

Culloden Improves Curriculum

Lucille McGraw Richards *Richmond, Maryland*

Effie G. Batts *Division of Elementary and Secondary Schools*



Negro Enterprises in Education Series

Bulletin 1951, No. 2

FEDERAL SECURITY AGENCY Oscar R. Ewing, *Administrator*
Office of Education Earl James McGrath, *Commissioner*

Contents

	Page
<i>Foreword</i>	IV
<i>How This Story Came To Be</i>	1
<i>Culloden Community as a Good Place To Live</i>	2
Culloden Village Is the Friendly Center of the Com- munity	2
Many Industries Are Rural	3
Churches Are Active	4
Other Adult Groups Make Educational and Recrea- tional Contributions	4
4-H Clubs Have Influence	5
The People Have Ties With Other Community Cen- ters	5
Culloden Community Keeps Its Identity	6
<i>Culloden School and Its Problems</i>	6
The Schoolhouse Was Built and Enlarged as the Community Grew	6
How the School Program Looked in 1947	7
<i>How School Staff and Supervisor Tackled Their Problems</i>	9
Staff Meetings and Study Took Place	10
New Ways of Living and Learning in School Were Tried	11
A Healthful School Was Not Enough	11
The Staff Planned a Survey of the Community	12
Pupils Wanted To Help Gather Facts	12
Teachers Studied the Children	13
<i>Starting a New Curriculum in Terms of Pupil Needs</i>	13
Further Development of the Health Program	14
Developing a Functional Reading Program	15
Community Participation in Meeting Pupil Needs	17
<i>The End of the Year</i>	21
<i>Supervisory Visits During 1947-48</i>	23

Foreword

THIS BULLETIN tells how the boys and girls and staff of the elementary school at Culloden, W. Va., recently took a critical look at their school program and decided that they ought to do something toward having more useful, interesting, and meaningful learning experiences. Accordingly, they began to develop a curriculum which was different in many ways from the one that had filled their days in previous years.

The project was carried on under the leadership of the general supervisor, Lucille McGraw Richmond, as a research enterprise to study the value of supervision in improving a small school. This bulletin reports, not the research elements of the study, but the procedures of the school staff in developing a better school program. The purpose of the bulletin is to make available to other teachers and supervisors the ideas found helpful by Culloden's staff and pupils.

Mrs. Richmond did the planning, research, and first report of the project. Dr. Bathurst abridged the report and prepared the story for publication by the Office of Education.

GALEN JONES, *Director,*

Division of Elementary and Secondary Schools.

Culloden Improves Its Curriculum

*How This Story
Came To Be*

IN CULLODEN, W. Va., a group of teachers, their principal, and their supervisor recently turned a formal and unsatisfactory school program into one that more adequately met the home and community needs of the boys and girls. The work was part of a research study by Lucille McGraw Richmond, the supervisor of the school and the author of this report, to determine "whether a rural supervisor can, by means of an intensive program of supervision, assist the teaching staff of a rural consolidated school in defining and solving their instructional problems in terms of the needs of the pupils. . . ." For 1947-48, the year of the study reported here, the supervisor arranged her total program so as to give the intensive supervision which Culloden needed for a start on its new curriculum. Her activities are outlined on pages 23 and 24.

For readers who turn first to the last page of a book to see how it comes out, let us at once review the major conclusions of the study, because it is not the purpose of this report to dwell on them later. Cautious in passing her judgment, the author says that in her study there appears to be evidence to support the following conclusions:

1. A supervisory program like the one employed can be effective.
2. Supervisory assistance should be given in such a way as to help teachers learn to discover and solve problems without depending entirely on the supervisor.
3. An effective supervisory program is one planned to bring about changes in instruction to meet the needs of the pupils.
4. It is desirable to view school problems as community-wide in their scope rather than as confined within the four walls of the school-house.
5. The participation of adults is helpful in meeting adequately the needs of the boys and girls.

This report deals principally with the story of the enterprise. Its major purpose is to help teachers and others working on the curriculum to learn how to discover their teaching problems and how to improve their techniques of solving them. The bulletin tells how supervisor, principal, and teachers took a critical look at the needs of their boys and girls and community, and at the school program, and then began to plan for a better curriculum. In effect the bulletin says to school staffs: "Here's the way Culloden worked. Maybe the story will give you useful ideas."

Culloden Community as a Good Place To Live

Culloden Village and Culloden Community in and around the village afford the kind of environment in which a community school can thrive. Here are some of the reasons:

Culloden Village is the friendly center of the community

Culloden Community is located in the eastern part of Cabell County, which borders the Ohio River in the southwestern part of West Virginia. The community is 25 miles from Huntington, the county seat, which has a population of 92,000, and is 24 miles from Charleston, the capital of the State. The area of the community is approximately 15 square miles. More than half of this area lies to the south of U. S. Route 60 which bisects the community in an east-west direction and makes the cities of Charleston and Huntington easily accessible to the local residents. The highway divides the community only physically. In spirit the parts of the community are united. The neighborhoods located off the main arterial highway are served with secondary roads that can be traveled by motor vehicles throughout the year except during the winter when they may be impassable for short periods of time.

