The Development of the Curriculum for State-Approved White Public High Schools of Louisiana.

Charles Macmurdo

Louisiana State University and Agricultural & Mechanical College

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The Development of the Curriculum for State-Approved White Public High Schools of Louisiana

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the College of Education

by

Charles Macmurdo
M. A., Louisiana State University, 1953
August, 1957
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The curriculum for secondary schools of Louisiana</td>
<td></td>
</tr>
<tr>
<td>prior to 1812</td>
<td>2</td>
</tr>
<tr>
<td>Colonial period</td>
<td>2</td>
</tr>
<tr>
<td>Territorial period</td>
<td>3</td>
</tr>
<tr>
<td>The curriculum for secondary schools of Louisiana</td>
<td></td>
</tr>
<tr>
<td>from 1812 to 1860</td>
<td>4</td>
</tr>
<tr>
<td>The curriculum in the public high schools of</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>4</td>
</tr>
<tr>
<td>The curriculum in the academies</td>
<td>6</td>
</tr>
<tr>
<td>The curriculum in the public high schools of Louisiana</td>
<td>7</td>
</tr>
<tr>
<td>The curriculum for secondary schools of Louisiana</td>
<td></td>
</tr>
<tr>
<td>from 1860 to 1906</td>
<td>9</td>
</tr>
<tr>
<td>The curriculum in the public high schools of</td>
<td></td>
</tr>
<tr>
<td>New Orleans</td>
<td>9</td>
</tr>
<tr>
<td>The curriculum in the academies</td>
<td>11</td>
</tr>
<tr>
<td>The curriculum in the public high schools of Louisiana</td>
<td>13</td>
</tr>
<tr>
<td>II. DEVELOPMENT OF THE COURSE OF STUDY FOR THE STATE-APPROVED</td>
<td>32</td>
</tr>
<tr>
<td>WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955</td>
<td></td>
</tr>
<tr>
<td>Development of the course of study during the term of</td>
<td></td>
</tr>
<tr>
<td>office of High-School Inspector S. E. Weber, 1907-1910</td>
<td>32</td>
</tr>
<tr>
<td>The course of study of 1905</td>
<td>32</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. S. E. Weber becomes first high-school inspector</td>
<td>36</td>
</tr>
<tr>
<td>Course of study of 1909</td>
<td>38</td>
</tr>
<tr>
<td>Development of the course of study during the term of</td>
<td></td>
</tr>
<tr>
<td>office of High-School Inspector Leo Favrot, 1910-1912</td>
<td>45</td>
</tr>
<tr>
<td>Events leading to the course of study of 1912</td>
<td>45</td>
</tr>
<tr>
<td>The course of study of 1912</td>
<td>52</td>
</tr>
<tr>
<td>Development of the course of study during the term of</td>
<td></td>
</tr>
<tr>
<td>office of High-School Inspector C. A. Ives, 1914-1923</td>
<td>57</td>
</tr>
<tr>
<td>The course of study of 1916</td>
<td>57</td>
</tr>
<tr>
<td>The course of study of 1919</td>
<td>59</td>
</tr>
<tr>
<td>The courses of study of 1920 and 1922</td>
<td>61</td>
</tr>
<tr>
<td>Development of the course of study during the term of</td>
<td></td>
</tr>
<tr>
<td>office of High-School Supervisor Charles F. Trudeau,</td>
<td></td>
</tr>
<tr>
<td>1923-1935</td>
<td>62</td>
</tr>
<tr>
<td>The course of study of 1925</td>
<td>62</td>
</tr>
<tr>
<td>The course of study of 1929</td>
<td>72</td>
</tr>
<tr>
<td>The course of study of 1933</td>
<td>74</td>
</tr>
<tr>
<td>Development of the course of study during the term of</td>
<td></td>
</tr>
<tr>
<td>office of High-School Supervisor John E. Coxe,</td>
<td></td>
</tr>
<tr>
<td>1935-1939</td>
<td>77</td>
</tr>
<tr>
<td>The Louisiana program for curriculum development and</td>
<td></td>
</tr>
<tr>
<td>the improvement of instruction</td>
<td>78</td>
</tr>
<tr>
<td>The course of study of 1937</td>
<td>80</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the course of study during the term of</td>
<td></td>
</tr>
<tr>
<td>office of R. R. Ewers, head of the division of instruction and</td>
<td>82</td>
</tr>
<tr>
<td>supervision, 1940-1948</td>
<td></td>
</tr>
<tr>
<td>Curricular developments from 1940 to 1947</td>
<td>83</td>
</tr>
<tr>
<td>The course of study of 1947</td>
<td>87</td>
</tr>
<tr>
<td>Development of the course of study since 1948</td>
<td>88</td>
</tr>
<tr>
<td>III. DEVELOPMENT OF THE CURRICULUM IN ACADEMIC SUBJECTS FOR THE</td>
<td></td>
</tr>
<tr>
<td>STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA, 1906-1955</td>
<td>89</td>
</tr>
<tr>
<td>Development of English and related subjects</td>
<td>89</td>
</tr>
<tr>
<td>Evolution of the program of studies in English</td>
<td>89</td>
</tr>
<tr>
<td>Changes in graduation requirements</td>
<td>96</td>
</tr>
<tr>
<td>Extent to which high schools have offered various English subjects</td>
<td>103</td>
</tr>
<tr>
<td>Development of the social studies</td>
<td>103</td>
</tr>
<tr>
<td>Evolution of the program of studies in social studies</td>
<td>103</td>
</tr>
<tr>
<td>Graduation requirements in the social studies</td>
<td>112</td>
</tr>
<tr>
<td>Extent to which high schools have offered various social studies</td>
<td>119</td>
</tr>
<tr>
<td>Development of mathematics</td>
<td>119</td>
</tr>
<tr>
<td>Evolution of the program of studies in mathematics</td>
<td>119</td>
</tr>
<tr>
<td>Graduation requirements in mathematics</td>
<td>126</td>
</tr>
<tr>
<td>Extent to which high schools have offered various mathematics subjects</td>
<td>136</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of science</td>
<td>138</td>
</tr>
<tr>
<td>Evolution of the program of studies in science</td>
<td>138</td>
</tr>
<tr>
<td>Graduation requirements in science</td>
<td>142</td>
</tr>
<tr>
<td>Extent to which high schools have offered various science subjects</td>
<td>146</td>
</tr>
<tr>
<td>Development of the foreign languages</td>
<td>146</td>
</tr>
<tr>
<td>Evolution of the program of studies in foreign languages</td>
<td>146</td>
</tr>
<tr>
<td>Graduation requirements in foreign languages</td>
<td>151</td>
</tr>
<tr>
<td>Extent to which high schools have offered various foreign languages</td>
<td>154</td>
</tr>
</tbody>
</table>

