest speakers.
5. Assignments made from day to day by teachers.
6. Pupils evaluated on the basis of examinations and daily recitation.
7. Emphasis in shop work on the finished product for commercial purposes.
8. Pupils promoted on the basis of achievement only.

**Significant Modifications**
1. Three-day planning conference prior to the opening of school with visiting consultants, principal, superintendent and teachers.
2. Sixty-minute periods for all classes.
3. Activities period provided during the school day.
4. Assembly programs conducted by pupils, planned by a teacher-student committee.
5. Assignments by most teachers made on a long term basis and planned by teachers and pupils around problems.
6. Teacher-pupil evaluation through use of folders for individual pupils containing evidences of growth in the various subject matter areas.
7. Emphasis on growth in skills in shop work and masonry.
8. Pupils promoted on the basis of age. Efforts made to maintain age groups through special social promotion and adjustment of class work to needs of individual pupils. 7

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7 Ibid., p. 20.
These curriculum changes reflect the progressive educational thrust towards pupil-teacher planning, professional growth, and individualized pupil evaluation. Such a shift in emphasis created school innovations in record keeping of student progress and parent/school relationships. Evaluation began to include a combination of methods to determine how well a student was learning. Other schools were just as innovative in their new approaches.

The D. Webster David Laboratory School, Ettrick, Virginia, reported considerable academic innovations. After attending the Atlanta Workshop, the school representatives experimented with alternative reading techniques suggested by the Workshop and consequently stimulated a school effort for reading improvement especially through acquisition of audio-visual aids. Further modifications were initiated in the program of evaluation (included a wider use of standardized test score information), and in the library services (included changes in the physical arrangement with the addition of a professional library for added convenience). Conferences, among the staff and administration, with consultants and Secondary School Study staff personnel, prepared D. Webster Davis Laboratory School for serious steps towards fundamental change. By the time of the Study's Durham Workshop, in the Summer of 1942, organized efforts were being made by the school to continue emphasis on reading improvement and to develop an evaluation program
that would measure growth levels in their students. Such a program of innovations by D. Webster Davis Laboratory School began to provide a more complete analysis of pupils' performance in the school setting.  

A third exemplary program was developed in Magnolia High School. Magnolia High School, Vicksburg, Mississippi, initiated its program of self-examination by developing a thirty-three page bulletin on its school philosophy based upon a faculty study identifying community needs. Two years of activity took shape as:

1. a school-wide effort to improve communicative skills;
2. a faculty study of evaluation methods used to measure domains other than the cognitive domain;
3. changes for improvements in the library, communication programs, evaluation and science efforts, grading report systems and;
4. actions upon consultant suggestions.

To encourage professional innovations, the Secondary School Study offered a third in-service training workshop at Hampton. After the Hampton Workshop, Magnolia High School increased their program innovations. Modifications such as student/teacher planning, dissemination of information concerning Magnolia activities to other community schools, and

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cooperation on program development between principal and faculty illustrated the experimental path taken by this member school.\textsuperscript{9}

One final example, Lincoln High School, Tallahassee, Florida, showed how the member schools emphasized program changes which related to the unique qualities and needs of the school and community. Within the first two years of the Secondary School Study, Lincoln High School classes surveyed both community and school to uncover specific facts about education, religion, employment, recreation, and health. Information revealed by this 1941 survey was directly applied to classroom activities and community needs:

   a. A mathematics class sought to determine the cause for poor growth of business.

   b. A dearth of suitable reading materials in the homes of Black youths and within the school resulted in the acquisition of 658 new books for library circulation.

   c. Agriculture students tried to increase productivity through increased field work and gained the opportunity for buying, raising and marketing pigs.\textsuperscript{10}

The relationship between Lincoln High programs and community needs clarified the school's need for a problem-solving

\textsuperscript{9}\textit{Ibid.}, p. 39.

\textsuperscript{10}\textit{Ibid.}, pp. 39-40.
approach within the curriculum structure. Such a programmatic approach permitted growth and change from their more traditional educational procedures.

From the examination of these exemplary member schools, it is evident that the methods used were developed because of cooperative planning, productive consultant services, and internal school motivation. The existing school plans were scrutinized for their effectiveness by member school staffs, resulting in an organized cooperative effort to redesign those deemed ineffective. This experience led to the emergence of a group of Black educators whose professional knowledge and abilities continued to increase. These developing indigenous educators showed they could "very fruitfully discuss plans and procedures with other teachers and grow in the process."

This professional growth in Black educators became the means by which the member schools moved towards program re-development. Three general steps emerged during this period of member school introspection. First, there was the development of a statement of "long-term plans" by faculties for the improvement of the school. Secondly, because of evidence of their professional growth, faculty members were being prepared to serve as experimental program consultants. Finally, there was an organized interchange of ideas concerning

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11Secondary School Study, To and From, No. 1., p. 2.
12Ibid., p. a.
evaluation and program modifications between schools and member schools (contact schools were professionally interested non-Study members utilizing resource services of the Study). As these steps became evident, the role of the Study's central staff was clarified. The function of the staff became one of continuous assistance to members as each member school developed the new organizational procedures and program changes for their schools.

The Secondary School Study's central staff was surely the backbone of this total cooperative educational experiment. Although this group was numerically small, consisting of one consultant, one part-time staff member, and the director during the first year (two full-time members the second year), the staff functioned as a dynamic experienced core group assisting all member schools. The physical facilities in which they worked were humble but adequate for a beginning. The office, donated by Atlanta University at no charge, included a rented typewriter, full-time secretary, and sparse, but usable office equipment. Within this framework, the kinds of activities in which the central staff engaged were:

1. Promotion of the purposes of the Study in 16 member schools.


2. Promotion of the purposes of the Study to varying extents in more than 100 non-member schools.
3. Participation in the planning and implementation of the state meetings of teachers on invitation from State Agents; teachers associations and other administrative agents in Georgia, Alabama, Tennessee . . .
4. Cooperation with the Negro College Study on purposes common to both Studies.
5. Cooperation with the Southern Association Study through conferences and on certain purposes common to both studies.
6. Planning and conducting three summer workshops promoted by our own Study.
7. Participating in the planning and operation of several other summer workshops in southern Negro schools.
8. Planning and conducting work conferences with the part-time staff of the Study.
9. Planning and conducting work conferences with principals and teachers in member schools.
10. Promoting among the colleges an inclination to examine and take into account the important and changing needs of in-service and pre-service teachers.
11. Developing bulletins, newsletters, magazine articles, and other materials relative to the work of the Study.15

With this scope of services by the central staff, member schools could formulate long range plans through faculty deliveries. The faculties were able to solidify and organize ideas as individual school units or through school representatives at workshops.16 In these ways, participants maintained communication with other experimenting educators.


16Brown and Robinson, Serving Negro Schools, p. 41.
The central staff sought to utilize personnel and other resources from the Southern Region, particularly college faculties.\(^{17}\) The higher institutions most helpful to the Study were those which supported both the need to address pressing social concerns and to highlight the academic skills proven useful in identifying and solving pressing problems. Also, the colleges and universities which recognized the value in aiding Black college and secondary teachers were actively sought by the Study. Black secondary schools needed trained teachers who could utilize new information for professional development projects. The centralized resource experiences provided by the Study for in-depth examinations of successful instructional techniques, helped member schools to produce experimental academic projects.\(^{18}\)

The professional motivation generated by the Study led member teachers to continually seek methods to meet the needs of segregated Black youth. Teachers such as those in Mississippi's Magnolia Avenue High School read the magazine *Progressive Education* and sought from the Study's staff other resources which would exemplify the progressive educational philosophy.\(^{19}\) These efforts led to a need and interest-based

\(^{17}\)Robinson, "Cooperative Effort," p. 537.

\(^{18}\)Ibid., p. 539.

academic experience which benefitted Black students. Black secondary students began acquiring research skills, developing positive attitudes towards school work, increasing communications skills, and retaining more fully factual information (as indicated by teacher prepared examinations). With the evidence of academic growth emerging by 1942, a specific evaluation of the Study's methods of operations within the member schools was deemed timely; so a conference to discuss procedures, objectives, and effectiveness of the Secondary School Study was organized.  

The Committee on the Redefinition of Purposes held a series of meetings at Fisk University, January 26-29, 1942, with representatives from the Secondary School Study's consultative staff, member school principals, the Central Committee, and professionally recognized educational leaders. The Conference decided that their function was to formulate statements of purposes which would most specifically benefit the Study's staff (rather than individual member schools). The basis for this decision by the Committee rested on the belief that purposes or goals "formulated by persons other than those responsible for the achievement of these purposes tend to remain sterile verbalizations and may result in

20 Ibid., p. 4.
22 Ibid., p. 4.
practices based neither upon understanding nor convictions. 23

A list of fifteen purposes was eventually drafted by the group and analyzed in terms of: staff activities which led towards these objectives, methods which could be utilized for achieving the goals, concrete evidence of goal achievement, and potential difficulties in reaching the purposes or goals. 24

Through the Committee's analysis, specific procedural difficulties and techniques were delineated for each purpose stated. Examination of several of these analyses will indicate the type of considerations addressed by the Committee as well as the problems and potential service of the Secondary School Study: 25

a. Working Toward Habitual Cooperative Formulation of Purposes, Directions, Plans and Activities by Individual School Faculties and in Classroom Situations

Members concluded that school purposes which were formulated through staff consensus, generated a positive initiative on the part of the school staff toward goal attainment. Specific problems encountered in stating goals involved the use of teacher-oriented rather than behavioral

23 Ibid.
24 Ibid., p. 6.
25 The discussion which follows consists of an italicized statement of several purposes actually given by the Committee, followed by a summary of their ideas.
objectives, the lack of total faculty input, and the ignorance of methods of identifying and classifying goals. Suggested techniques for helping teachers to specify purposes included staff definition of existing problems, organization and delegation of teachers for specific analytical tasks, and communication from school teachers achieving successful progress towards a goal.26

b. Promoting Teacher-Training Opportunities

To aid teachers in their instructional effectiveness, Committee members viewed pre-service and in-service training experiences as crucial. The difficulties in promoting such experiences were linked to: a) the lack of member school knowledge on how to best use the services of consultants, b) financial inability of teachers to attend training opportunities, and c) clerical burden of detailed communication between member schools and the small Secondary School Study staff. Lack of funds and facilities for pre-service activities further hampered teacher-training efforts. Techniques suggested for promoting these opportunities, included: leadership conferences for principals, contact and interchange among member and non-member schools in available workshops, study of school weaknesses with suggestions for improvements, and a broadening of cooperation with state

26 Ibid., pp. 8-9.
and local educational endeavors. To appraise progress in teacher-training, experiences in observation techniques as well as data collection and analyses of teacher and school functioning were to be attempted.\textsuperscript{27}

c. Promoting the Development of School Experience (Curriculum) That Will Better Serve the Critical Needs of Negro Boys and Girls

Committee members concurred that although Black and White children had been beset by common problems, Black children were hampered by the principles of segregation. The Black schools utilization of curricula adopted by White schools was questioned because no analysis was made of the materials academic worth. Because Blacks lacked knowledge concerning the specific needs of Black youth and disagreed over ways Black students should cope with American life, few school opportunities were offered which related to the specific needs of Black youth. Resources from the Secondary School Study such as conferences, consultant services, relevant literature, could lead to curriculum development, and more objective evaluation which could begin to help teachers meet the needs of Black American youth.\textsuperscript{28}

The organization of what had been abstract concepts into a statement of planned action, provided the members of the

\textsuperscript{27}Ibid., pp. 10-13

\textsuperscript{28}Ibid., pp. 14-16.
Study with a clearer interpretation of its objectives. Besides the analyses summarized previously, the committee also considered in detail: 1) parent/pupil involvement in school program development, 2) development of professional expertise in the application of principles in child growth and development, 3) constructive use of extra-curricular activities to meet objectives, 4) increased cooperative efforts between member and non-member schools and colleges for program development, 5) maintenance of communication among principals, superintendents and Boards of Education, and 6) the encouragement for recognition by Study members of their participatory role in the national progressive education efforts. These concerns were to be translated to member school staffs through the various organized activities planned by the central staff. The specific means by which the Study sought to reach the greatest number of teachers in service in Black secondary schools was the regional workshop. The concept of workshops proved to be a successful ingredient in the growth of the member schools.

The Concept of Workshops

With the appraisal of prospective activities having been accomplished, the Secondary School Study made use of a systematic approach in their services. Because the purpose of the Study was to encourage and help organize individual

Ibid., pp. 16-29.
school initiative, the development of school staff members as specialists through workshops or conferences, was seen as an effective method or means for achieving the Study's objectives. Experience with workshops in both the Eight-Year Study and Southern Association Study had previously demonstrated that participants could develop leadership skills by reexamining programs of their schools and by reviewing educational ideology and instructional techniques. Also, this could be accomplished with the assistance of the professionals who served as workshop consultants. From 1940 to 1942, workshops were held by the Study for educators seeking to improve their school and community. From these workshop experiences, skilled secondary school faculty members emerged ready to be useful in directing total school projects.30

It became clear that leadership had to evolve within the individual member schools to provide for a smooth transition from dependence upon the Study staff to independent school experimental activity. Scholarships were given to most teachers for the summer workshops, and so definite criteria were used to select participants for specific fields of study. These criteria included:

30Brown and Robinson, Serving Negro Schools, p. 44. (It was understood by member schools that such a person must be given a class schedule which permitted this kind of leadership position.)
a. the previous innovative analyses and activities on the part of the applicants for improving services to school and community;
b. the influence and professional status of the applicants among schools and status of the teachers in the state;
c. the degree of which the Study's staff and facilities could aid the applicants in terms of his schools' needs.  

Early workshop experiences provided by the Study (Atlanta, Georgia (1940), Hampton, Virginia (1941) and Durham, North Carolina (1942) were emulated in various states by colleges for Black teachers.

By 1945, over one hundred summer workshops had been available to Black teachers seeking to improve their professional skills. Through the Secondary School Study scholarships, selected participants in the Study's workshops became involved in other workshop activities sponsored by the University of Chicago, of Vassar, and other institutions

32 Brown and Robinson, Serving Negro Schools, p. 57.
33 Ibid., p. 63.
in Florida, South Carolina, Virginia, and Oklahoma. These experiences enabled many Black educators to enter into the progressive mainstream of educational innovation, development, and evaluation. Black secondary schools, such as Washington High School, Cairo, Georgia, began to analyze their problems both within the school itself and within the Committee were seen to be:

1. The high percentage of rejections among Negro draftees from the community [sic]
2. Housing conditions are fair and still improving
3. Many job opportunities open for men and boys at fair wages in local industries
4. Scarcity of employment for women and girls coupled with desires for economic security and more adequate recreation tend to produce moral delinquency
5. Many pupils and a large part of the community have not given full support to the values which the school attempts to promote.

The faculty saw a need to coordinate its curriculum development with community needs and concerns. This, they felt, could only be accomplished through the effort of the entire school personnel.

Through a workshop planned by six South Georgia secondary schools and the Secondary School Study Staff, a program of experimental activity was devised. Academic concerns were reviewed for innovative programs as:


35 "A Summary of Problems to be Studied in the Proposed South Georgia Workshop as stated by Staffs of Participating Schools," Thomasville, Ga., February 19-20, 1943, p. 2.
1. How to establish a more harmonious relationship among pupils and teachers [sic]
2. How to bring about closer agreement among teachers, pupils and parents on desirable goals of instruction and evidence of pupil achievement of these goals [sic]
3. What means and information are available by which teachers in subject matter areas can further the purposes which the school recognized as important.36

Other areas of concern identified by the South Georgia Workshop Planning Conference included methods for developing programs in reading, guidance, and improving school/community relationships.37 Through this preliminary examination of school and community concerns, participants looked to the South Georgia Workshop experience as the crucial opportunity to plan procedures.