Culloden, the village center of the community, has a population of 700 persons. It is located on U. S. Route 60 in the approximate center of the community and is the junction point for the small neighborhood roads. It is the only village or hamlet within the boundaries of the community. Culloden is not on a railroad but secures railroad service at Milton, a village of 500 people, 4 miles to the west and an important rural trading center. Hurricane, another typical agricultural village, is 2 miles to the east.

Culloden Village serves as the center for many of the economic services needed by the people in the surrounding open country. It has 3 modern groceries, 3 general merchandise stores that stock nearly everything from

farm machinery to food, 2 garages that repair farm machinery as well as motor vehicles, 4 gasoline stations, a large modern tourist camp, and a combination restaurant and confectionery that is the local gathering place for many of the young people. The village does not have a park, a public building other than the school, a motion-picture theater, a pool hall, a beer parlor, or any other commercialized recreational facilities.

For many of the economic services that are unobtainable in Culloden Village, the people go either to Milton, which has a larger number and variety of stores and shops, including drug stores, jewelry shops, and clothing stores, or to Huntington, which is an important regional trading center for the southwestern area of the State. However, according to reports by local residents, the people in Culloden Community have a preference for trading with local merchants.

Village economic enterprises do not offer employment to many people other than their owner-operators. Twelve persons are employed as clerks in the general stores and groceries; the garages and filling stations employ an additional 10 men. A small greenhouse, specializing in the growing of flowers for Huntington florists, employs 5 persons. A glass factory located at the edge of the village employs 125 men and women.

Many of the village men are employed in factories outside the community, principally in Huntington and Charleston. In May 1948, it was estimated that 80 villagers were working in these two cities and commuting daily to their work.

Many industries are rural

Although most of the land in Culloden Community is level or gently rolling and is easily adaptable to farming, the occupations of the people are varied. About 50 percent of the land is in forest, and approximately 20 percent of the cleared land is not farmed. On the remaining acreage the soil is for the most part either clay or sandy loam. The farms are small, averaging but 50 acres. The chief cash crop is tobacco; corn is an important crop, but is usually fed to the small herds of cattle on the farm instead of being sold. Poultry raising on a commercial basis is of considerable importance. It was estimated that 25 percent of the farmers raise poultry for cash and that the size of the average flock is 200 chickens. Of the 60 farmers in the community, about 40 percent depend entirely on their farms for their livelihoods. The others use their farms only as a means of supplementing some other source of income.

The people are highly homogeneous in their nationality backgrounds. In only one home is a foreign language spoken. Nearly all the families are of English, Irish, Scotch, and Dutch descent and long-time residents in this country. The population in May 1948 was estimated at 1,100 persons.

During the past 5 years the community has gained about 500 people. The growth is largely attributed to an influx of factory workers from Huntington and Charleston seeking a less expensive place to live. While the population of the community has increased so markedly the past 5 years, the migration from the community has been low. Only 12 families are said to have left. Thus, even though the community is growing, it retains a large measure of its stability because of the influence of families who have lived there for a long time.

Churches are active

There are three churches in Culloden Community. One of these is 4 miles outside the village; its membership is not large, but the organization is active and meetings are held regularly. The churches in the village have better buildings and larger memberships than the one outside, and engage in a wider number of auxiliary activities. Both have active Sunday Schools and active youth groups that meet regularly. One has a Mission Circle with an active membership of 25. The total membership of the two churches is 225, although considerably fewer members are active. Both churches observe holidays, such as Easter, Christmas, Thanksgiving, and Memorial Day with special programs requiring the participation of a large number of members, particularly young people, and featuring special music, recitations, dramatizations, and other activities. Some years ago both churches observed special holidays by holding joint programs; but this practice was dropped a few years ago.

Other adult groups make educational and recreational contributions

Other than the two churches, the most active adult organization centered in the community is the Farm Women's Club. This group has an active membership of 20 housewives who are the most influential women leaders in the community. Nearly half the members live outside the village. In addition to the monthly meetings held in homes, this group has carried on home beautification projects on a community-wide basis and has taken part in fund-raising drives such as the March of Dimes and the American Red Cross annual drive. The only other adult organization in the community is the Parent-Teacher Association. Prior to the 1947-48 school year this organization had little influence on community life; only 5 parents participated regularly and the meetings featured entertainments provided by pupils in the school. During the summer months the young men of the community organize a baseball team and regularly play games with neighboring community teams.

4-H Clubs have influence

There are two active 4-H Clubs. One has a membership of 33 young people who attend the village elementary school. The other group is composed of 8 young people of high-school age. Both groups have outstanding records in the percentage and quality of projects completed and both have cooperated with the Farm Women's Club on a community-wide betterment project.

The people have ties with other community centers

Some of the adults in Culloden belong to organized groups outside the community, particularly to organizations centered in Milton. The veterans of the two world wars who belong to the American Legion have affiliated with the Milton chapter; three residents of Culloden hold membership in the Milton Lions Club; and the Milton Odd Fellows and



Children helped landscape the school grounds

Red Men draw several active members from Culloden. Social participation in Milton's organizations and patronage of Miltons' shops have established firm ties between the two communities, but an even closer bond exists by reason of the fact that Culloden boys and girls turn to Milton for their secondary education, for Culloden has no high school of its own. Not only do the pupils themselves have daily contact with

Milton throughout the school year, but their families and friends also are drawn to Milton to attend the social and recreational entertainments sponsored by the high school.