The use of the workshop to do three things—to scrutinize the deficiencies of schools, to develop plans for the elimination of such deficiencies, and to identify methods of evaluation useful for monitoring school experimental progress—became a significant aspect of the Secondary School Study. However, not only the deficiencies of the schools' programs were emphasized and examined for

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36Ibid., p. 3.
37Ibid., pp. 3-5.
improvement. The Central Staff recognized that objectives were a basic element for restructuring school programs. From a Study-sponsored workshop, the Durham Workshop of 1942, a procedure for studying the purposes or objectives of a school was developed for the benefit of those in contact with the Study. The procedure involved a method for analyzing the problem of objective writing. Those attempting this were advised to apply specific criteria when structuring the objective, to stress for clarity within the objective, and to identify methods used to promote students. When this had been accomplished, objective writers were further advised to identify the measure they would use for evaluations, to determine which recommendations would be made, and to specify the kinds of problems that might occur when objectives were pursued.  

The criteria to be used for analyzing objectives were also provided by this Durham Workshop. The following were identified as the criteria to be used. Reports instructed:

a. Determine if the school objectives are distinct from classroom objectives.

b. Analyze the objective in terms of its clarity so as not to be misinterpreted.

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c. Decide if the objective may be used for all academic subject areas.

d. Identify the part of the objective which indicates what and how a subject should be approached by the teacher.

e. Be certain to state the objective in behavioral terms.

f. Check the objective for any confusing details.

g. Relate the objective to the needs of the school

h. Scrutinize the objectives for its contribution to school changes.

i. Decide if the objective indicates a means for measuring the program efficiency levels in the schools.

j. Find the indices which will specify in some way the progress of students towards satisfaction of the objective.\(^{39}\)

These details indicate the scope of the workshop concept. Both the central staff and member school participants were given useful information and experience in the processes of problem solving and experimental program development.

These experiences were also valuable in providing data for the evaluation of the total program of the Secondary School Study. As the selected participants developed plans

\(^{39}\)Ibid., pp. 1-2.
for their schools' coming year, reaction of participants and consultants were recorded by the Study's staff members as a part of the organized evaluation procedures. Yearly evaluations of workshops promoted future workshop planning and provided a necessary overview of the significance of the Study's accomplishments. The use of the following procedures was deemed necessary for the evaluation: constructing progress reports from data on observable reactions of participants, developing questionnaires on specific aspects of the workshops, tracing relationships between workshops, and observing changes made in member schools. Follow-up procedures included a questionnaire sent to participants six months after the workshop (on its total positive and negative aspects) and a questionnaire sent to participants three years after the workshop to determine its permanent effect.\(^\text{40}\)

Participants further contributed to the data on workshop effectiveness by writing "hundreds of letters"\(^\text{41}\) indicating the worth of the experience.

In the workshops held between 1940 and 1942, fourteen southern states were represented by two hundred teachers and principals.\(^\text{42}\) This body of educators identified the concerns which they felt most needed analysis at the workshops. As reported, the workshops emphasized: "... adaptations, 

\(^{40}\)Brown, "Experimental Study," pp. 49-50.

\(^{41}\)Ibid., p. 50.

and enrichment in subject matter areas, . . . school-wide guidance programs, . . . communication skills, . . . evaluation programs, . . . school-community relations, . . . faculty study and faculty action, . . . and . . . pre-service training programs."\(^43\) These concerns were analyzed and then incorporated into action-plans for individual member schools. Participants in these workshops were viewed by the consultants and staff as having grown professionally if they increased their ability to make value judgements with regard to school experiences and increased their skills in planning and implementing school experiences to promote socially desirable values.\(^44\) The developing abilities and skills of the participants were evident as the plans for experimentation emerged.

The previously mentioned plan by which educators could analyze school objectives illustrated the type of efforts made at the workshops. From this plan, each educator was able to set forth a strategy of action for his school.\(^45\) Experiences in the development and utilization of such a plan were scrutinized for the value to participants. As in other instances, the author of this plan was among a group of colleagues in the Study, who through the workshop questionnaire, responded (by a majority) that the workshop

\(^{43}\)Ibid., p. 57.

\(^{44}\)Ibid., p. 50.

had provided service to its participants. This type of positive response reinforced the staff's adherence to this type of organizational planning. In addition, higher education had shown its support of the workshop idea by sending college representatives. Having learned from the exposure to the ideas discussed in the workshops, those in attendance became concerned with the ways in which Study information could be relayed to the future secondary school teachers. This growing attention to secondary school needs was directly related to the Study workshop experiences.

In later years W.H. Brown pointed out the significant features of the workshops in the following statements:

1. The workshops stimulated among teachers increased an active interest in voluntary professional reading as a source of help on professional problems. . . .
2. By example, the workshops illustrated democratic living and thereby the conviction among teachers that their own schools and classrooms can be operated to advantage on democratic principles. . . .
3. In the workshops, teachers gained the assurance and information which they needed to initiate and carry on fruitful classroom research. . . .
4. The workshop developed a leadership among college and high school teachers capable of directing the thinking, planning and action of other teachers on important school problems. . . .
5. The workshops furthered the development of community-consciousness among teachers to the


47 Fred McCuistion to Office Staff, July 18, 1942, Durham, North Carolina.
extent that they seemed to give intelligent direction to community planning and community action through their school programs. . . . 48

The workshops provided a variety of useful aids: teacher cooperative and consultant planning, professional literature on pertinent topics, development of individual educational philosophies, special assistance on professional writing techniques, and analysis of educational problems in terms of school and community needs.49 These workshops actually became the vehicles for teacher initiative which helped to make participants the developing specialists for leadership roles in their school programs. The teachers who attended workshops and conferences of the Study were given significant opportunities for professional growth. At times, consultants invited these future school leaders on consulting visits to other secondary schools or were asked to become members of college workshops. Such efforts were instrumental in enlarging the professional scope of Secondary School Study faculty members. As a result of these workshop experiences, Black educators organized the much needed curricular change within their high schools.

Generated by the workshop activities, the reports of Lincoln, Moultrie, and Booker T. Washington High Schools, (written as stories) were characterized as "the first

48 Brown, "Experimental Study," pp. 52-56.
49 Ibid., p. 57.
complete descriptions of programs in Negro schools."\(^{50}\) These reports were planned because Study members became increasingly concerned with the need to document their school progress as the Study continued. The stories were compiled from detailed information gathered by the schools. Through a series of sixteen conferences, organized by both the Study's central staff members and by a member school committee, useful data was organized for the schools' records. (The conferences, it should be noted, were considered to be workshops of short duration, which were useful for information on school data collection and evaluation reports).

During the year 1942, member schools sent reports to the school environment. These changes showed that communication between pupils and teachers increased through joint planning, and the continual efforts to assess school and community needs produced observable educational growth. From such efforts, development of action plans based upon progressive educational objectives became the primary means for structuring changes in member schools.\(^{51}\)

The benefits observed caused Study directors Robinson and Brown to urge colleges to more greatly utilize the highly specialized workshops created after 1942:

\(^{50}\)Brown and Robinson, Serving Negro Schools, p. 45.

Apparently, a most significant need among college teachers is for contacts that can result in a broader and deeper understanding of real problems present in schools where college graduates must teach. Although college administrations seem to feel that workshops are necessary in that they meet needs not generally met by regular college programs, workshops are not yet an integral part of college programs. Being subsidized usually, workshops literally enter and leave colleges by the back door during the summer. This apparent acceptance of workshops on part-time basis by colleges suggest that they have not yet taken a definite position regarding their responsibility for contributing to the effectiveness of programs in high schools. . . .

The conviction by the directors of the total value of the Study to both secondary and college levels of education, meant that the central staff tried to continuously work closely with institutions of higher learning offering workshops. From this association, the staff gained valuable knowledge of workshop techniques after examining the various approaches used. Workshops, however, were not considered to be the final step in professional growth of teachers. They were considered to be . . . "a temporary arrangement by which certain urgent needs of teachers might be met until it . . . [was] possible for the values of the arrangement to be incorporated in the regular programs of colleges and teachers training institutions."  

The curriculum changes made in member schools, based upon the information from workshop activities, showed that

52 Brown and Robinson, Serving Negro Schools, pp. 64-65.  
53 Ibid., p. 71.
the Black secondary schools of the Study were definitely educational leaders, especially when compared with Black schools not involved in self examination. The positive results of the workshops led the principals of member schools and the Control Committee of the Secondary School Study to summarize the positive outcomes of three years of workshop activities as:

1. Increasingly definite and well considered programs of action involving entire schools and directed toward significant achievements in the development of schools.

2. Increasingly definite and well considered programs of action for individual classroom teachers.

3. Increased information and insights concerning the value of certain aspects of workshop organization as a means of promoting the growth of in-service teachers. These insights have been useful to the central staff as it worked with colleges on the establishment of workshops in college campuses.

4. Through serving together as workshop staff members, persons both with and without workshop staff experience have increased their usefulness for such service. The number of possible staff persons for workshops has been increased to the extent that colleges wishing to use workshops as a teacher training technique have been able to staff them with experienced persons.

5. Workshop techniques which principals and teachers felt were valuable are now being used increasingly in faculty meetings and classroom teaching.

6. Through the influences of workshop participants, principals' conferences and state teachers' meetings are increasingly substituting workshop techniques for the guest speaker procedures.

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Member School Procedures Based Upon Progressive Educational Ideals, 1940 - 1943

To determine how concepts of progressive education were introduced into the member schools of the Secondary School Study, it is necessary to more closely examine some innovative program activities of the schools during their curriculum changes. It should be remembered that the guidelines used in this dissertation for determining "progressive" concepts were those identified by the Progressive Education Resolution Committee of the Progressive Education Association. The progressive educator, according to this association, would address himself to:

1. the natural development of the child;
2. an interest-based curriculum;
3. the systematic study of cognitive, physical, and social domains of human growth;
4. the role of the teacher as a guide to educational progress;
5. the need for parental involvement in the process of education;
6. the progressive school's leadership potential and development. 55

55 Ibid., pp. 59-61. (See p. 8, Chapter I for the initial listing.)
Although each member school developed unique programs to suit individual school and community needs, elements of these progressive lines were evident in all of the newly devised programs. The following synopses provide illustrations of the types of curriculum changes and activities reported by the member schools of the Study during the initial experimental phase.

Magnolia Avenue High School
Vicksburg, Mississippi

The social science classes of Mr. J.R. Buck, participant in the Hampton Institute Workshop, initiated interest—based programs. The pupils selected study units based upon their interests and abilities, and the significance of the topic to the total class. Mr. Buck, serving as their educational guide, provided questions for the unit analyses on the educational benefits and importance of the unit towards the positive personal growth of the students. He also considered the various weaknesses to be strengthened through unit activities when helping students to design their activities. The students devised the unit using a systematic procedure for initiating their unit—identifying objectives, activities, and evaluation methods. 56

The civics class sought to study minorities and their contributions to the American society. This class' concerns led to such intercultural activities as inviting a Syrian

minister of the Greek Orthodox Church to speak and attempting to secure a speaker representing the community's Chinese American minority. From these types of experiences, the civics class was able to learn that Blacks and other minorities were instrumental in America's development.

Vocational experiences also became a part of the new program. The trade shop class turned its concern to the physical needs of the school and the community. For the school these vocational education students built a roof on Magnolia's porch entrance and built all stage scenery for the Magnolia High auditorium. For the community, these students assumed the responsibility of dividing large rooms of a community school into offices and storage space areas for White defense schools. Other activities were observable which combined both school and community interests.

Another example of experimental activity was reported in the social science class under the direction of Mrs. C.M. Washington who had been a participant in the Atlanta Study Workshop in 1940. As a "pioneer" in the activity program of the school, Mrs. Washington guided her sociology class into a community project which resulted in citizens attempting to obtain a federal housing project for Vicksburg. Further, the sociology class, in an attempt to study ways

57 Ibid., p. 3.
58 Ibid., p. 4.
to develop a "healthy, intelligent, and morally strong community" analyzed the nagging problem of venereal disease with a community physician. In addition to these varied activities, the class invited a local minister to discuss "the generation gap" between students and older church members and to determine what relationship should exist between the youth and the church.

Finally, the biology class incorporated progressive elements into their experimental programs. Based upon a study of reproduction, the class developed a six-week unit on sex. The students approached the topic through research, conversations with parents, oral reporting, and discussion groups. This active involvement of the teachers and pupils in the learning process was responsible for their progressive development in the academic subject areas.

Atlanta University Laboratory School
Atlanta, Georgia

The biology course at the Atlanta University Laboratory School exemplified the type of progressive experimentation undertaken by other member schools of the Study. The following quotation illuminates the type of course structure that was developed:

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59 Ibid., p. 5.
60 Ibid., pp. 5-6.
61 Ibid., p. 15.
... pupils individually or in groups came to the teacher to propose "units or questions that interested them. Boy scouts wanted to know more about snakes; black widow incidents suggested more intensive study of spiders and insects; personal experiences and current articles aroused interests that brought additional requests until it began to be quite apparent both to the teachers and to the classes that units of study could with profit be both suggested and planned with considerable participation by the pupils.\textsuperscript{62}

The course instructors commented that the..."course became immediately much more social in its content. Interest seemed to grow out of very definite feelings of personal needs and an intellectual curiosity to know."\textsuperscript{63} Three major aspects of the course structure emerged: a) units were planned to provide answers to the class' questions; b) students decided to group themselves according to topical interests; and c) the teacher served as a guide to pupils in their selection of resources and in the evaluation of their progress (according to their reading levels and their problem solving abilities). The students were carefully guided by the instructors in their selection of resources and in their analysis of details pertinent to their research. The students were also expected to record their research progress in individual folders and were to become familiarized with the evaluation techniques necessary to

\textsuperscript{62}W.A. Robinson and Beulah Boley, "Teaching the Beginning of New Life," \textit{High School Journal}, XXIV (February, 1941), 66-67.

\textsuperscript{63}Ibid., p. 67.
interpret their results. Questions that could not be answered in discussion groups were categorized to be answered by three professionals— a biologist, physician, and psychologist. Maintaining the ideals of progressivism during activity planning, parents were considered for involvement, and for one occasion, three mothers from the P.T.A. were selected to join in a session held by one physician.

For the final evaluation of the unit, specific procedures were deemed valid—these included several procedures:

1. A "test on the application of principles was devised by the teacher and administered to give both pupils and teacher an idea as to how much real meaning had been taken on . . ."  
2. A vocabulary test was given over the terms of the unit.
3. Observation records were kept by the teacher to supply data revealing the extent of changed behavior and attitudes on the part of the students.