Culloden keeps its own identity

Culloden people do not consider themselves members of Milton Community. On the contrary they take pride in informing visitors to their community that Milton High School depends largely upon their community for the best players on the basketball and football teams, that Culloden is very well represented in the school band, the chorus, and various clubs, and that most of Milton's best students live in Culloden.

There are other evidences that Culloden people strive to maintain the identity of their community and avoid merging their customary patterns of association with another community. Three years ago the local organizations, led by the Farm Women's Club, attempted to provide a summer recreation program for the young people of the community similar to the program Milton Community had. In the various fundraising drives the community maintains a separate identity. The home beautification projects undertaken in the past have contributed to a feeling of community solidarity. As further evidence that the people have strong ties binding them to their local community, only an estimated 3 percent of the churchgoers regularly attend church outside the community.

Culloden School and Its Problems

Developing a community school is usually a cooperative undertaking. School needs change with the community. Planners frequently have to ask themselves if community needs are being met. Often they back up and make new starts. This is how Culloden school grew and changed.

The schoolhouse was built and enlarged as the community grew

Culloden Village built its first schoolhouse, a two-room building, in 1911, enlarging it as the town grew. In 1932, a modern brick building was constructed on a well-drained 3½-acre plot of ground which provided a satisfactory playground. The new building had four classrooms, a wide corridor, and a spacious basement. By 1937, the pupils of two small schools were transported to Culloden Village and two classrooms were added to the school.

In 1947-48 the enrollment was as follows:

Grade 1	32 pupils	Room	I
Grade 2	30 pupils	Room	II
Grade 3	15 pupils	Room	III
Grade 4	12 pupils	} Room	IV
Grade 5	28 pupils		
Grade 6	22 pupils	Room	V
Grade 7	20 pupils	} Room	VI
Grade 8	22 pupils		
Total	181 pupils		

How the school program looked in 1947

Culloden School is part of the Cabell County School System. School officials serving the entire county include a county superintendent, assistant superintendent, special supervisors in music, nutrition, and art, and a general supervisor, who, in this report, is called simply the supervisor.

In the fall of 1947 the supervisor began her first intensive work in Culloden. One problem was uppermost in her mind: How can the school and community start a program which better meets the needs of the children? Out of the school's records and her own previous knowledge of the program that had been carried on, she assembled and then looked at the *obstacles to be overcome*.

1. *The chief teaching guide was subject matter from uniform textbooks.*—Observations over a period of 2 years provided abundant evidence that pupils were grouped solely by grades and that the materials on each grade level were used for all pupils in that grade. Pupils unable to do the work on their grade level were retained. Examination of the records of the school revealed that 32.9 percent of all pupils in the school were overage for their grade. Textbooks served as the course of study, the materials of instruction, and the guides followed by the teachers in the lessons taught from day to day.
2. *Teaching did not improve living.*—Insofar as was observed, no effort was made to relate the instructional program to the problems of living in the community. A large number of the pupils, instead of patronizing the school lunch, bought candy bars and soft drinks from a store across the street. Visitors remarked that many of the pupils were careless in their personal appearance. Leaders in the community and the supervisor knew that some pupils did not eat breakfast. But despite all evidence of a need for a functional health program, the pupils continued to

CULLODEN IMPROVES ITS CURRICULUM

study about health only in the textbooks and reported to the teacher, via the question-answer method.

The upper-grade pupils were taught from their citizenship textbook that they must be prepared to assume civic responsibilities when they became adults, but were not helped to be better citizens day by day. They read and reported on the content of chapters concerning the sanitation programs in cities they had never been in. They studied methods of property protection without taking care of the schoolhouse. They were told that it is important for all citizens to assume the responsibilities of citizenship as well as to insist upon the rights involved, but received no practice in being active citizens.

To all appearances, instruction was concerned entirely with preparation for the future. School was not a social enterprise in which pupils learned to improve their ways of living in real-life situations and so form habits necessary to desirable social living in the present as well as in the future.

The school building and grounds provided abundant evidence of this lack of realness in what was taught. The hallway in the building and the grounds outside were littered daily with orange peels, candy wrappers, and discarded paper. The tile floor in the main corridor of the building was damaged beyond repair. Other forms of property defacement and destruction were carved desks and classroom and corridor walls defaced by the bouncing of muddy volley balls and soft balls against them. Window breakage out of school hours was higher than at any other school in the county. The cost of keeping the building in good repair finally became so great that the county school maintenance director refused to do more than replace broken windows and provide the barest essentials.

3. *Pupils had little part in planning.*—There was other evidence that the instructional program in this school was not functioning in improvement of social living. No pupil-planning groups were assisting in the work of the school. Teachers gave their pupils little or no responsibility for carrying on even some of the more routine affairs of the school. Planning was done almost entirely by the teachers, with each classroom more or less a world unto itself and the entire school an institution set apart from the community.