These efforts helped to gain community respect and support for the type of education offered by the Laboratory School. This interest led supporters to state that this school was

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64 Robinson and Boley, "New Life", p. 70.
65 Ibid., p. 71.
66 Ibid., p. 72.
67 Ibid.,
one of the few Black schools which offered outstanding quality education.68

Pearl High School
Nashville, Tennessee

The experimental approach taken by Pearl High School, in comparison to the previous schools mentioned, emphasized self-analysis and self-study in the school as a whole under the direction of the faculty. Through analysis, the faculty identified the specific weak areas of its graduates and used this information to determine how the school's curriculum could be revised to eliminate these weaknesses.69 Instructional changes were seen as a greater consciousness:

1. . . . among teachers to do a thorough job of teaching,
2. . . . of pupil needs,
3. . . . of individual teacher weaknesses,
4. . . . of pupil growth rather than subject matter efficiency,
5. . . . of professional cooperation. 70

Consequently, Pearl High School teachers became involved in classroom projects of a variety in scope and nature.

Teachers of English and social studies devised projects which required direct cooperation between classes. They sought to increase student vocabularies, evaluate pupil/
teacher classroom procedures, and use consultant's advice which provided methods for making changes based upon specific goals. To structure their experimental efforts, the Pearl High faculty suggested changes based upon the following specified goals:

1. The development of a happy and sympathetic environment in which pupils and teacher to work and grow.
2. The development of a health consciousness among students.
3. The development of a safety consciousness among students.
4. The development of an American citizenship consciousness among students.
5. The development of a vocational consciousness among students.
6. The classification and organization of students dependent upon future plans.
7. The extension of the physical education department.
8. The improvement of instruction in all subjects.

These goals led to the development of programs based upon students' interests and needs and various community/school relationships.

The Pearl High teachers were astute in their assessment of needed improvements. Black students were in need of both physical and emotional strength to progress through the American social system. These educators sought to intellectually stimulate their pupils by increasing the types of educational experiences offered. One important aspect of academic achievement was the physical health of the students. Reported health improvements were detailed as:

71Ibid.
Our school had made a major contribution to the improvement of health by:
A. The organization of health council
B. Planning and conducting weekly homeroom health programs
C. Sponsoring of health movies
D. Selecting of health movies
E. Securing speakers
F. Planning meals in the home economics classes for various occasions
G. Making a study of lunch room meals
H. Sponsoring "Share the Meat Week"
I. Dentition
   1. Taught in biology classes
   2. Literature is disseminated through homerooms
J. Emphasizing sanitation
K. Elimination of rats: A unit developed by a group of English students in the program.72

By using these approaches, Pearl High's teachers were able to coordinate the activities of several subject areas. As a result, students were directly involved in the program changes.

Special student needs, many of them produced by the American involvement in World War II, were identified and discussed. Pearl High educators understood that crisis could produce positive or negative changes in learning. To interpret the effects of war on their students, the teachers once again examined their programs. The information which they gained was important to them for proper curriculum planning. The structure of their need-based curriculum was then based on these pertinent concerns. Teachers paid close attention to the:

1. Increase of 100% in enrollment in physics.
2. Changes in language vocabularies used.
3. Changes in conversational material and reading material.
4. Consciousness of individual responsibility as evidenced by such problems recognized as:
   a. war marriages
   b. lowered morals
   c. changes (in) economic status
   d. opportunities for community workers
5. Emphasis by (the) Diversified Occupation group on:
   a. safety on the job to conserve manpower
   b. safety to eliminate absentees
6. Accelerated courses in the commercial department [help students] to hold jobs after one years' training.73

Attention to these areas enabled the faculty to provide the need-based experiences that their students lacked.

Reading was fundamental to many pupils' academic problems. Pearl High teachers recognized this and saw that reading involved many areas of concern. Elements of the improved reading program at Pearl High School were briefly described in a conference with the Secondary School Study staff. Early positive changes in the reading programs were reported:

1. Physical examinations were given to all pupils entering the high school for identification and correction of any evidenced problem.
2. The librarian gave a course in library procedures to all students.
3. Classroom teachers and the librarian correlated

73Ibid., p. 13.
activities to reinforce reading concepts.  

These changes served to bring Pearl High teachers towards more progressive educational planning.

The significance of these efforts lay in the fact that Pearl High educators sought to eliminate inhibiting factors which would interfere in their evaluation process. The process consisted of these procedures - diagnosis, prescription, and remediation. After physical problems were identified and treated, the teachers made an assessment of the academic needs of the student. Program changes were then made throughout the academic areas. Modifications of the curriculum were made in these following departments:

- History Department
- Foreign Language Department
- Science Department
- Home Economics Department
- English Department
- Commerce Department
- Mathematics Department
- Diversified Occupations
- Mechanical Arts Department

Such departmental modifications indicated the scope of changes in the Pearl High program as the Study advanced.

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74 Ibid., p. 33.

75 Ibid., pp. 35-37.
These curriculum changes made to correlate students' needs with environmental conditions can be observed in the English and History Departments. Within the English Department the students were "held responsible for war centered radio programs, magazine articles, newspaper articles, lectures, and auditorium programs which afford materials . . . that were to be developed in English and dramas classes."\(^{76}\) War topics were analyzed through such techniques as:

- a. Panel discussions
- b. Oral and written compositions
- c. Floor talks
- d. Plays and skits
- e. Debates
- f. Press writing
- g. Short stories and novelettes\(^{77}\)

This kind of innovative approach to stimulate cognitive development was impressive. In view of the previous traditional methods used to educate pupils (recitation, dictation, etc.), Secondary School Study members such as Pearl High showed surprising expansion growth in professional creativity. The active involvement of students in their own education through a variety of activities was a progressive move towards a more flexible and interest-based curriculum.

The History Department used similar innovative procedures to enrich the coursework. Current affairs involving Black history, state and local news, and national and international

\(^{76}\)Ibid., p. 35.

\(^{77}\)Ibid.
news were covered through both oral and written reports and group analyses. This and previous examples showed how each department at Pearl High continued to correlate the basic course subject matter with the contemporary problem of war. The activities devised were applicable to the growing effort to adjust to war conditions at a personal and community level. This relationship between national and community needs and academic programs of the school, was reinforced through the principles of experimentation. As the school adjusted to the war effort, the applied method of problem solving as a technique in their new academic approaches became increasingly useful.

Booker T. Washington High School
Rocky Mount, North Carolina

Booker T. Washington High School exhibited a program similar to that of Pearl High. Both required the continued commitment of their faculties. Although students were provided with experiences in planning, the faculty provided the academic direction. Consequently, changes made were the direct result of this emphasis upon faculty responsibility. These educators carefully examined the techniques which they utilized and periodically evaluated the results. As their experimental attempts increased, they recognized that change rested upon their desire and ability to grow.

78 Ibid., p. 1.
79 Ibid., p. 1.
professionally. Booker T. Washington High School reported a program of educational development which was also based upon a well defined educational philosophy. This philosophy, indicative of the progressive educational philosophy of the time, was stated:

... education is growth -- growth in knowledge, skills, habits, attitudes, and appreciations; that it should contribute to the development of an integrated personality that it should make for intelligent accepted behavior, that it should enable each pupil to develop his maximum ability to play his part in whatever area of activity he finds himself; that it should help each pupil to develop his part in whatever area of activity he finds himself; that it should help do better those things that he is likely to do. We believe further that education in America should be education for the democratic way of life; that pedagogically, integration describes teaching procedures which relate varieties of subject matter to problem solving situations; that there should be constant evaluation of our school practices in the light of current problems and our expressed purposes.80

Using this expressed educational philosophy, procedures were devised which would provide for progressive growth within the school.

Coinciding with teacher/pupil planned activities in the homeroom, committees, classes, and clubs made school-wide efforts in experimentation. Conferences were held, experiences in democratic class procedures were made available, and teachers became less formal about the activities in their

classes. Further, the problem-solving approach was accepted and used by the teachers and the process of evaluation was studied by the faculty and discussed with the pupils. The Booker T. Washington High teachers began to consult with pupils within the class periods and also sought to develop on a cooperating basis, checklists covering the pupils affective characteristics (i.e. personality traits) as well as academic goals. Finally, the use of data collection and filing systems was envisioned as an important resource for both teacher and pupil use. These program changes illustrate an important result of Secondary School Study membership. The entire school community was kept thinking and planning towards a goal. This goal of school improvement was one in which all school members could strive and participate. Thus, the changes in the academic programs were the result of a well-reasoned assessment of school needs and interests. With the cooperation of students, teachers, and administrators successful curriculum experimentation continued and increased.

State Teacher College Laboratory High School
Montgomery, Alabama

The Laboratory High School provides an additional example of the philosophical development that was necessary for augmenting a program of educational experimentation. Listed below are concerns expressed by the Laboratory High School (clearly representing progressive educational ideals)

81Ibid., p. 2.
which emphasize the total development of the student and his present and future relationship with the larger social environment. For these educators, the principles underlying curriculum changes stressed cooperative planning and academic challenge. This emphasis was evident in their need for:

a. More emphasis upon democratic thinking and democratic training.

b. Greater emphasis upon student planning in course offerings.

c. More comprehensive development of student talent and cultivation of deeper sense of responsibility.

d. Some training in student government.

e. More intelligent cooperation between instructors, pupils, and library services.

f. More opportunity for the use of specialist in core courses.

g. The continued development within the pupil of traits of honesty, critical-mindedness, self-control, social sensitivity, and freedom from prejudices.

h. Increased desire and more practice in the techniques of attacking life problems.82

This redirection of their academic efforts, led the Laboratory High faculty to plan on a long-term basis.

Excerpts of reports for further changes in major curriculum areas show the Laboratory High faculty efforts dealt with a variety of concerns. Firstly, in the social sciences, these educators sought to help their students grow in tolerance and respect for differences and ideas of others. Secondly, through a scientific approach to analysis of ideas communicated by oral and written media, pupils were to develop

82Ibid., p. 7.
objective means to formulate conclusions and evaluate the process of communication at the personal, social and political levels. (Propaganda analysis was considered a useful skill). Thirdly, the ability to think critically and to keep an open mind was also considered desirable. Understandably, the emphasis upon communication analysis was logical for people threatened by the American involvement in World War II. Fourthly, these educators recognized that the useful academic approach for adapting to wartime conditions required the individual to examine the ideals of both altruism and democracy. In the process of such an examination, students learned skills which would be of practical use and as a result, would be able to interpret the concerns in the forefront of American life.

The language arts area provided an additional dimension to the efforts of the Laboratory High educators as they sought to improve their students' intellectual development. These educators felt the success of their efforts depended upon their professional ability to help students by:

a. Widening the student range of observation;
b. Evaluating the students' thoughts;
c. Enabling the student to see with the eyes of those who have seen most clearly and to feel with those who have felt most deeply.  

83 Ibid.
84 Ibid.
The Laboratory School teachers also emphasized a cooperative effort in their program procedures and activities. They continued this emphasis as they identified the procedures they felt were necessary "to determine the extent to which the cooperative purposes previously listed have been achieved." These procedures were identified as:

- a. Class discussions
- b. Debating activities and dramatic presentations
- c. Creative compositions
- d. Objective tests
- e. Science laboratory participation
- f. Student preparation of booklets and folders
- g. Carefully keeping and interpreting anecdotal records and records resulting from paper and pencil tests
- h. Through the use of questionnaires and interviews
- i. Through observation of student conduct and participation in all activities of the school
- j. By making all interpretations in the light of the goals and purposes listed previously.

These procedures and activities clearly show that efforts towards objective analysis and cooperative evaluation were fundamental to the Alabama State Teachers College Laboratory School.

D. Webster Davis High School
Ettrick, Virginia

A final example which provides insight into the initial fundamental efforts of curriculum development among the Secondary School Study members is that of D. Webster Davis High School. The seriousness of southern Black educators to

85 Ibid.
86 Ibid.
improve their schools is well illustrated by procedures developed at this high school. These educators sought to:
a) improve the reading program, b) develop a positive and cooperative relationship with the community, c) provide a system of guidance for pupils, d) improve the art program, and e) improve the physical condition of the high school. The addition of new and "innovative" procedures to the existing curriculum structure of the school clarifies the importance of Black educational efforts to enter the larger national mainstream of progressive academic ideals.  

Perceptively, members of the Study began to define much of their students' academic failure in terms of reading skills. To be progressive, then, meant that the faculty had to thoroughly evaluate its reading program. Methods used to improve the reading program were reviewed at the December, 1942, conference at D. Webster Davis High School.

1. **Eye service being rendered:** Pupils are examined and those who have defective eyesight are able to purchase glasses at a reasonable fee, while one of the sororities on the campus of the College has helped those who can not afford to make the purchases themselves.

2. **Brightening up books:** Books with bright covers are bought whenever books are purchased.

3. **Classroom reading:** Reading is being stressed in all classroom work. Some teachers are giving much attention to comprehension.

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4. Emphasis on "Free Reading:" Because of the fact that the Reading Program is three years old and quite well underway, emphasis for 1942-43 is to be placed on "free reading."

5. Reading record for all students: Competitive Reading Record to be placed in the library.

6. Course in Library Usage: All freshmen are taking a course in Library Usage, one lesson of which is to be devoted to "free reading."

7. Use of Readers Digest: English classes plan to use Special Student Edition of Reader's Digest in connection with the Reading Program. This edition contains a section, "Reading for Pleasure and Profit."

8. Bulletin Boards: Bulletin Boards in Library planned with idea of increasing the number of books drawn out for unassigned reading.

9. Book Reports: Freshmen to give book reports on Wednesday of each week. Best three to be written out and placed on Library Bulletin Board.

10. Book List: Teachers and pupils are furnished with supplementary lists for their problems when they are placed on the shelves.88

This excerpt from their reading program exemplifies the progress Study members were making in transforming principles of educational philosophy into academic activities. This member school faculty had recognized that program changes should be based upon the motivational value of course content, the physical health of the students, and the quality of the materials to be used.

The following excerpt from a progress report of D. Webster Davis High School shows in detail how the school sought to cooperate with the community. These educators recognized the value of maintaining support for the schools' programs. By establishing and seeking to maintain a spirit of cooperation between the school and community, they helped

88Ibid., pp. 9-10.
both students and townspeople benefit from programs at
D. Webster High. This positive interaction generated sup­port for a flexible need and interest-based curriculum. The report excerpt shows how Study members greatly expanded the academic experiences of their students.

1. Attempt on the part of the school to improve living conditions in the school and community through improving the health of the pupils.
   a. Eyes - glasses
   b. Teeth - corrected
   c. Vaccinations
   d. X-Rays
   e. To have a Wasserman [test]
   Result of this: Parents have become more con­scious of the health of the pupils.

2. Teachers visit homes of pupils . . . food and clothes to the needy.

3. Rennovation of clothes by Home Economics Depart­ment. Supervisor has adult classes and she helps plan meals and gives suggestions for present needs.

4. Trade School does mending, repairing etc., in community . . .

5. P.T.A. Organization that has given us a great deal of financial assistance and encouragement in buying instructional aids:
   a. Mimeograph machine
   b. Motion picture machine
   c. Free bus transportation

6. We have taken several school programs to the U.S.O. and to the camp.

7. We take our Baccalaureate Sermon over into the city to various churches in an effort to bring about a friendlier institutional spirit, by using community resources.

8. Principal worked with the Dinwiddie County Training School and sent a student teacher into the community to work--help to us and to them too.

9. Members of the faculty participate on programs--serving on panels, acting as speakers, etc.

10. Our school cooperated with the--
   a. Tuberculosis Drive
   b. War Bond Sale
   c. Collection of Scrap
   d. Cancer Drive
   e. Poll Tax Information and Voting
11. Music teacher plays at one church and directs choir at another.
12. Teachers assisted with sugar rationing and through our classes helped parents understand the rationing regulations.
13. Visits by pupils and teachers to courts, lumber yards, tobacco factories etc., and an attempt on the part of the teachers to localize class projects related to health, citizenship, recreational facilities, etc.
14. During Education Week, we sent letters to parents inviting them to visit the school.