For example, a number of pupils in the school were active members of the community 4-H Club. This club had an enviable record among the 4-H clubs of the county and had accomplished good work in the community. But the school

staff made no attempt to tie in the work of the school with 4-H Club activities; meetings were not held in the school building and none of the teachers took an active part in providing leadership or assistance to the Club.

4. *The school was not geared for optimum child development.*—Most modern teachers agree that academic success is not the chief goal of the elementary school. Emotional and social stability, physical fitness, and mental facility and acuteness come first. Records on file in the county superintendent's office in Huntington indicated that the educational program in Culloden did not achieve what is normally expected of West Virginia schools. When the Culloden staff evaluated the school's achievement, they listed the following inadequacies:
- (a) With the exception of one teacher, none of the teaching staff had attended college at any time during a 3-year period prior to the evaluation.
 - (b) Only two teachers in the school reported having read professional books.
 - (c) The educational program was not organized to care for the individual differences of pupils.
 - (d) There was no evidence of emphasis in the school program on health, nutrition, or democratic practices.
 - (e) There was no planned staff meeting during a 7-year period.
 - (f) There was no evidence of systematic planning by the staff on a school-wide basis.
 - (g) There was no supervision by the principal.
 - (h) The pupils were not classified on the basis of ability and achievement.
 - (i) Music and the arts were not taught.
 - (j) The school library was not used effectively.
 - (k) The community did not have a successful Parent-Teacher Association.

How School Staff and Supervisor Tackled Their Problems

The nature of a school program cannot be changed overnight, or even in a year. Yet a year can bring great improvement when people work

together. Here is what the Culloden staff did in 1947-48 toward changing their program from an academic to a practical one.

Staff meetings and study took place

In early October of 1947 the supervisor scheduled a meeting with the school staff for the purpose of starting a program of improvement. She decided to begin by discussing frankly with the teachers some of the shortcomings just mentioned, because a majority of the teachers, as well as the principal wanted their school to serve the children better and to have a better standing with the county school officials and other school people in the county.

As the members of the group discussed the matter, they had trouble seeing the relation between some of the official ratings given the school and the unmet needs of the children in the community. Consequently they decided that for the time being they would forget the matter of school status, and focus attention on the needs of young people in the school, in their homes, and in the community.

The teachers talked about the needs which should receive immediate attention. They were not in full agreement concerning these. Finally they decided that they did not know enough about their pupils to plan immediately for their needs. They asked for 2 weeks to investigate.

The supervisor suggested that they use the time to observe the children in relation to what education should be expected to do for them; and not to worry about textbook material. She hoped that they would try to understand each pupil and what he needed or consciously or unconsciously wanted from life and then examine the school program to see if it was helping him get what he needed or wanted.

The next meeting was held in 2 weeks. The report of the teachers was:

"We have decided that our greatest problem has been staring us in the face all the while. We are in common agreement that the *personal appearance* and the *eating habits* of our pupils ought to have immediate attention."

Although this problem had been a part of the school health program, the children's lives had remained unaffected because their study had been limited to facts from books and not made a part of real life. Consequently the staff planned a different attack. They secured from the county school nutrition supervisor two food charts which could be used to determine whether pupils were eating the proper foods at home. With these charts each child could keep records on what he was eating at home. The children were interested in making this kind of a survey. They went further. Each child worked with his teacher to evaluate his personal appearance and recorded the findings on a chart especially made for this purpose. One week was used for these activities.

New ways of living and learning in school were tried

Within a week of starting the survey, the teachers had made some changes in their methods of teaching. Three of the classrooms were decorated with charts showing foods which should be eaten regularly by everyone. Survey findings summarized by pupils and displayed in certain classrooms gave the pupils some idea of how far they had to go before their eating habits would approach scientific standards. One group of pupils began study of food and the importance of selecting food well. Other groups were planning similar activities.

More striking, even, than changes in ways of teaching were the changes in the personal appearance of pupils. It was now midwinter and the playground was muddy, but at the end of the recess periods the pupils took time out to clean their shoes before entering the building. The clothes of a number of children were noticeably cleaner; more pupils had well-combed hair; a larger percentage of the group had clean hands and nails. Pupils were sometimes found in groups discussing how the school building might be kept in a better sanitary condition. The leadership in securing better conditions of cleanliness in the school building appeared to be centered largely in the sixth- and seventh-grade class. At that time their classroom was the cleanest and most attractive room in the building. It was beginning to attract the attention of the pupils in the other rooms. The pace of the initial spurt was not maintained consistently during the year, but the general trend from the first week was forward.

A healthful school was not enough

Late in January 1948, the principal and teachers invited the supervisor to attend a special staff meeting. During the early part of this meeting a discussion was held concerning the current health program; attempts were made to evaluate this program, and then the discussion turned to plans for continuing and expanding it. Most of the teachers stated frankly that they did not yet know enough about their pupils, particularly about their home backgrounds and their activities outside the school.

Already it was evident to the staff that to be functional a health program must include a variety of factors and that conditions in the community no less than in the school itself must be considered. Then came the question: Why not make a careful study of community life, of home conditions, of the out-of-school activities of the pupils, of the ways in which both pupils and parents spend their leisure time? The supervisor said that such a survey could be made but it would require considerable time and effort. She said that the information would be virtually worthless unless it was used in the educational program. The group decided that the criterion for determining what information to gather would be its usefulness in assisting the teachers in meeting needs of pupils. An-

other meeting was scheduled to discuss forms for gathering the information.

The staff planned a survey of the community

At the next staff meeting it was decided that the survey should include the following general areas:

1. A general description of the community.
2. Population characteristics, population mobility, and size of families.
3. Characteristics of dwellings in the community.
4. Educational and cultural status of the families.
5. Family membership in organizations located in the community and elsewhere.
6. Pupil participation in activities outside the school.
7. School-parent relationships.

The group requested the supervisor to subdivide each general topic and indicate items to be included under each heading. A few days later the group met again to consider each item of the detailed survey form that the supervisor had prepared. In the course of this conference the teachers suggested areas in which their own pupils could participate in making the survey, formed staff committees for the undertaking, and decided that the survey was ready for launching.

Pupils wanted to help gather facts

The sixth and seventh grades were interested in getting a general description of their community. The survey schedules bearing on this topic were made available to them and, after a number of meetings, a project was planned which was integrated with the social studies program. The pupils then organized into small working groups. Each group had a chairman and there was a general chairman for the entire project. Getting the information required a large amount of field work. Visits were made to the homes, to stores, to filling stations and garages, and to nearby industries. Interviews were held with some of the older residents, with officers of the various organizations in the community, and with community leaders.

When information was gathered, there followed a series of discussions about what had been discovered and how it should be compiled into a useful report. Each group chairman was responsible for the preparation

of his group report. The findings of each group were reported to the intermediate and upper grades.

The fifth grade canvassed the community to get information concerning membership of adults in organizations and the social, cultural, and recreational activities of family members. Questions were asked about the number and types of books in each home, the magazines and newspapers regularly read, and the extent of use of the public library. In getting this information, leaders made it clear to the patrons of the school that the sole purpose was to learn more about the pupils' resources for learning in order that the school might better meet their needs. It was also pointed out that the school might become a center of recreation for the entire community.

The eighth grade made a survey to determine the characteristics of dwellings in the community. Again, this information was of such a highly detailed nature that unless the purpose of it was made known to the parents, the efforts of the pupils might have been considered unnecessary prying and hence resented. However, there was no evidence that the project aroused any ill feeling in the community.

Teachers studied the children

While the pupils surveyed their community, every teacher secured information about the activities of her pupils outside the school. Each pupil kept a record showing the types of movies he attended and how often, the magazines he read, the parts of the daily paper he regularly read, the names of library books he had read and of the books he owned. Each pupil kept a record also of the amount of time he spent in reading at home, the amount of time he spent listening to the radio, and the types of programs he listened to. This information was summarized by each teacher for use in planning her work for the remainder of the school term.

Starting a New Curriculum in Terms of Pupil Needs

As the work of the survey progressed, the facts collected were put into use. The methods of gathering information had an influence on teaching, not all at once, but bit by bit. For example, subject matter began to be organized for use in problems, and day-to-day topical assignments became less prominent. The areas of activity that received most attention during the year were health, reading, and community participation. Progress took place as follows:

Further development of the health program

The use of the food charts and the individual inventories of the pupils' personal appearance brought changes in health teaching. Pupils became more careful of their personal appearance and more conscious of their responsibility for keeping their surroundings clean and orderly.

The sixth and seventh grades and their teachers provided a major share of the leadership for extending the health program to a school-wide and later to a community-wide basis. The pupils in these two grades first started a program for improving their own classrooms. They held discussions about making the classroom a better place to live. They prepared lists of improvements which they could make themselves;



Discovering the usefulness of books

these included cleaning the windows, washing the walls, cleaning the woodwork, and varnishing the desks. They appointed committees to do the work.

After the classroom had been thoroughly cleaned, the pupils discussed ways and means of making it still more attractive. They appointed committees to be responsible for displaying pupils' work on the bulletin boards, to get potted plants for decorating window shelves, to arrange displays on bookcases, and to care for the orderly arrangement of desks and reading tables.

The accomplishments of the sixth and seventh grades soon brought visitors from other classrooms. Within a few days, the other grades

began to take more interest in improving their classrooms, and their teachers encouraged them to undertake a general clean-up program. Even before the task of cleaning classrooms had been completed, the ambitions of the sixth and seventh grades began to extend beyond the classroom so far as conditions of cleanliness were concerned. This active group, having decided that the cleanliness program should include the entire building and the grounds, appointed a committee to visit the other classrooms to secure cooperation. The pupils in the other rooms were enthusiastic; each group appointed a committee to represent them. Later, the chairmen of the six room committees were designated as a steering committee for the over-all project.