The interaction of school and community members was significant for an additional reason. Positive reactions to those of D. Webster High School involved in the various community activities meant that support would be given to them as they attempted experimental efforts.

Evidence of D. Webster High's methods to stress cooperation among the pupils and between pupils and the teacher was provided in the conference report. The excerpt which follows clearly expresses the types of growth experiences in which students were involved.

1. There is pupil-teacher planning of classroom activities.
2. Students are growing in the ability to evaluate their work cooperatively with the teacher.
3. Students show a willingness to share materials with each other.
4. Teachers and pupils show mutual responsibility in the appearance of the building.
5. Students have attended meetings with the staff in attempts to form certain school policies.
6. Students and teachers make cooperative guides of conduct which each feels honor-bound to follow.

90Ibid., p. 13.
These efforts to develop continuous cooperation among educators and students insured that experimentation in course work was expanded to include additional areas. This was evident when interest to improve pupil experiences led to the inclusion of methods to promote growth in the arts:

a. Art instruction had been given in making posters (in nutrition, digestion, for example); in making floor plans for housing studies, in graphs; and in landscaping.
b. Art instruction had been given in panelling, making illustrations for classrooms, etc.
c. Drama had been used in English, in social studies, and in the Science Club.
d. Music had been largely an activity in itself.
e. There is a real willingness on the part of the college teachers in music and art to help whenever they can.  

This use of the arts increased the meaningful opportunities for the pupils. By coordinating art activities with other subject areas, Webster High educators established and satisfied the meaningful objectives.

Attempts to improve the physical environment of the school show the scope of activity deemed pertinent by Study members. D. Webster High initiated efforts to extend its attention to the school plant and physical state of the grounds. The physical condition of the school was examined in the attempt to create a positive living environment in the school. These means were reported:

1. Attempt to beautify rooms—project of music teachers

2. Attention to cleanliness

\[91\text{Ibid.}, \text{p. 16.}\]
3. Windows have shades
4. Retired windows
5. Hot lunches occasionally\textsuperscript{92} [sic]

These improvement efforts indicate that all aspects of the educational environment were under close scrutiny in the faculty.

The educational programs undertaken at D. Webster High School show that the faculty had developed expertise in coordinating community-school activities, devising and implementing motivational strategies, and assessing weaknesses in the pupils and programs. This school, like the others, showed that cooperation between and among educators and administrators led to more stimulating opportunities for students. The community involvement of member schools helped to build and strengthen their cooperative relationships. This positive interaction, based upon academic concerns, increased the service potential of the school and established a promising channel of communication from the school to the community.

Preparation For Member School Autonomy

Although member schools were progressing towards experimental independence, many school problems remained which indicated the need for continuation of the Secondary School Study activities. Assistant Director W.H. Brown, when he wrote for science teachers but spoke to all educators, listed

\textsuperscript{92}Ibid., p. 17.
some of these problems. Teachers were confronted with: a) the difficulty of obtaining experts' services to meet their professional needs, b) the need for better cooperation between high schools and colleges to identify and rectify teacher problems, c) the lack of instructional materials geared to meet specific needs of Black students, and e) the need for each youth to experience benefits of democratic experiences. The information resulting from Study activities (i.e. the necessity of using all subject areas for the development of reading and writing skills in Black youth,) was especially necessary to non-members striving to improve their programs. Because the Secondary School Study represented the only coordinated effort to provide assistance to Black secondary schools, the member schools assumed great responsibility. The member school educators were being prepared to upgrade their professional skills for a specific purpose—to consult with non-member schools. For the sake of future progressive development within these contact schools member school autonomy (meaning the ability to independently initiate and implement program redesign) was essential.

By the end of 1942, the central staff of the Study decided that future Study endeavors should be geared towards

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94 Brown, "Two Years of Activity," p. 4.
in-depth evaluation of experimental programs and the dissemination of this data among those involved in Black education. To achieve these objectives, the following procedures were suggested for consideration in the second three-year period of the Study:

a. Detailed descriptions of experimental programs' written by Study staff and member schools were to include details of both effective and ineffective program modifications.

b. Schools were to provide statements of existing plans to achieve long-range goals.

c. Statements indicating methods which members could use in assisting other member and non-member schools in developing their plans were to be compiled.

d. Analysis of the Study's range of activities was to be used for proper introduction of an academic program geared to war.

e. A program was to be developed to allow for continuous cooperation among colleges and high schools.

f. The school programs were to address the needs of Black secondary school students.\footnote{"Conference Held at D. Webster Davis," pp. 1-3.}
Inclusion of concrete evidence supporting the members' assertions that positive growth was occurring, was considered desirable for circulated reports on the Study's progress. For this evidence the central staff, in determining the schools' goals and goal attainment, considered six areas of member school evaluations: a) up-to-date reports of the contacts and results of meetings between the central staff and member schools, b) reasons for and examples of school development, c) functioning levels of the reading programs, d) effects of war on the school curriculum, e) ways schools met needs of Black youth, and f) a meeting of selected pupils to aid in identifying student ideas about specific concepts. This desire to interpret school growth was a positive element of the Study. By providing schools with information of member school objectives and programs, the Study maintained much needed educational communication among Black professionals.

As stated before, the kind of growth occurring in the schools took form not only as curriculum development but also as the professional development of teachers. Teachers in member schools learned to effectively analyze the total school academic program. This skill was considered to be a progressive method of improvement and therefore clear evidence of positive growth. Member school conference reports identified the many ways by which the schools grew

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96 Ibid., pp. 2-3.
and at the December conference of the Study at D. Webster Davis High School, Ettrick, Virginia, the central purposes of member school contributions to the Study were summarized as:

I. Studying ways by which the school could be made a practical laboratory in which student teachers can learn effective teaching procedures.

II. Studying ways by which the school can promote among its pupils the development of greater facility with language including appropriate speech, effective written expression, and adequate reading habits and skills.

III. Studying ways by which the school can evaluate its program and the growth of student teachers and pupils in the program.97

These statements illustrate the constant awareness of member schools that educational change and growth depended upon perceptive planning and detailed evaluation. The claims of the member schools that progress was being achieved were carefully based upon these central purposes.

The support data to define the schools' progress was not difficult to find. School reports showed that problems identified early in the Study were being eliminated. The schools' efforts to objectively define their weaknesses resulted in their using the first years in the Study to make a specific effort launching programs based upon school needs and objectives. Member schools identified school needs in terms of parent/teacher/pupil relationships, professional needs of teachers, and dissemination of data concerning

97Ibid., p. 8.
pupils, programs, and methods of evaluation. The school reports also show that students benefitted from: a) projects to improve physical health, b) reorganized reading and library programs, c) pupil/teacher curriculum planning sessions, d) increased use of the arts in school activities, e) school efforts to identify and correct problems of individual pupils, f) opportunities to participate in community services projects, and g) objective-based guidance programs. Black member schools in the Study had produced much evidence to qualify them for further involvement in academic experimentation. Such evidence was necessary for additional funding by the General Education Board.

The results of early programmatic efforts served as the analytical base for the Secondary School Study's program from 1943. (In September, 1942, the Control Committee decided to ask the General Education Board for a second three-year grant. This grant proposal was accepted and funded.) The summary of the proposed direction of Study activities indicated significant changes based upon three years of school evaluations. These changes were meant to reduce the dependency of member schools upon the Study's staff members. It was anticipated that the schools would become gradually more independent if the second financial

period of the Secondary School Study was devised to include a change in the allocation of funds. Among the changes in funding included the greater allocation of monies to such agencies as teacher-training institutions, teacher associations, and colleges. It was agreed that a good portion of the funds for the second three-year period be used to support one major objective - "to consolidate the efforts of the several groups attempting to improve education."\textsuperscript{101}

The groups to be organized were member and non-member schools, b) colleges and schools or teacher groups, c) the Secondary School Study and the Negro College Study, d) and the Southern Association Study and the Secondary School Study.\textsuperscript{102}

The effort and concern to keep educational groups communicating and informed about the numerous on-going experimental activities was fundamental and crucial.

To insure that such groups would interact to continue the educational growth of Black Secondary Schools, opportunities for group planning had to be carefully organized. One major contribution of the Secondary School Study was this provision of experiences to prepare a professional Black leadership—one to guide Southern Black secondary schools to academic excellence after the Study ended. The need for greater cooperation between member schools and


\textsuperscript{102}Ibid.
colleges became evident through the central staff's emphasis upon cooperative planning activities and the use of college and university assistance. Shorter and more specialized planning sessions in addition to more extensive professional interaction between member and non-member schools, were considered to be two top priorities for helping member schools to prepare for organized and continuous educational growth. Plans of action to include colleges, Boards of Education, high school supervisors, and teachers' organizations were identified as a means by which to extend these experimental experiences.\textsuperscript{103} These fundamental considerations characterized the Secondary School Study activities in 1943. An examination of several group activities directed by the Study is pertinent. Such an examination indicates the types of objectives which member schools sought to satisfy during the transition into the second funded period of the Secondary School Study.

The Lincoln Grant and Pearl High School Conferences of 1943, specifically illustrated continued member school conceptual and curriculum development. In March of that year, Study member Lincoln Grant High School held a conference on curriculum consultations with the assistance of the Study's central staff. The purpose of this conference was to help teachers to further improve the academic activities of the school. To consider the curriculum in terms of its

\textsuperscript{103}\textit{Ibid.}, pp. 2-3.
total component parts, teachers still needed expert guidance from consultants. Lincoln Grant's emphasis upon redesign (improvement) activities involved various types of experimental opportunities. Several redesign activities were emphasized at this Conference which revealed the kinds of changes in experimentation participants attempted. The first was the development of additional techniques for in-service teacher training from two approaches—those involving the central staff and those involving the teaching staff. The techniques included: personal interviews with consultants during teachers' free periods, one-hour long lunch meetings between consultants and two faculty members, committee meetings on topics concerning high school drop-outs and refinements of objectives, and a study of the principles of learning. These in-service training techniques were among the accomplishments of this Lincoln Grant Conference. The participants were introduced to different methods of consultation and utilized this opportunity to more specifically attempt to solve problems identified in the previous years of the Study.104 Significantly, educators were being exposed to the kinds of administrative and staff concerns created by experimental programs.

The second redesign activity involved the Committee on Guidance. The Committee on Guidance, at this time, decided

that a total school guidance program was needed; one which would be integrated into the elementary school levels and would use the assistance of the Study resources.\textsuperscript{105} The proposed guidance program for Lincoln Grant School consisted of ten new additions: an advisory system, a program for obtaining student information (consisting of cumulative records, I.Q. tests, health examinations, personality ratings, and interest inventories), projects for developing students' personalities, information on vocational opportunities, activities for the development of school citizenship, special interest activities (e.g., Girl Scouts, Handicraft Club, Boy Scouts, etc.), specialized guidance activities for the ninth and twelfth grades, and school retention procedures.\textsuperscript{106} The guidance was also structured to require faculty/pupil interaction during three important and continuous phases in the pupils' academic life: a) the evaluation of the pupils intellectual, physical and emotional growth, b) the preparation for students' vocational selection, and c) the development of extra-curricular experiences. Students matriculating through Lincoln Grant were fortunate to receive direction from educators who sought to counsel students in as complete a manner as possible.

\textsuperscript{105}Lincoln Grant High School and the Secondary School Study, "Conference Report - Cooperative Planning for School Development," March 8-12, 1943, Unpaged. [With this writer's page numbers (also in subsequent entries) see p. 5.]

\textsuperscript{106}Ibid., pp. 4-6.
The third redesign activity involved the reading program at Lincoln Grant High School. The reading program at this school was to be systematically scrutinized and analyzed through in-service training of teachers using the most modern professional knowledge available on organizing reading programs.  

Methods to be included in the restructuring of the reading program were:

a. Phonetic analysis.
b. Use of funny books as leisure time reading.
c. Relative emphasis of oral and silent reading.
d. Continuous vocabulary building.
e. Psychological bases of reading instruction on the several maturity levels.

Because reading was fundamental for students' academic success, the types of changes to be made in the reading program were carefully considered. To oversee the incorporation of new reading techniques and other experimental methods into the school curriculum, committees were organized as the program monitors. Committees, such as the Committee on School Growth, documented the in-service training activities of teachers, the improved curriculum through additional courses, and specified Lincoln Grant faculty responsibilities.

That programs, such as the reading program, were evaluated on a continuous basis meant the results were thoroughly reported throughout the school. This continuous spread of

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107 Ibid., p. 11.
108 Ibid., p. 10.
109 Ibid., p. 13.
useful information helped these educators to interpret program effectiveness.

Lincoln Grant teachers, by 1943, were able to verbalize school weaknesses, but continued to question purposes and methods to be used during experimentation within the Secondary School Study. Some basic issues raised for the second grant period were:

1. It is the purpose of this school to direct its activities toward the development of a set of academic standards or is it the purpose to develop each pupil to the maximum extent of his particular abilities?
2. To what extent should curriculum of this school be based on the real-life problems of the students?
3. Does the Lincoln Grant School intend to search for more and more adequate basis on which pupils are to be judged as bright, dull or impossible?
4. Should there be a program of professional growth planned and developed by the teachers on this faculty?
5. To what extent is the Lincoln Grant faculty aware of the potentialities for using the administration's sympathetic understanding and cooperation?
6. How far can the Lincoln Grant School plan to go in the development of an organized and cooperative guidance program?
7. How shall the faculty make use of the reports growing out of this Conference?

The types of issues raised indicate that Lincoln Grant comprehended the scope of their responsibility within the Study. The assessment of weaknesses in school programs led to a process of continuous questioning. The use of information gathered during the implementation of programs generated

110 Ibid., pp. 20-21.
111 Ibid., pp. 20-21.
further questioning and experimentation. This was a solid approach towards independent progress and good indication that Lincoln Grant participants were readying themselves for educational leadership.

The continuous philosophical questioning during the experimental period generated faculty initiative among member school participants. The significance of their program development, as previously specified, lay in the organized progress of the schools towards achieving better educational opportunities for their faculties and students. Changes in individual school programs in the transition phase were still the result of active philosophical examination and remained observable indications of each school's growth. The Southern Secondary School Conference at Pearl High School, Nashville, Tennessee, was further evidence that member schools were prepared to begin their role in educational leadership - a great tribute to the leadership of Robincon and Brown.

The Pearl High School Conference, March 17-19, 1943, "... was characterized by democratic procedures and cooperative effort." The Conference's emphasis encompassed the teachers' professional growth, the evaluation of procedures used to educate their students, and the classification of the scope of services offered by the Secondary

112(Secondary School Study), "Conference With Pearl High School Teachers," Forward page.
Study. Pearl High illustrated numerous concrete methods of school and community cooperation. Because of World War II, service to the community war effort involved the school in planning discussions on the war, joining community parades, and providing help in rationing operations. Programs in health improvement, safety, culture, and influence and results of war on home and school life were instituted as a result of the need-based approach to Pearl High School's curriculum development. An important aspect of the school's participation in the Study was the evidence of change in faculty teaching procedures and also their total professional growth.