Once the six classrooms were in a sanitary condition, the working groups centered their attention on the corridors, the library room, and the cafeteria, cleaning thoroughly. Their next step was to decorate these spaces. A long table was placed in the main corridor beneath the large bulletin board and each week a different grade was made responsible for a display of their work there. Other displays were put in the library and on window shelves. Attractive posters were placed on corridor walls and in the library. Even the principal's office came in for a thorough going over; walls were scrubbed, the desk was varnished, and the windows were provided with draperies of colored theatrical gauze.

The task of cleaning the grounds required more sustained effort. First the mud puddles behind the school building had to be filled with cinders and papers and trash gathered and burned. Then came the larger task: How could the grounds be kept in a clean and orderly condition? This problem called for meetings of each room committee to draw up rules to be presented for approval by the entire pupil group. Finally a set of workable rules was adopted and committees were appointed to supervise the grounds and to select work committees to make occasional clean-ups.

Developing a functional reading program

The survey conducted by the pupils and teachers revealed poor reading habits. It was known before the survey was made that the number of library books read by the pupils was negligible; that many pupils did not read any books at all, and that most of those who did, read very few books during the school year; that the average number of books read during 1946-47 was less than 3 per pupil.

But the survey revealed other important information. More than 90 percent of the children read comic books but less than one-third of them read children's magazines. The average home in the community subscribed to one magazine, which was most likely to be the *Farm Journal*, the *Country Gentleman*, or the *Southern Farmer*. The average number of books purchased per year was low and most of those purchased were

detective stories and poor fiction. Nearly 75 percent of the homes subscribed to a daily paper.

Only 50 percent of the pupils regularly spent time at home in recreational reading and the average time spent by those was 15 minutes daily. A high percentage of the pupils read some portion or portions of the daily newspaper if it was available to them at home, but an analysis of their reading revealed that more than half read the front page only for murder stories and reports of serious accidents and disasters. More than 80 percent of the pupils read the comics page, few of the upper-grade boys read the sports section and very few pupils in the entire school ever read the editorial page. Less than 10 percent of the intermediate and upper-grade pupils read anything in the newspaper concerning the Palestine question, the European Recovery Program, and the strained relations between the United States and Russia.



By the end of the year, Culloden pupils were using in connection with real-life tasks the information they got from books

The first major change in the reading program was the division of the pupils in each classroom into small groups according to achievement. These small groups were provided with reading material on their level of achievement without regard to their grade placement. The first task was to get the pupils into the habit of reading. In order to do this it was necessary for them to read widely according to their interests and on levels within easy reach of their achievement. The daily schedules in each classroom were changed to provide for free reading periods for each group.

The routine of the library and the supervision of the reading activities were determined by the pupils. They appointed a committee with

rotating memberships to put decisions into effect. The committee, assisted by teachers who had made some study of library science, cataloged the books and arranged them in proper classifications on the shelves. The pupils made rules concerning the lending of books and set up a schedule whereby some member of the library committee would always be in the room to supervise reading activities, check out books, and assist pupils in the selection of reading material that would be of interest and use to them. Since the members of the committee served only 2 weeks each, every older pupil had the opportunity to provide some of the reading supervision, a valuable experience in leadership.

When the library became a functioning part of the school program, the teachers arranged for any pupil who wished to spend part of his time there in recreational reading. In addition, small groups who had been assigned special topics often went to the library to do their work. The broad curriculum activities made it necessary for pupils to use the library as a source of information. It soon became a popular place during the noon and recess periods on rainy days.

Coincident with the development of the library and the changes in the methods of teaching reading, an attempt was made in the intermediate and upper grades to provide a better approach to the teaching of current events. The pupils learned about the different sections of a modern daily newspaper. Two teachers helped their pupils to develop studies dealing with national and international affairs and requiring extensive use of newspaper and magazine articles on contemporary problems. When the Marshall Plan was taken up, these pupils studied the history and geography of the countries benefiting from the assistance of the United States. The pupils learned to use the editorial page as well as the front page of the newspaper, and what was even more important, in all their newspaper and magazine reading, they were helped to read critically and to evaluate carefully. Children's newspapers and current events readers were made available and used.

Along with their efforts to provide many reading materials of the kind that children were interested in and could use in everyday living, teachers tried harder to help children read with better understanding, independence, enjoyment, and profit. Reading ability improved greatly. The children learned to use tables of contents and indexes, make outlines, and locate material. They gained knowledge of sources of information, becoming familiar with pictures, encyclopedias, bulletins, magazines, current events papers, and other references.

Community participation in meeting pupil needs

One of the major shortcomings of the school program prior to the 1947-48 school year was the absence of active cooperation between the school and the community. There had been a Parent-Teacher Association in

the community for a number of years, but it had been one merely in name. Only five patrons held active membership in the organization, and the infrequent meetings, averaging only four per year, were devoted to listening to entertainments provided by the pupils. None of the other active community organizations regularly held their meetings in the school building; in fact it was unusual for the building to be used after school hours by either pupils or adults. The number of patrons who visited the school during the 1946-47 school year was reported to be 23. According to the reports of 3 teachers who have taught in this school for 5 or more years, patrons were not called on by the school to assist in carrying on any project or to help with the educational program.

A number of devices were used to encourage more reading: Attractive posters were displayed in classrooms; class and individual records were kept of the number and types of books read; interesting parts of books were dramatized; story telling became a regular part of the program and featured stories told by both pupils and teachers; friezes were constructed to illustrate stories; and each room had an attractive reading corner equipped with reading table, chairs, and attractive displays of books borrowed from the county circulating library and the Huntington city library.

Because of the increased interest in reading, the teachers and pupils became interested in equipping the library room with suitable furniture and stocking it with books. Although this room was clean and had been made more attractive by posters and other art work, it lacked the proper library furniture, particularly bookcases, reading tables, and chairs. The pupils appointed a committee to determine what could be done. This group and some of the teachers requested the assistance of the supervisor who helped them to obtain adequate furniture.

The next task was to acquire a collection of books, magazines, and reference material. To begin with, the school borrowed 100 books from the city library in Huntington and, with some unencumbered school funds, purchased about 25 books for the primary grades. A request to the county circulating library for as many books as it could spare resulted in an outright gift of 35 books and an encyclopedia suitable for elementary pupils' use and a loan for the remainder of the school year of 175 additional volumes that were selected to meet the needs of all grade levels. The teachers contributed the magazines to which they subscribed and supplemented this collection with magazines borrowed from their neighbors, with the result that there were always at least 10 periodicals available in the new library.

During the first semester of 1947-48, the Parent-Teacher Association functioned as it had in former years; membership continued to be low and the pupils continued to provide entertainment for the meetings. From the beginning of the new program, the staff looked for ways of helping the

parents to understand the goals of school improvement. They relied upon the children's desires for information to call forth help from the community. They took advantage of every opportunity to explain what the children were learning through their new experiences. In such ways the community was prepared for more active cooperation in the school program.

Shortly after the beginning of the second semester, the work of the pupils in their school health and clean-up program had attracted so much attention in the community that the Parent-Teacher Association decided to ask a number of the school patrons to join them in assisting the pupils and teachers in providing still more health services. After some preliminary planning with the supervisor and some of the teachers, it was decided that the next meeting of the association should consist of a panel discussion by representatives from the school staff, the county supervisory staff, the Farm Women's Club, the 4-H Club, and the Parent-Teacher Association. Invitations were sent to the chosen participants and all accepted. Patrons in the community were invited. The occasion turned out to be Culloden's first community meeting.

March 10 was the time of the meeting. Thirty-nine adults were present, more than had attended any PTA meeting during the year. For the first time in the history of the Culloden Parent-Teacher Association, adults took part in a panel discussion. For the first time, also, they were met to discuss how they, as patrons of the school, might help with the school program. The patrons who took part in the discussion were not reticent. They were outspoken in their praise of what the school had accomplished during the year. They felt that still more could be done and they wanted to help do it. A program of action was discussed as follows:

1. It was decided to postpone the project on dental and physical examinations for all pupils until the Farm Women's Club could make arrangements for giving the telebinocular eye test before the end of the school term.
2. The group appointed a committee to work with the school on landscaping the grounds.
3. A supervised program of recreation for the summer vacation was considered. A committee was appointed to determine how many adults, youths, and children in the community would participate in such a program. Another committee was appointed to work with the County Recreation Association in securing the services of a playground supervisor and financial assistance in buying the necessary equipment and supplies.

One of the first results of the panel discussion was the recreation survey. It was found that nearly 100 children, 52 adults, and 27 youths would take an active part in a recreation program if there should be one. This

clearly indicated that a summer recreation program would be well attended if suitable activities could be arranged for all age groups.

The report of the recreation survey was sent to the County Recreation Association with a request for assistance in making the program possible. The Parent-Teacher Association, the Farm Women's Club, and the two 4-H Clubs held a series of meetings to plan the activities for the summer. It was decided that all the activities would be carried on in the school building or on the grounds and that activities would be conducted every weekday, with those for children during the afternoon and those for youths and adults in the late afternoon and early evening.

Some of the summer activities planned were: Softball, tennis, horseshoes, badminton, volleyball, games of various sorts for the younger children, and arts and crafts for all age groups. It was also decided to show free motion pictures once a week with the new 16-millimeter projection equipment that the Parent-Teacher Association had bought for the school during April 1948. This equipment had been paid for by means of a series of pie socials and various paid-admission entertainments sponsored by the Parent-Teacher Association.

When the young people of the community wanted to have one evening a week devoted to social dancing, the older 4-H Club members held meetings to decide what could be done. Since reaction against modern ballroom dancing in the school building was strong, particularly among the older people, the young people decided to settle for folk and square dancing. When they proposed this solution during one of the intergroup meetings, the older folk agreed to the idea.

Some of the planned recreational activities called for special facilities, particularly the outdoor games such as softball, tennis, badminton, and volleyball. A committee of adults, youths, and school pupils called for volunteers to help with grading and leveling the grounds and laying out fields for the games. A number of men and older boys in the community agreed to cooperate, and each Saturday for a 4-week period they worked all day making the grounds suitable for the summer sports.

Another outcome of the meeting was the cooperation of adults in beautifying the school grounds. The committee in charge of this project secured the services of a landscape architect who planned with them on how the grounds should be improved. The group got volunteers from the community to do the grading, bought the trees and shrubs recommended by the landscape architect, and had them planted according to his instructions.