The following summary indicates the kind of changes made by three years of self-examination and development at Pearl High: 1) Seventy-five percent of the teachers, dissatisfied with their professional expertise, elected to participate in foreign and American summer schools: Fifty percent obtained advance degrees; 2) Faculty members participated in summer committees, and greatly utilized the school's professional library; 3) Faculty embraced progressive educational concepts by providing freedom to pupils to attempt research projects, formulating objectives before organizing units, attempting to be a guide rather than ultimate disseminator of facts, and by maintaining a flexible course.

113 Ibid., p. 1.
114 Ibid., p. 9.
115 Ibid., pp. 10-13.
structure to be modified according to student needs; 4) Teachers not only began to write professional articles but also planned and participated in state and district civic and educational programs. These activities are proof that his faculty (as were the other member school faculties) was actively involved in their professional growth. The pursuit of intellectual development motivated all member school faculties to encourage pupils to improve their cognitive abilities.

As the faculties proceeded with their experimental activities, they continued to share their educational perspectives. These contacts with other educators through published articles and state and regional activities, generated observable changes as indicated by Pearl High experimentation. The teachers used movies, parent/teacher/pupil participation, unit planning, and guest speakers. Measurement instruments were used for identifying pupils' needs and consequently, ability grouping was used for their need-based academic activities. The result of these changes was that students matured in their academic and personal behavior. Pearl High was a very good example of member school progress in educational experimentation. From the total school effort to improve academic experiences, particular ideas emerged which were significant to the school's transition into academic self-sufficiency.

116 Ibid., pp. 15-20.

117 Ibid., pp. 15-18.
Continual analysis of both written and oral feedback from teachers, pupils, and parents was the recommended means of guiding students in the member and contact schools. As was true with many other educators involved in the Study, Pearl High teachers had developed a concern for the total development of the student in both the cognitive and affective domains. Evidence of the achievement of positive goals included seven areas. Achievement was considered progressive if Study participants at Pearl High were able to: a) develop the ability to cooperate with teachers and peers, b) improve conditions in school and community, c) increase cultural interests, d) support fair competition practices, e) develop good work, study, and leadership skills, f) support personal opinions, and g) interpret vocational needs. Pearl High School also exemplified the member school initiative to include a more flexible administrative policy in their efforts towards educational growth. The administrative principles reflecting change from a strict line-staff hierarchy were evident when Pearl High School considered:

1. The recognition of the fact that careful planning of the entire school work is essential to efficient school operations.
2. These plans should be democratically made and cooperatively worked out by pupils, principals, and teachers.
3. The planned program is so organized and evenly distributed that faculty members and all have

118 Ibid., pp. 21-23.
an opportunity to share in its execution. 119

These considerations were utilized as Pearl High proceeded through the transition phase.

At Pearl High suggestions for improvements in financing and instruction proposals for long-range objectives and provisions for social amenities were handled by faculty committees which maintained continual contact with the total academic staff. The role of the faculty and students in policy making improved communication and thus understanding among school residents. The efforts by Pearl High educators were directly responsive to identified needs of the student population. Conference evaluations showed that procedures developed through three years of participation in the Study, led in part to the satisfaction of students' economic, health, racial, and educational needs. 120 However, many educators in the member schools still had reservations about their ability to plan and implement progressive educational change. Their insecurity indicated which needs and objectives were of primary concern for member school participants in the next grant period.

Although the evidence existed that member schools were improving the educational opportunities which they offered after involvement in the Secondary School Study, techniques for adapting curricula for specific problems were still

119Ibid., p. 27.
120Ibid., p. 40.
needed. At the April Conference, at Fisk University, Study Director W.A. Robinson clarified this need.

. . . schools were not to any large extent modifying the usual curriculum to meet needs either occasion or emphasized by the war situation. Even when teachers saw some needs for kinds of information or understandings or social behavior they did not always know how to plan learning experiences around those needs. Some of the reasons seemed to be that teachers felt that the materials in the text book courses were required to be covered and felt unsure about their wisdom for choosing what in the text books is essential for their particular children at this particular time. . . . Hence, it was the hope that at this conference the general problem and tasks related to the wartime situation would be freely considered and clarified, that teachers would get such help as they needed for purposefully and skillfully securing and using needed material not found in text books, as well as skills in making the best use of the text books, and that we should all get a clearer understanding of the present demands on the social studies occasioned by the situations created or intensified by the war.121

Therefore, in 1943, persistant problems effecting the progressive change in Black secondary schools were still evident. At this Fisk University Conference, problems were identified as teacher's inabilities to:

a. identify students needs and structure units based upon these needs,

b. relate academic activities with community needs,

c. establish objectives and coordinate appropriate resources and activities.122


122 Ibid., p. 4.
These weaknesses in the teachers' planning abilities and instructional techniques challenged Study consultants to provide the best information and assistance possible.

Participants at the Fisk Conference developing units and structuring evaluations were still in need of further dissemination among member school educators. The Secondary School Study continued to support the problem-solving method as a useful approach to organizing subject matter. Dr. Hilda Taba, for example, consultant at the Fisk Conference utilized a modification of this approach in helping participants develop a unit on civil rights. Her suggestion of steps to follow were expressed as:

1. Analysis of the problem...
2. Establishment of Objectives...
3. Content or Subject Matter...
4. Activities...
5. Exploration...
6. Evaluation...

These steps for unit development were evidence of the continued adherence to the principles of systematic analysis that the Study encouraged.

The procedure for unit development included first, the determination of the unit topic's value, second, the formulation of goals for the pupils and the selection of relevant learning content, third, the use of learning activities, fourth, the examination of materials by students, and fifth, evaluation procedures. To reach objectives of the Study

\[123\] Ibid., p. 7.
and the goals identified by conferences such as that at Fisk, colleges and other educational organizations were, as before, considered essential for the maintenance of communication between high schools and colleges to eliminate fundamental problems. The stress upon proper unit development, then, was the kind of concern that could be handled in the education departments of colleges. Hopefully, the new teachers would be well prepared to undertake the task of unit planning at the secondary school level. This type of secondary—college interaction was essential if the data gained from the experimental programs was to be used.

Member schools continued to recognize that previously identified weaknesses were still evident in their programs and gave professional attention to these concerns in developing activities for the second grant period. Booker T. Washington High School offered the following list in its report on their program of long-term planning:

I. Continued Professional Improvement of the Staff.
II. A Unified Functional Reading Program.
III. Purposeful Adaptation of Subject Matter.
IV. More Democratic Living in School.
V. Improved Guidance Program.
VI. More Adequate Physical Equipment.
VII. Contributions and Co-Operation Towards Community Growth.
VIII. A Continuous Appraisal of Objectives, Including Re-Classification and Re-Defining As We Gain Insight Clarity.

124 Ibid., p. 18.

It is clear that the areas of improvement with which the member schools were concerned, initially identified at the onset of the Study, were still considered important as the final period of the Study began.

An additional means by which inadequacies would be eliminated was embodied within the cooperation among educational professionals. An example of this cooperation was seen when the poor reading abilities of students prompted a resource consortium between the Secondary School Study and the Cooperative Negro Study in the summer of 1943.\(^{126}\) (Such cooperation was viewed by the Study as a desirable outcome of their efforts.) Further goals were identified by Director Robinson for future eradication of Black educational problems:

\[\text{sic}\] "1. As the program of college workshops and departures in summer programs of in-service teacher training develops in the region, a study of the program should be made showing where these efforts are.

2. There would be no better way for teacher training institutions to discover the real problems and felt needs of teachers and of schools of the region than from a summary and classification of the problems which teachers have worked on in workshops.

3. A summary of projects and programs of colleges and other agencies designed to serve more adequately the needs of schools and communities would bring to light the extent and type of such programs the trends developing in implications for future developments.

4. An effort should be made to enlist the cooperative action of all of the agencies concerned such as the Cooperative Negro College Study, the Commission Higher Institutions, the

Commission on Secondary Schools, the Secondary School Study, and the individual colleges in some plan to provide adequate resources and services to schools in the development . . . Similar effort should be made to plan for providing resources for other needs of schools as they are indicated. We already recognize, for instance, a need for resources in guidance."127

This summary shows that as director, Robinson provided the member schools with strong leadership as his suggestions reflected a synthesis of three years of ideas generated by progressive educational experimentation. Such a synthesis provided continuity between the first and second grant periods.

By the summer of 1943, the Study had organized its on-going workshops and had also helped colleges plan their own workshop activities. Participants once again refined their skills as they became reintroduced and experienced in workshop techniques. In this way they were given the opportunity to exchange and share information with other member schools. Also, college participants who utilized the resources supplied by the Secondary School Study and its member schools were able to translate to college libraries, the types of materials practicing teachers found useful. Consultants continued to serve as resource persons and transmitted a valuable interchange of ideas among school and colleges as a result of the workshop activities. Finally,

the continued workshop experience of group decision making provided much help to the serious Black educators. Fifteen planning conferences in individual schools of the Study helped the member schools to identify their own educational leaders and to prepare for the involvement of contact schools in the trend of self-examination. These efforts by the Study were used to promote school developmental self-sufficiency and to urge existing educational resource agencies into positions as consultants and information disseminators. Because of activities such as the workshops and planning conferences, the member schools were able, by the end of 1943, to provide indexes upon which their experimentation would progress and be judged. It was upon this framework of continual planning, implementation, and evaluation that the final period of the Secondary School Study was initiated.


CHAPTER IV

The Development of Member School Autonomy 1943 - 1946

Before the existence of the Secondary School Study, Black high schools had little opportunity to participate in the experimental studies of the period. Black schools in states which were attempting state-wide curriculum development had become "critically unwelcome to imposed obligations to follow patterns which they had had little or no part in developing or approving." As the second phase of the Study began, this attitude on the part of many schools meant that the Study's staff had to continue careful planning in their procedures as they assisted schools. It was necessary then, for the success of the Study, that schools not feel the staff was restricting or dictating curriculum practices. The Study's staff respected the member schools' desire to control their own activities and so remained flexible consultants. This adherence to the democratic process was transmitted by the central staff to the individual schools.

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1 Letter from L.F. Palmer to Dr. Fred McCuistion, January 5, 1943, p. 2.
Involvement in the Study led schools to prepare projections concerning the types of activities they planned to undertake. In the report for a grant for final years of the Secondary School Study, 1943-1946, the Control Committee reported that member schools had identified their objectives, established activities which would best meet these goals, and determined the extent of interaction they would need with the Study.\(^2\) A detailed examination of how particular schools in the Study developed this expertise through which educational progress could be made was begun by several member schools. Two member schools' reports clearly showed how the initial experimental programs were improved upon and how teachers continued to seek methods to increase their knowledge and professional abilities.

Examples of their initiative are well defined by the two member schools which documented their progress in story form — *The Evolution of Susan Prim* by faculties of Lincoln High and Elementary Schools, Tallahassee, Florida, and *Miss Parker* by the Moultrie High and Elementary School, Moultrie, Georgia. The following excerpts will illustrate how member schools reached a stage of professional independence from The Secondary School Study, and how an interchange of professional knowledge was established between the secondary and elementary schools. The excerpts on the following pages quoted from the text of these two stories show that

\(^2\)Ibid., p. 2.
these Black educators were able to develop "progressively" in the Study's program of experimentation.

EXCERPT

Susan Prim
by Lincoln High and Elementary School Faculties, 1944

In all, the last four years have been good years; and Mr. Pitts, Mazie and Susan have learned to look alternately backward and forward before they decide on next steps and how these steps may best be taken. And now the children, too are discovering that progress may be accelerated when the framework for the future progress is established in the light of past successes and failures. Gradually the Lincoln school and faculty are discovering a path of progress which to them, seems to lead to definite goals. The school does not expect ever to find the end of this path. It does expect to arrive at points along the path rapidly and as deliberately as possible. Certain well-defined trends have been established as the program at Lincoln has developed. The faculty knows what these trends are and what they imply in further progress. No doubt additional trends will become established as the school make progress. . . .

Mr. Pitts, the principal has helped to establish and encourage a trend toward professional competency on the part of the faculty. Gradually each elementary school teacher has earned an academic degree. Through independent study each has continued to grow in ability to identify personal problems and to discover how other elementary school teachers are approaching such problems.

Each high school teacher has become actively concerned about professional growth which will contribute to his or her usefulness in the Lincoln School. Mr. Pitts himself has acquired the habit of taking important problems from Lincoln to some University for summer study. . . .

Susan has seen evidences of trend toward increased cooperation among teachers in classroom efforts to meet certain needs common to large groups of pupils. It has not been easy to establish this kind of cooperation since it involves radical

3(Underlines indicate this writer's emphasis)


5Ibid., p. 53.
changes in some of the practices of the school. 

In one English class, for example, the teacher and class agreed on problems or topics for study which seemed to lead toward the goals they had set up for English. As the planning proceeded, it became evident that the pupils wanted the needed to understand how political, civic, and economic movements influenced the ideas expressed in novels and other literary works which the class had planned to study.

The important social implications in the study being planned had not previously been considered in English. Some of the materials needed were English materials but some seemed closely related to—yet were not exactly—materials for the social studies. The problems might have disregarded obvious unmet needs among pupils and would have failed to approach many factors in the problems they had set up for study. Meeting the need of developing English skills while working on problems in the social studies finally seemed to be quite simple. A two period course which permitted the class to use concurrently materials, skills, and purposes from the social studies and English was organized.6

In the school wide reading program under way, Miss Prim had seen another kind of evidence of growing cooperations among teachers. Together, teachers had administered, scored and interpreted reading tests used in the school. Each teacher had checked the results of the tests against her knowledge of the performance of pupils in classrooms. This done, the teachers had agreed that increasing the reading efficiency of all pupils in the school presented problems which called for a cooperative attack by the whole Lincoln staff including both elementary and high school teacher.7

The efforts in the Lincoln staff to assemble more useful information about pupils progress is leading naturally to greater discrimination in the kind of information about pupil growth that promises to be valuable. More information of a useful kind about the strengths and weaknesses of class groups and of individual pupils is being passed on with pupils to their new teachers. Teachers believe that with increasing skills in the process of evaluation they will know more about their pupils and all of these steps in evaluation represent substantial contributions to the schools' guidance program.8

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6 Ibid., pp. 54-55.
7 Ibid., pp. 55-56.
8 Ibid., p. 57.
Nothing has surprised teachers more than the discovery that pupils can make helpful and intelligent contributions to plans for improving many phases of school life.

Pupil contributions to the plans for classroom and home-room activities have given convincing evidence of the pupil's ability to make and respect sound judgements regarding classroom organizations. Pupil-teacher planning for cooperative action is likely to operate on even broader bases in the future.

Present trends in the development of Lincoln reveal, to some extent, the kind of program which Lincoln will have in the future - nothing glamorous or spectacular - just a high school that serves its pupils and its community in the most effective way. One thing they know: it has been a fascinating and glorious experience for the faculty to give the long hours of thinking and planning that have brought them and Lincoln to this stage of development; and the road to the goals ahead looks just as interesting. Deep in Susan's heart there has sprung up a will of faith in people, - in pupils and parents, in her fellow teachers and, best of all, in herself, and in the usefulness of education as a force in human happiness and improved human living.

EXCERPT

Miss Parker The New Teacher
by the Faculty of The Moultrie High
and Elementary School, 1945

Quite some time before the closing date for the semester, our principal asked the faculty to consider the value of holding an extended planning period with homerooms near the middle of the school year. All of us felt that it might be a good idea to find out how much progress the different groups had on plans set up at the beginning of the year. Many of us felt that these plans might need to be revised on the basis of progress which groups and individuals had made. We made a list of worthwhile activities which might be carried on with the different homerooms. This list included such things as summarizing the growth information found in the pupils' individual folders, seeing exactly what had been accomplished by the group, what the library records showed about the reading being done, how the groups had progressed in written expression, seeing what working relationships had become better established, what the health records told about groups, and planning next

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10 Ibid., p. 59.
steps in the light of this information.\textsuperscript{11}

The discussions engaged in by pupils and teachers during the morning and by the faculty during the afternoons resulted in clear cut plans for the rest of the year. Better working relationships were established among teachers and pupils because opinions regarding progress on plans could be examined in the light of collected facts. We are off now to a good start on our plans for the present semester.\textsuperscript{12}

We have known for some time that school work as it has been offered will not challenge boys and girls in the post-war period; and we have plans in our minds for rendering greater service to our pupils and our community. The White schools are thinking along these same lines. They have invited us to join in a citywide and cooperatively planned effort to improve reading and we will accept the invitation because working with them is always pleasant and educative.\textsuperscript{13}

All of us believe that working and thinking together is the best way to produce real and permanent school growth and community service. This conviction had led our faculty to study and often to explore techniques that we have heard about, read about, or thought about which offered promise of increasingly valuable cooperation by all persons and agencies interested in or responsible for public education.

We are sure that this effort is steadily making our school and its program better. We are equally certain that the zeal, enthusiasm, planning, and professional study which all of us put into the development of our school can result only in successes.\textsuperscript{14}

\textbf{Progress Report for the Ninth Grade}

A review of the undertakings of the ninth grade class gives some ideas of the kinds of opportunities which it has had for growth and how it has taken advantage of these opportunities. The class worked in English, mathematics, science, shop, and some homemaking.

In English three big jobs were undertaken. The class engaged in creative writing activities in order to improve ability to express original ideas in clear, correct, and

\textsuperscript{11}William H. Dennis and Ruth E. Laramore, Miss Parker, The New Teacher, Moultrie, Ga., (Moultrie, Ga.: Moultrie High and Elementary School Faculties, 1946), pp. 63-64.

\textsuperscript{12}Ibid., p. 64.

\textsuperscript{13}Ibid., p. 72.

\textsuperscript{14}Ibid.
The second big activity was the making and filing of bibliographies based on reading done by the class. The third big activity was the projection of Good Speech Campaign.\textsuperscript{15} 

The fact that a large proportion of the class are the children of sharecroppers regulated the kind of mathematics problems undertaken. The class asked for practical "math" which could be used in connection with farm life. The plans developed by the teacher and pupils included measuring a tract of land and finding the acreage, simple banking, installment buying, and a study of rationing. Considerable use was made of graphs. Reference reading was done willingly by the group as it collected needed facts. The group did not have much success in efforts to express ideas in writing.

In science the class preserved animal skins, made a survey of the health conditions in the community as a part of a study of health problems, presented a health assembly made a study of a variety of animals and plants collected by the class, entertained the new pupils and teachers with a "back to school party," and sponsored a parent-pupil banquet.

The writing done by the class in science was of good quality and about things they had observed. The class did much reference reading from pamphlets and books, and a few whole books were read for pleasure. In science the class worked and planned together skillfully.

The ninth grade shop class took a share of the beautification project. They drew the plan for the cement walks and wired the elementary building so that this building might be properly lighted. Reference reading was done in order to collect facts. Discussions were held to plan work and to talk about difficulties met.

Are there old goals toward which this class needs to work? Are there new goals which this class might set up?\textsuperscript{16}

The faculties of Lincoln and Moultrie High Schools had discovered that school growth depended upon the cooperation of the administration, teachers, and pupils. Their efforts to maintain continuous school growth were responsive to pupil and community needs. The excerpts illustrated how these

\textsuperscript{15}Ibid., p. 67.

\textsuperscript{16}Ibid., pp. 68-69.
schools developed a new sense of direction.

As the final phase of the Study began, the characteristic of programs which member schools were exploring with satisfaction were identifiable. From the examples given, it becomes evident that evaluation techniques were extensively used, cooperative planning methods were incorporated in the curriculum, and guidance programs were reshaped and revitalized. Through efforts to individualize classroom activities according to students needs and interests, member school educators were able to plan for long-range goals. If the Secondary School Study had not existed, Black member schools and affiliated schools (e.g. contact schools) would not have progressed as they did nor would they have experienced cooperative sharing of resources with over one hundred non-member schools. Further, Black schools would not have had access to a growing Black educational leadership. As the final phase of the Study began, the Study moved towards creating cooperative interaction between colleges and secondary schools. Providing a central summer workshop which evaluated accumulating data, the Secondary School Study aided member schools in their attempt to achieve independence in program development.

For experimental autonomy to be gained, member schools expected more assistance from the Study staff in diagnosing problems and prescribing methods for improvement. 17

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Such assistance would be unavailable at the conclusion of the Study if regional educational agencies and institutions were unable to provide resources. To encourage this needed cooperation, groups of educators were selected to work with colleges and universities. Interschool contacts were made during this phase of the Study through efforts to write stories about the programmatic developments. These informative experiences were designed to be instrumental in helping Black teachers develop insights, skills, and knowledge to meet the ongoing challenge of educating Black youth. Culminating workshops in developing these educational insights, skills, and knowledge in the areas of mathematics and evaluations were still considered necessary, however. According to Director Robinson, "If three such experiences can be provided in the Summer of 1945, the most pressing needs of the region for special training will have been met."20

By 1944, the Secondary School Study no longer held regional workshops for in-service teacher training. This led to the realization by educators that certain experiences were still needed for successful completion of the program

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19 Brown and Robinson, Serving Negro Schools, pp. 84-86.


20 Ibid., p. 3.
development begun under the Study's direction.\textsuperscript{21} To meet the most pressing needs of southern Black educators, the Secondary School Study provided means by which member school participants could attend workshops held outside of the Southern Region.\textsuperscript{22} One such workshop which was fully documented in the Study's records was that held at Ohio State University from June 13 to July 29, 1944. The College of Education was host to a six-week evaluation workshop which provided nineteen consultants as resource persons for the meeting. Here, the participants had to sharpen their skills that had developed in the first three years of the Study. These workshops continued to be a unique opportunity for Black and White educators as both professionals and citizens. During a period of segregation, opportunities for this kind of interaction were in request. Finally, this was the opportunity for high schools and college educators to meet leading professionals in the field of education.

Without a final thrust towards institutional and professional introspection, voids would continue to exist in the southern Black secondary schools. Structured to assist member schools in their goals, these second phase workshops covered various areas of concern. The professional


\textsuperscript{22}For a list of workshops and directors for 1944-56, see Brown and Robinson, Serving Negro School, pp. 85-86.
considerations encompassed in the Ohio State Workshop included three areas: educational philosophy, teacher training techniques, and teacher aids. As in previous Study workshops, stress was placed upon the need for teachers to develop a philosophy of education as the base for their curriculum and instructional procedures. Also included in the Ohio State workshop format were methods by which teachers could be trained more effectively. These method were: a) the use of a September Field Experience, - an orientation course structured to identify potential failures as educators and areas of specialization for suitable students, b) the use of a resource unit for use with college teachers preparing orientation course, and c) the use of teaching aids (including audio-visuals) within class activities.23 After the information on these methods was disseminated, the evaluation techniques deemed most important for consideration by workshop participants were identified:

A. Location of values
B. Location of personal problems
C. Discussion techniques
D. Evaluation of a school
E. Evaluation of a staff and of teaching
F. Evaluation of social adjustments
G. Location of student interests
H. Location of appreciations
I. Evaluation of attitudes
J. Evaluation of instruction
K. Evaluation of thinking24


24 Ibid., p. 1.
Attention to these evaluation concerns helped member school educators to further refine their methods. For Black educators to successfully solve the problems they had identified over the years of participation in the Secondary School Study, this knowledge, available to other educators in the forefront of educational innovation, was crucial.

Teachers participating in this Ohio State Workshop on evaluation were encouraged to determine necessary social and human values upon which their educational objectives could be examined. Identification of students' personal problems would, teachers continued to learn, help those involved in education to better construct their goals and activities. Also, discussion techniques which had previously been a part of the classroom format during experimentation were reanalyzed for problem solving in school evaluations to determine whether or not the school was meeting its objectives.

In a final overview, evaluation of a) the teaching staff in terms of competence, b) the social adjustment among students and peers, and c) the pupils' interests were examined by the workshop participants. Measuring instruments were identified for evaluation of attitudes, instructions, and thinking. In summary, the workshop activities included these courses:

A. Attending courses...
   1. The Role of the High School in the Social Order--Dr. Alberty...
   2. Curriculum Construction--Dr. Alberty...
   3. Minor Problems in Secondary Education--Dr.

There were a variety of miscellaneous activities available at the Ohio State Workshop. Individual conferences were given in such areas as guidance, language, student teaching evaluation, geography, social studies, and the philosophy of education. Also, individual problems—establishing a remedial reading program, analyzing curricular problems, and defining procedures for relating coursework with community development—were vital areas of discussion.27 Participants were also exposed to useful discussion on the Laboratory School at Ohio State as well as on the administration techniques needed to hold such workshops. Socially, they were able to participate in recreational activities given by the workshop members. Participants had valuable experiences interacting with one another intellectually and professionally

26 Ibid., p. 6.
27 Ibid., p. 1.
without the usual regard to race. To evaluate the experience and the workshop structure, participants responded to a three-week progress report supplied by workshop staff which required detailed responses to questions concerning the following:

a. extra-curricular activities.
b. off campus activities.
c. course related readings.
d. successful and unsuccessful experiences.
e. development of an educational philosophy.
f. progress on problems in analyzing schools and society.\(^\text{28}\)

Pertinently, the responses of participants indicated that benefits produced related to development of interpersonal relations, acquisition of knowledge, analysis of old and new concepts, sharing of ideas, and growth in educational/social perspectives.\(^\text{29}\) It was educationally fortunate that these types of benefits were identified. The Study's central staff recognized that such gain would be necessary if southern Black educational innovations were to be successfully continued. These kinds were indicators of the degree to which schools were developing experimental self-sufficiency. Comments from The Ohio State Workshop

\(^{28}\) "Student Experiences in the Workshop on Evaluation," Ohio State University, July-August, 1944, pp. 2-3.

\(^{29}\) Ibid., p. 3.
participants also showed that they specifically learned:
a) techniques in critical thinking, b) evaluation procedures, c) methods of organizing resource units and d) ways for identifying aspects of the affective domain pertinent for analysis within the classroom.\(^{30}\) (It should be noted that emphasis was once again placed upon the development of a useful philosophy of education at this workshop.)\(^{31}\) The responses collected were significant indexes of the remaining weaknesses and needs of southern Black educators of this period.

Although much was gained by participating educators, as the effectiveness of the workshop continued to be analyzed, workshop organizers and consultants received comments criticizing them for not providing sufficient opportunities for fully sharing new ideas and materials. Examination of the workshop shows that they were also criticized for the workshop's dearth of information on how to provide programs of change in segregated areas, and how to correlate concrete activities with abstract philosophies.\(^{32}\) These criticisms were recorded for direct consideration by the Central staff of the Secondary School Study. The candid remarks were both pertinent and useful for planning in the final stage of the Secondary School Study. Knowledge of strengths and weaknesses in both

\(^{30}\) Ibid., pp. 3-13.

\(^{31}\) Ibid., pp. 14-24.

\(^{32}\) Ibid., p. 24.
workshop activities and participant abilities were valuable for the Study's central staff as they organized final activities.

The Study continued to provide useful services from 1943 to 1945, for all participating member schools. In addition to consultative services, loaned resources including books, periodicals, and audio-visual were considered instrumental to the final progress and development of Study. Therefore, the Study maintained a lending library as a part of the services they offered. The Study provided Douglas High School with a sound system for the 1943-44 academic term. This borrowed sound system enabled the school to have educational recorded programs, talent programs, plays, music activities, sports, assembly programs, and other extra-curricular activities. The following comment indicates how important such services were to struggling Black schools.

"Through the use of this System many educational programs were given in the form of teaching projects and entertainments to break the monotony of regular class routine." These curricular additions were made possible through the lending services and were indicative of the infusion of new techniques within the southern Black secondary school.

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34 Ibid., p. 2.
Continuing constructive aid to member schools, the Secondary School Study sponsored a visit to Savannah Chatham County Schools for the purpose of gathering data. Information was collected from the "... city-county school administration officials, the Jeanes Supervisor, principals, teachers, and children in a selected sample of the school; with some of the civic leaders and a few interested parents. ..." The resulting formal and informal conversations and conferences with these persons provided data necessary for the planning of the 1945 Summer Workshop at Atlanta University. At this final workshop, concerns unique to particular communities, as well as general concerns of Black secondary school educators, were to be analyzed. These concerns involved administrative issues, curriculum needs, professional activities, instructional techniques, and pupil interests. Also, attention was to be given to certain problems at the elementary level. Some elementary schools, for example, used a system of promotion which disregarded individual achievement and produced negative results. The need in these schools, then, was the clarification of appropriate methods for meeting individual needs and for classifying pupils. It was this kind of information that

36 Ibid., pp. 1-17.
37 Ibid., pp. 3-4.
helped non-member and elementary schools to benefit from the Study. The continued activities of the Study were still considered valuable and necessary by member schools to continue the eradication of glaring educational problems.

Timely, the summer workshop at Atlanta was regarded a necessary tool for examining numerous lingering considerations. It was hoped that the support of "... intraschool planning would result in school-wide programs that would replace the tendency toward having each classroom an individual school,"38 Also, the workshop planners kept two principles of experimentation in mind: problems for administrators and their staffs involving independent school development would only be decreased through systematic training procedures, and principals and teachers involved in curriculum organization would benefit most through cooperative planning, planning which would increase mutual professional understanding and positive interaction to reflect total school rather than individual concerns.

Schools were developing autonomy in program experimentation but the Central Staff of the Study was, in 1945, still receiving statements from administrators that teachers lacked knowledge of professional procedures that would satisfy efforts to meet school and pupil needs.39 Chatham and Savannah County teacher concerns over the poor reading abilities

38Ibid., p. 5.
39Ibid., p. 6.
of secondary level pupils illustrated the existing southern Black need for the continuation of the Secondary School Study through 1945. Weaknesses were clarified:

a. Poor reading abilities on the part of high school students was blamed on elementary school teachers or the promotion system.

b. Contemporary reading methods which differed from past procedures were considered responsible for poor readers.

c. No systematic attempts had been made to identify, analytically, the reason for poor reading skills of secondary students.

d. Students had little knowledge of or input into the selection of supplementary reading materials.  

Because many Black secondary school educators were still plagued by these and other procedural problems, the necessity for the development of regional leadership based within the individual high schools became increasingly significant.

Helpful solutions to the numerous problems of these high schools were available through Study activities. Regional leadership development was the primary responsibility of the Secondary School Study during its second grant period, and member schools began to synthesize what they had learned during active involvement in the Study. This meant

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40 Ibid., p. 7.
that constructive efforts were made to introduce into these schools' programs many of the ideas that had been developing over the years. To do this, cooperative faculty planning was recognized as the vital approach for school development after the school's program needs had been identified and systematically analyzed.