The members of the Farm Women's Club, who had the responsibility for giving the telebinocular test to the pupils, borrowed the necessary equipment from the Huntington Lions Club. Ladies of the Lions Auxiliary organization trained the Farm Women's Club members to use the equipment. During a 2-week period in May 1948, the club members

gave the test to every pupil in the school. According to reports by the Lions Club this was the first time their equipment had been used outside Huntington.

During the spring of 1948, the Huntington Public Library Association of the Cabell County Board of Education purchased a bookmobile to serve the country schools and homes of the county. Hearing that this new service would soon be available, the adults of Culloden were among the first in the county to request that their community be in the program. After consultation with the school and county supervisory staff, it was decided that the school should serve as the circulation center for the community, and arrangements were made to keep the school building open for a 2-hour period every weekday evening for this purpose.

The End of the Year.

At the end of the year, with the new program well under way, pupils and teachers could see such results as the following:

1. The schoolhouse and grounds were clean and orderly. The building was attractively decorated and the grounds had been landscaped. Trees and shrubbery were started. Tennis, badminton, and volley ball courts, and a softball field had been added.
2. Pupils in the separate classrooms were grouped according to ability, interest, and levels of achievement. Smaller working groups made it possible for individuals to compete with their own progress records instead of hopelessly trying to keep up with pupils far beyond them in academic achievement. The children were showing improvement in their ability to use the school subjects in solving problems of living and in improving the quality of living.
3. Health education was centered around the physical and emotional needs of the children instead of being limited to book learning for no immediate purpose. The boys and girls were cleaner. They were beginning to eat proper food. They were happier.
4. By the end of the year children were reading for a purpose. They were reading more books more critically. A functional library had been developed. With more reasons for reading, children had a motive for developing greater reading efficiency.

CULLODEN IMPROVES ITS CURRICULUM

5. The school program was no longer confined to textbooks. Subject matter was being connected with the boys' and girls' real-life activities and with things going on in the community. The children were learning to use school subjects such as history and geography to interpret current events, to plan travel, and to achieve other goals that had immediate value and interest for them.
6. Pupils were given an opportunity to plan with teachers. Boys and girls were beginning to accept responsibility for keeping their school clean and neat. They took charge of decorating classrooms and corridors. They helped manage the school library. They planned and took part in general assembly programs. They were beginning to work with adults on projects affecting the entire community.



Culloden School in 1950

7. By the end of the year the parents in the community had assisted in the school beautification program. They had taken a larger measure of responsibility in planning for a summer recreation

program. They had made possible the services of a county bookmobile. They had arranged for all children to have their eyes tested.

8. At the end of the year some of the inadequacies listed on pages 7 to 9 had also been removed or compensated for.

By working for better development of children, Culloden teachers have gained a vision of a curriculum which, carried forward in the years to come, will mean more enjoyable living for the boys and girls in their charge. Not all the possibilities of a child-development program have yet been realized. Change comes slowly, but Culloden School appears to be on the way to a program that means better living for the boys and girls and adults of Culloden.

Supervisory Visits During 1947-48

For readers who want to know what share the supervisor had in Culloden's efforts to develop a new curriculum, the following list of her visits will be interesting:

<i>Date</i>	<i>Time of day</i>	<i>Purpose</i>
9/19/47	Afternoon	To give help in the use of new materials in primary reading.
10/3/47	Morning	To give help in use of new materials in intermediate reading.
10/15/47	Afternoon	Conference with teachers to evaluate school.
10/28/47	Afternoon	Conference with staff on health program.
11/13/47	Afternoon	Conference with teachers to discuss progress and plan further.
12/11/47	Afternoon	To attend staff meeting and take part in discussion of proposed community survey.
1/8/48	Afternoon	Classroom visitation to help each teacher evaluate work with the children. Conference with staff to discuss items to be included in the survey.
1/15/48	Afternoon	To discuss prepared survey form with teachers.

CULLODEN IMPROVES ITS CURRICULUM

Date	Time of day	Purpose
1/22/48	Afternoon	To visit in 5th-grade classroom to help plan with pupils about social studies material. (Previous planning had been done with the teacher). To attend an assembly program at which a report was to be made by chairman of clean-up committee.
2/12/48	All day	To visit primary rooms and help in grouping pupils for reading. To visit 8th-grade class to discuss with pupils their plans for better library services. Conference with staff for discussion of findings in developing an improved school program.
2/26/48	Afternoon	To help 5th-grade teacher plan a music program. To meet with library committee for discussion of selection of books.
2/27/48	Morning	To visit school with art director. A request had been made for her services. She met with teachers and visited classrooms.
3/10/48	Afternoon	To attend community meeting and participate in panel discussion on problems of Culloden community.
3/25/48	Afternoon	To discuss survey findings with teachers, especially as related to reading.
4/22/48	Afternoon	To attend community meeting to discuss recreation needs as determined by survey.
4/26/48	Evening	To meet with older 4-H group for purpose of discussing recreation needs of young people in the community.
5/23/48	Afternoon	To evaluate school program with teachers and make plans for next year.