To initiate programs of school development, educators prepared plans of self-examination and evaluation to promote educational changes. These plans incorporated activities which involved: 1) close attention to various levels of school personnel interaction (i.e. democratic principles in staff/principal relations, positive and cooperative relationships between and among teachers, pupil-teacher planning, teacher/parent relations and organizations), 2) various curriculum modifications (i.e. use of arts and crafts in academic and non-academic periods, concentration on supporting proper health procedures, design of discipline methods to develop positive group and individual behavior patterns), and 3) community resources which were available to the school (i.e. extra-curricular activities involving civic organizations and meaningful interactions between community universities and colleges and the high schools.)

The Study showed that professionalism among teachers would grow only through organized opportunities - those specifically designed to provide the preliminary information needed by

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teachers to assess and attack school problems. The continued significance of the Study then, lay in its assistance to schools in identifying program weaknesses and discovering ways to capitalize on their teachers' strengths.

One of the final efforts of the Secondary School Study was to provide three workshop experiences in the summer of 1945, for groups of teachers in centers of the Southern Region. The Secondary School Study organized an English workshop located at New York University, which addressed itself to: a) developing cooperative planning among secondary school and college educators, b) diagnostic and prescriptive teaching methods, and c) procedures to be used in teaching communication through an interrelated curriculum.42 Fifteen teachers from eight southern secondary schools and colleges were selected to participate in the workshop under the direction of Dr. Lou LaBrant, an English education professor.

A continuous weakness among southern Black secondary students was a lack of proficiency in reading and in written communication. These skills were fundamental for success in subject matter areas and problem-centered activities. Participation in the Secondary School Study had helped educators to identify basic yet still crucial areas of concern for innovations to continue. In this English workshop,

42"Committee Reports by Members of the Workshop in English for Teachers in Southern Colleges and Schools," New York University School of Education, Summer, 1945, p. 1.
participants recognized that the diagnosis of reading and writing problems depended upon identification of the students' interests and specific deficiencies in reading and writing. The importance of the workshop became clear when the final report was issued emphasizing desirable teaching procedures and other pertinent education concerns. To summarize, the report involved the:

a. discussion of diagnostic procedures to use in reading and language arts;

b. recognition that research data be used as guidance; organized and utilized according to the needs of the unique situation;

c. delineation of concepts to be considered in communication diagnosis;

d. provision of examples of such devices as interest inventories and reading records;

e. techniques and importance of language arts in an integrated academic curriculum;

f. summary of reading problems requiring remediation;

g. fundamental approach for correcting reading deficiencies;

h. recommended techniques for teaching composition;

i. useful procedures for listening and speaking development;

j. series of bibliographies of books useful for
The compilation of this information gained from the English workshop into a report which could be circulated among other educators was a constructive outcome of workshop activities. It is evident from the preceding list that Black southern educators were receiving information that was contemporary and useful for school-wide organization of communication activities. The careful delineation of diagnostic and remedial techniques, plus the discussion of the conceptual framework upon which such techniques were devised, provided the participants with skills in organizing, analyzing, and interpreting resource information. Further, participants in the English workshop learned to identify axioms upon which their efforts towards improving educational instruction would be based.  

Other workshops were included in 1945—one in the teaching of mathematics at Ohio State University (attended by ten educators predominately from colleges) and one in guidance at the University of Chicago. The mathematics workshop under the direction of Harold D. Fawcett (in the Department of mathematics education at O.S.U.) addressed itself to problems similar to those which were examined in the English workshop and produced comparable materials. The guidance workshop, attended by eleven representatives

44Ibid., p. 36.
primarily from colleges,\textsuperscript{45} produced a useful report which was a compilation of suggestions on counseling formulated by a committee of educators from southern schools. The fact that more participants were from colleges shows the attempt by the Study to strengthen college education and teacher training programs. Each participating educator devised final suggestions which related to problems of his own school and which were selected after analysis of a variety of useful approaches that these representatives supported: a) guidance techniques could be used successfully within the classroom; b) student input in academic planning could become a significant part in personal development; and c) sharing of ideas on an interschool basis could provide the means for initiating positive action on guidance problems.\textsuperscript{46} Clearly, participants were able to identify considerations which would prove useful to other southern educators seeking to upgrade their academic environment.

What now appear to be simple techniques and basic educational ideas were new and creative to the participants. Black high schools began to view guidance committees as a useful means of helping faculties to coordinate their guidance activities. After the development of a well-analyzed

\textsuperscript{45}Workshop participants are listed in Serving Negro Schools by W.H. Brown and W.A. Robinson, p. 87.

\textsuperscript{46}"Thinking About Counseling in High Schools and Colleges - A Digest of the Suggestions Formulated by a Committee of Teachers from Southern Schools," Chicago, Summer, 1945, pp. 1-2A.
philosophy of education, administrators and faculties began to help students join in the development of their learning activities. Data from standardized tests, school records, student interviews, personality tests, and youth research were considered helpful in effecting positive pupil growth.\(^47\) These considerations were innovative and experimental so were not inherent within the structure of the traditional Black secondary school.

The recognition of educational considerations vital for academic development showed that southern Black educators made the kind of progress Robinson and Brown had desired. News of the Secondary School Study and its activities was important for the post-Study efforts of innovation. Participants at the First General Session of the Association of Colleges and Secondary Schools for Negroes (December 8, 1945) were informed of the Secondary School Study in a symposium:

For four and a half years sixteen member high schools, a large number of "contact" or non-member high schools, some colleges, state departments of education, and individuals have been planning and carrying forward programs of action affecting improved educational services in schools, classrooms, and communities throughout the region.\(^48\)

At the symposium, Study participants reported on: a) the activities and progress in member and non-member high schools,

\(^47\)Ibid., pp. 3-41.

\(^48\)Association of Colleges and Secondary Schools for Negroes, Minutes of the First General Session, Orangeburg South Carolina, Meeting of December 8, 1945.
b) the various kinds of collaboration with colleges, c) the development of leadership skills in program improvement areas (reading, social science, science, evaluation) and d) the kinds of collaboration made with the State Departments of Education.49 Members of the Association were thus presented with a full account of the kinds of concepts emerging from the Study.

Examination of Lincoln High School's progress illustrated the various ideas that were supported by Study participants on a continuous basis. A summary of what they learned represents similar growth of ideas in other member schools. Members learned:

1. Good schools became better schools through continuous evaluation techniques.

2. Because the home environment effected the learning and academic performance of pupils, parental involvement in the education processes was necessary.

3. The development of philosophy of education by a high school was a fundamental step in constructive curriculum development.

4. Contemporary information on experimental programs were embodied in the larger progressive educational movement.

5. Student/teacher planning became an effective

49Ibid., p. 1.
educative tools.

6. Academic growth involved development in areas such as personality, health, culture, social interactions, recreation as well as academic performance.

7. The systematic assessment of student abilities and needs led to individualizing instruction and remediation of problems.

8. Black pupils had special needs to cope with resulting from a segregated class system.

9. Professional growth among teachers was a product of cooperative planning among administrators, teachers, and pupils.

10. Curricular development involved school-wide participation and resulted in the school serving both the student and community.50

These insights into the nature of progressive educational change within the Black secondary school were of great value. Before the Study began, Black secondary schools were uncertain how needed staff skills and program changes would be developed. The gains made would be lost however, if, after the Study ended, experimentation ceased within these schools.

During these last stages of the Study's existence, member and contact school leaders were challenged to find the

50Lincoln High and Elementary School Faculties, The Evolution of Susan Prim, pp. 7-59.
means by which to continue educational progress. The consultative services and resources offered by the Study were temporary, in that their provision could only last the duration of the General Education Board's grant and this fact Study participants had to face. The colleges and state departments were turned to then, for their assumption of duties to aid Black secondary schools in their development attempts. Director Robinson, whose professional experience had ranged from public school and college teaching to administrative positions with the state of North Carolina, had relied on these experiences to give the Study strong leadership. He believed and supported the idea that future progress in Black secondary education required a coordinated effort among all involved in the learning process. However, in an effort to enlarge his professional exposure, he accepted an administrative position in Arizona. Brown, a chemistry and physics teacher who served on the Study's visiting staff as associate director, became the Study's director in 1945. He too supported the idea of a coordinated effort to maintain educational growth and reinforced this idea as he coordinated the final activities of the Study.

Both Robinson and Brown saw that the southern educational agencies and institutions needed to consider that their role must involve "discovering and understanding the
needs of teachers; working in developing school programs; and providing training centers where teachers may acquire, under experienced consultants, the skills and understandings pertinent to their explorations."\(^{52}\) The assumption of this responsibility by permanent educational agencies had begun under their direction and was observed in summer workshops of colleges in several ways: a) in the use of grants for additional post workshop assistance, b) through the college representative attendance at Study workshops, c) in college field service to neighboring schools on a continuous basis, and d) in the considered expansion of service to Black schools by state departments and county superintendents.\(^{53}\)

From the experiences offered by the Study the "educational therapy of such experiences contributed to the removal of sociological and psychological barriers to the learning process. For that reason these things were designed not only to meet immediate needs but to develop confidence, skills, courage, and zeal for an on-going optimum growth in terms of recognized potential.\(^{54}\)

For the assurance of continuous development among the southern Black secondary schools, Brown and Robinson had offered a clear call to the Association of Colleges and Secondary Schools for Negroes. It was proposed that a

\(^{52}\)Brown and Robinson, *Serving Negro Schools*, p. 52.

\(^{53}\)Ibid., p. 52.

\(^{54}\)L.S. Cozart, *A History*, p. 43.
permanent unit - the Committee on Curricular Problems and Service - be established to organize and implement a plan of continuous cooperative programs on regional Black curricular problems. The member of this proposed committee were to include:

1. The heads of departments of education from state and private graduate institutions in the region.
2. The chairmen of the two standing Commissions in the Association.
3. Two representatives from the State Agents' Committee, one being the chairman of the Committee.
4. Two representatives from the Executive Committee of the Association, one being the chairman of the Executive Committee.
5. Temporary members invited to work with the Committee because of their interest of connection with certain projects.
6. A coordinator, appointed by the Executive Committee of the Association. This coordinator may be either a full-time person or a part-time person selected from the membership of the Association.55

These individuals were viewed as essential participants of any organized effort to maintain improvement in the Black schools.

To coordinate a regional educational program for Black high schools, the central staff asserted the need at that time to determine the validity of three assumptions:

1. That schools, colleges, universities and state departments of education in the region are willing and ready to plan cooperatively/or the improvement of educational opportunities in the schools of the region, regardless of their membership in the Association.

55Brown and Robinson, Serving Negro Schools, p. 75.
2. That these same agencies are willing to place the responsibility for the coordination of any regional program for the improvement of school curricula within the Association.

3. That funds must be secured from other sources to supplement those which the Association can provide.\textsuperscript{56}

These assumptions, if deemed valid, were to direct responsible educators towards the development of necessary regional education services. It was further proposed by the Study's central staff that the skeleton proposal on the Curricular Committee be distributed to the state departments of education, high schools, colleges, and universities prior to the Association's 1946 meeting for determination of its acceptability by these educational agencies.\textsuperscript{57} Thus, the continued progress of Black schools within the Southern Region rested on the cooperative efforts of all agencies influencing Black schools.

To provide for steady and effective interaction among these agencies influencing Black schools certain controversial issues were considered necessary for examination. Educators would have to determine: a) if schools should develop potential of all attending or should they provide standards for elimination of nonachieving students, b) if teacher training was to be peripheral to the liberal arts college or if it was to be of primary importance, and c) if the Black public school responsibility should be a cooperative

\textsuperscript{56}\textit{Ibid.}, p. 74.

\textsuperscript{57}\textit{Ibid.}, p. 73.
effort among educational agencies for program development or the responsibility of a specific individual or agency. 58

The response to these issues would determine the direction of permanent autonomous initiative within the schools.

As the Study ended, certain regional trends were identified as useful to the proposed Committee on Curricular Problems and Services:

1. Providing opportunities for the cooperative consideration by entire school faculties of their most persistent school problem (in-service study).
2. Studying ways for increasing the reading efficiency of pupils throughout the school.
3. Providing for broader participation by teachers in school planning.
4. Developing techniques for broader participation by pupils in classroom and school planning.
5. Improving library services:
   a. Improved professional libraries for teachers.
   b. Larger and better used book collections for children.
   c. Extension of school library facilities to adults in communities, especially those localities in which public libraries are not available.
6. Making elementary and high school science increasingly useful to learners.
7. Developing more effective guidance techniques that will operate throughout the school.
8. Relating school programs more closely to community problems and making increased use of community resources. 59

Whether or not regional planning would become a reality, depended on the initiative of the Southern Region's Black educators. The Secondary School Study provided the avenue for Black educational progress, but the responsibility of future efforts lay entirely in the motivation of the individual

58Ibid., p. 73.
59Brown and Robinson, Serving Negro Schools, p. 76.
Study participants.

The Secondary School Study began to be phased out of existence in January, 1946. Demands were still being made on the reduced staff but interaction with the schools had to be limited to the production of the member-school story reports previously discussed. These stories were considered by Brown to be of significant value to teacher-training institutions and other educators. Their descriptive analysis of the development of Black secondary school self-examinations and resulting experimental techniques provided a unique contribution to educators desiring information on progressive educational reform. When the central staff prepared to close the Study, schools requesting consultive services were referred to neighboring colleges and to the numerous leaders prepared by the previous workshops of the Study. As far as workshops were concerned, only those workshops whose staffs were predominantly from the sponsoring colleges possibly developing workshop programs were connected to the Study in this phasing-out period. The staff continued to make an effort to develop a report describing the previous summer projects, but by September 20, 1946, all activities of the Secondary School Study had ceased.

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60 Letter from W.H. Brown to Dr. Fred McCuistion, January 2, 1946, pp. 1-2.

61 Ibid., pp. 1-2.
The burden of Black educational development in the Southern Region was placed among those Secondary School Study participants who maintained a vision of progress. Former Director Robinson could only muse:

The effort to make Negro schools places where Negro youth grow into effective maturity has just begun. There is a hopefully large (or small) number of workers in the region who have begun to get both the philosophies and the skills that will produce a useful type of education. I pray that they will not give up the struggle. The Study has, I feel, pushed up the hands of the clock, but the hour is still late.  

62 Robinson to McCuistion, March 31, 1946, p. 3.
CHAPTER V
Conclusions

These questions were introduced in Chapter One as the foundation for analysis of the Secondary School Study.

1. How was the Secondary School Study related to the Progressive Education Movement from 1940 - 1946?

2. How did progressive education meet the needs of Black secondary school students in the Southern Region?

3. What effects did the Study have on curriculum development in the member schools?

The answers unfolded as the details of the plans and activities of the Study were documented and as they revealed the continuous desire of southern Black educators to improve Black education. To synthesize the development of the Study, it can be submitted that documented evidence supports the following conclusion: The Secondary School Study, 1940 - 1946, was an effort based upon progressive educational concepts to modernize the existing structure of southern Black secondary education. The answers below will show that the Secondary School Study was actually a kind of service agency which helped Blacks to achieve greater heights in educational
leadership.

a. How was the Secondary School Study related to the Progressive Education Movement from 1940-1946?

The Secondary School Study was created by a group of southern Black educators who believed that participation in the growing "Progressive Education Movement" was vital. The Commission on Secondary Schools of the Association of Colleges and Secondary Schools for Negroes had proposed in December, 1937, that:

"... the Association of Colleges and Secondary Schools for Negroes formulate plans by which Negro Secondary Schools may be stimulated to study progressive movement in education and participate in any experience in progressive education set up in the Southern Region."  

This concern initiated perhaps one of the most significant Black educational efforts to modernize schools in American educational history.

The schools selected for participation were those in both rural and urban areas which: a) showed interest and leadership in administration, b) school improvement efforts and c) staff initiative to interact with other schools and experiment with instructional techniques, curriculum changes, etc. They, in essence, had to be willing to embark on the experience of examining and implementing concepts of progressive education. The progressive school was characterized

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1 Brown and Robinson, Serving Negro Schools, p. 12.
by W.A. Robinson when he stated in the article "Progressive Education and the Negro":

Wherever the staff of any school has began to make a critical appraisal of its educational task and, based on the emergence of a thoughtfully worked out philosophy of its own, has begun to liberate itself from the bonds of accepted conventional school practice, such a school has begun to be progressive; and the extent to which the school staff attempts to follow through its own intelligent ideas as to how children may be truly educated marks the extent of the schools' progressive practice.3

This statement by the Study director indicates the kinds of activities in which the Study would be involved. The participants in the Study decided at the onset that they must determine students needs and interests from the perspectives of a minority group within the American society. This decision meant they needed to analyze and improve the total educational environment of their schools. Objectives of participants which became fundamental to educators' involvement in the Study was gained from their interactions with other Blacks in the Southern Region involved in Study activities.4 The staff of the Secondary School Study, credited with expertise in progressive educational techniques, had the responsibility for insuring that these Black secondary participants be in direct contact with progressive education—one of the important American educational movements of the period.5


Such contact provided the opportunity for member schools' exposure to the educational innovations evolving from the various national trends. With the Study staff and participants agreeing on objectives incorporating progressive educational concerns the activities of the Study became the means by which progressivism was systematically introduced to southern Black educators. Crucial to this significant channel of communication of progressive education were the consultants.

For participants to meet the criteria for developing progressive academic environments suggested by the Progressive Education Resolution Committee, it was necessary for a consultative service to be offered by the Study. This service, available to both member and contact schools, grew in demand as member school planning conferences were given. The kinds of guidance given by the consultants included the following: workshops, visits to schools, assistance of teachers' associations, principals' conferences, preplanning conferences with state department of education, and planning conferences with colleges.

The consultants agreed that their role was to guide and not to impose viewpoints upon member schools. The initiative in seeking consultative service, program planning, and

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6 Ibid., p. 1.
7 "Meeting of Principals," p. 2.
8 Ibid., p. 3.
problem analysis was the responsibility of the school staff; therefore, consultants helped to develop the professional leadership of the member or contact school seeking assistance. The outcomes of the consultant activities were summarized by member school principals and the Control Committee of the Study. Member school teachers needed much help during the school term even though they had organized detailed plans at the Study's summer workshops. This meant that consultants developed expertise in assisting member school educators and provided a communication link among participating schools. 9

In addition to the consultative service offered by the Study was a library service. Professional resources were made available to and circulated among member and contact schools and were also circulated at college workshops. This service enabled the material users to gain needed "progressive" information for solving school problems. Teachers gained access to professional literature (pamphlets, books, and periodical files) which would not have been available. Further, as materials circulated, member schools sought to develop their own resource files because of the extensive use of the Study materials by both member and contact school educators. The wide circulation of the Study's library materials showed that teachers did find information important since it was pertinent to their educational concerns. 10

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9 Ibid., p. 1.
10 Ibid., p. 2.
The professional awakening among these educators was reinforced and kept growing through the resources of the library. These materials were the link to the contemporary concerns and issues of the larger American educational community. This link was strengthened through concepts associated with the progressive education movement. The American philosophy of democracy was considered fundamental to academic settings based upon cooperation, and the concept of democracy, as a part of progressive educational experimentation, was considered and discussed early in the Study by participating southern Black educators.

W.H. Brown, as assistant director of the Study, made a significant comment on the link between democracy and Black education during this time in American history. He stated: "Too many schools including kindergarten, elementary and high schools, colleges and universities, neither permit nor provide any more democracy in the school than is accorded their pupils on the street. Benevolent dictatorships cannot develop boys and girls into independent and democratic individuals capable of meeting satisfactorily those situations which require critical thinking of value judgements." Brown, "Negro Science Teachers," p. 240.

School-wide and pupil/teacher planning became effective ways that students and educators experienced analytical independence as well as cooperative academic interaction. These kinds of decision-making processes were directly correlated...
to the concept of democracy. W.H. Brown viewed the southern Black educators' involvement in creating democratic citizens and responsible individuals as a continuing need: "All believed that better education meant broader opportunities for intelligent participation in and responsibility for democratic living. Hence efforts in the Study during the two-year period have been directed toward finding satisfactory ways for providing through schools and communities those educational opportunities which Negro boys and girls seemed to need." 12

Schools had attempted to provide more opportunities for participation in a democratic society, opportunities for learning to make wise decisions (through participation in making these decisions), opportunities for pupils to learn more about themselves and other people, and opportunities for acquiring important factual information for use in thinking and in choosing wise courses of action. 13 Black teachers involved with the Study were intent on developing a constructive philosophy of education. These views on education, therefore, involved the belief in equality and opportunity. Exemplary of such views were statements issued by a group of educators associated with the Study. They asserted that education should prepare the individual to support, practice, and maintain the philosophy of democracy, and that the school

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13 Ibid.
should be responsible for this preparation. All educational groups, functioning on a cooperative basis, were viewed as the future leaders in developing and using the Southern Region's potential.14

Through the use of experimental instructional techniques, program redesign, and in-service teacher training opportunities, the Secondary School Study member became participants in the experience of progressive educational change. Innovative efforts to provide Black youth with a useful education were devised as a result of direct contact with educators whose expertise was grounded in knowledge of progressive education and its concepts. Because the Study enabled southern Black educators to analyze progressive educational ideas, it became a means by which progressivism helped southern Black secondary students.

b. "How did progressive education meet the needs of Black secondary school students in the Southern Region?"

The Black high school student in the Southern Region between 1940 and 1946 was confronted with two major social concerns—the southern system of segregation and World War II. This meant that educational innovations evolving from the progressive ideals of education had to be oriented towards the student as an unique individual and as a citizen.

A group of ten educators involved in Study activities wrote that the task of the southern schools was to: a) provide students with experiences in democratic principles, b) analyze and help in the eradication of community problems, c) base the school curriculum upon pupil needs and interest as well as community needs and, d) continuously evaluate the program changes in terms of pupil achievement and successful teaching methods. This philosophical attention to student as well as community needs as recognized by the school was reflected in the way progressive concepts were utilized for the benefit of the students.

One member school reported that it had developed a Committee on Guidance practices. An excerpt illustrates the school's recognition that both teacher and pupil were significant in the process: "It was felt that the major concern of the school should be to help the teacher understand the emotional needs of children. In addition, the fact was stressed that in counseling relationships, a teacher should understand her own emotional needs as well as those of her students." Students were asked by the Study to identify and express what they felt were their needs. A group of Pearl High School students responded in a discussion session to a question posed by W.A. Robinson. As indicated by a report by a committee of students, pupils felt their weak

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15Anderson et al., "Improving Education," p. 91.

areas in the academic settings involved interpersonal relations with both their peer groups and other racial or ethnic groups and with individuals in subordinate or authority positions. Students also asserted that learning was to be an independent and thorough process, developed upon an objective analysis of cognitive, social, and physical growth. These concerned students showed that as learners, they were preparing to handle various types of academic responsibility.17

To accomplish their goals, students needed guidance from the school faculty. Since in-service training experiences prepared teachers for planning ways to meet pupils' needs, a guidance committee was extremely useful in helping these teachers devise academic activities based upon informative evaluation techniques.18 Such evaluations better prepared teachers to interpret students' needs in the academic setting. Because the "progressive" educator attempted to consider all pertinent aspects effecting individual development, the Southern Region's Black secondary students were instructed by teachers who sought to satisfy individual as well as group ideals. Effective educational procedures for achieving these ideals were characterized in two ways by a group of southern school teachers. First,

17 Ibid., p. 41.
18 "Thinking about Counseling," p. 22.
to counsel effectively, teachers were to be well-informed about facts in each case and available to all needing counseling; second, the teachers were to coordinate academic activities with students' interests as a means of educational motivation and stimulation.\(^{19}\) The concept of meeting individual pupil needs meant that the progressive southern Black educator needed to address himself to the intellectual, emotional, and physical needs of the students and also to the needs generated by their living in the American society.

Abstract thinking about individual needs was translated into curriculum redesign. Attention was given to the reality of segregation, for instance, by Study members at Pearl High School. (The Study of segregation laws and special problems of transportation were two aspects of the schools' efforts to meet student needs.)\(^{20}\) To determine how effective instructional procedures were, evaluation techniques were used to clarify to what degree student needs were being met. In a report to the Study's Control Committee, W.A. Robinson outlined various types of evaluation procedures he considered useful. Robinson viewed tests as important diagnostic tools to identify pupil weaknesses, strengths, and interests. Brief essays, letters, or reports

\(^{19}\) Ibid., p. 36.

were seen as activities which would illustrate students' abilities in grammar, punctuation, creativity and other conventions in writing. Further, a test of student discussions would be valuable to educators who desired to analyze in-class discussions and the discussion participants. Tests to clarify students' attitudes and beliefs enabled the educator to evaluate interaction and cooperation among students, student reactions to emotional or controversial topics, and positive and negative student attitudes which might effect pupils' interpersonal relations (e.g. open-mindedness, tolerance, etc.) Finally, according to Robinson, tests to identify a student's special academic abilities would certainly serve to assist educators in properly preparing continuous need-based educational experiences for the learners.21

By striving to determine what the Southern Region's Black high school student needed, members of the Secondary School Study supported a progressive educational concept. As they sought to meet the needs of the individual student, member school faculties began to analyze the pupil in relationship to himself, peers, school, and community. With the help of Study consultants who were knowledgable in progressive educational concepts, Study members sought and devised methods to satisfy specified objectives. They utilized their developing professional abilities to implement ways of improving their educational environments. As shown,

one important aspect of this improvement was based upon the needs of the student. As educators gained knowledge of progressive educational ideas and incorporated them in their methods to provide quality education to the Region's Black secondary student, attention was focused upon curriculum content.

c. What effects did the Study have on curriculum development in the member schools?

To grapple with the need for curriculum development, the faculties from the member schools found it necessary to learn skills in cooperative planning and organizing. W.H. Brown observed a trend toward long-term development. Both large and small schools held faculty meetings which changed from weekly planning sessions focused upon random concerns to long-term planning sessions involving the entire school. Pupil representation at faculty meetings, faculty steering committees, and efficient group techniques in planning became experimental methods of long-term planning. As faculties learned about school philosophy and policy, they were better able to analyze the school curriculum in terms of objectives and needs. Workshops of the Study were seen as the factors which initiated faculty changes in the program planning.22

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The Study, providing the necessary information to participants within in-service training sessions, helped the member schools to take action upon their objectives. Then, to initiate curriculum emerging leaders within the innovations, schools were looked to for assistance. Cooperative planning involving teachers, pupils, and the community required direction and guidance. Leadership was needed to address progressive educational concerns which involved: a) both student and community needs, b) the development of all human life domains in the pupil, and c) evaluation techniques.23 These concerns required that an organized approach to curriculum development be made.

The Study members recognized that existing programs, such as reading and health, became targets for redesign. For example, considering the importance of reading to the student, one member school educator designed a program to use the students' hobby—reading comic books. Units on cartoons and magazines were also suggested as a unique but motivational strategy.24 The health programs, for example, were reoriented towards using those kinds of activities in a school which "indicate the extent to which its health activities result in improved pupil and community health . . ."25 The result of cooperative curriculum

planning based on student needs became clear. Student and teachers planned activities together by selecting and analyzing problems to be researched. So, these new programs were designed to satisfy the needs of students at various levels of ability in an effort to keep all students involved in the learning process. In these ways educators continued to plan for the member school curriculum development.

As member school participants increased their professional skills, they needed a way to analyze their efforts. To determine the extent of growth resulting from curriculum development within schools, data was collected and organized into reports. As teachers began to identify their need to develop specific skills, they began to devise ways to catalog their professional growth, and as this information was utilized in program development, teachers, in turn, began to offer students opportunities in data collection and analysis. These experimental efforts thus resulted in students' involvement in making judgements about some part of the academic program which effected their learning. The Southern Region's Black educator who became involved in the Secondary School Study received valuable experience in initiating Black educational improvement. The necessity of analyzing abstract ideas, devising action plans based upon progressive educational ideas, and structuring an on-going

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26 Ibid., pp. 8-9.
evaluation process, "sensitized" the Black educator to his professional weaknesses. Assuming new leadership responsibilities, these faculties organized educational procedures and content to incorporate innovative yet useful procedures to educate the Southern Region's Black secondary school student. The curriculum development that occurred in the member schools was based upon the impetus provided by the Secondary School Study. Fortunately, the Study gave the schools the chance to systematically solve problems and to incorporate their solutions in their curriculum designs.

Summary

At the end of the Secondary School Study, W.H. Brown could observe that at least one hundred Black secondary schools were engaged in a cooperative attempt to upgrade their programs. The numerous activities and services provided by the Study helped both member and contact schools to construct well-designed educational experiences which would satisfy both student and community needs.

When the Study ended in 1946, there was still much improvement needed in the coordination of educational activities among the various educational agencies, colleges, universities, and public schools. First, institutions offering teacher-training programs needed to know which problems

27 Ibid., pp. 8-9.
28 Ibid., p. 1.
the public school teacher felt most warranted immediate consideration. Second, a coordinated effort was needed to illuminate these problems and to propose solutions. (Such an effort would possibly generate continued foundation grant support.) Finally, a regional effort to identify educational problems was needed to help those schools not participating in the Secondary School Study. Individual schools continued to have special problems for which workshops were requested. The role, however, of an educational service agency, was left to those leaders who had developed professional expertise through activities of the Study.

As was stated in Chapter I, the purposes of the Secondary School Study had been:

1. To discover the needs of the secondary school child.
2. To discover and take account of in the education process the additional needs of Negro children in the social setting of American life.
3. To give each school an opportunity to study its own situation in the light of the basic purpose of education.
4. To find out what is involved in democratic living.
5. To find some way of sharing our experiences.
6. To devise ways of providing these experiences.

If the question was posed—"Did the Secondary School Study accomplish these objectives," the answer would be "yes."

Six years of experimental activity and enthusiastic cooperation resulted in an effective over-all accomplishment of purpose. This conclusion provides evidence for the

29 Minutes of the Control Committee, p. 3.

educational historian that the Southern Region's Black educators were attentive to current theoretical concerns and were organizing a potential network for professional and community improvement. The Secondary School Study was a service agency which helped Blacks to achieve great strides in leadership development. A participant in the Study spoke for many educators when he expressed his own feelings of the experience in a personal letter to W.A. Robinson:

In closing may I admonish you to -- Look up and don't die. Even though the activities of our study are beginning to taper off, the kind of teacher personalities that you have been instrumental in helping . . . to develop over a period of years, will always stand out as a living monument to you and Mr. Brown in the Southern Region. Then when you two will have passed off the stage of action, there will still live in the hearts and the actions of people whom you have touched as you have touched me, a burning passion for the type of educational philosophy which you have always advocated

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