IV. DEVELOPMENT OF THE VOCATIONAL EDUCATION CURRICULUM FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA, 1906-1955 | 157 |
| Development of the curriculum for business education | 157 |
| Evolution of the program of studies in business education | 157 |
| Curricular requirements and offerings in business education | 169 |
| Extent to which business subjects were offered by high schools | 170 |
| Cooperative part-time training in business education | 170 |
| Extent to which cooperative part-time training programs offered by Louisiana High Schools | 174 |
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the curriculum for agricultural education</td>
<td>175</td>
</tr>
<tr>
<td>Evolution of the program of studies for agricultural education</td>
<td>175</td>
</tr>
<tr>
<td>Curricular requirements in agricultural education</td>
<td>191</td>
</tr>
<tr>
<td>Extent to which high schools have offered agricultural courses</td>
<td>191</td>
</tr>
<tr>
<td>Development of the curriculum for home economics</td>
<td>191</td>
</tr>
<tr>
<td>Evolution of the program of studies for home economics</td>
<td>191</td>
</tr>
<tr>
<td>Extent to which high schools have offered home economics subjects</td>
<td>207</td>
</tr>
<tr>
<td>Development of the curriculum for industrial education</td>
<td>207</td>
</tr>
<tr>
<td>Evolution of the program of studies for industrial education</td>
<td>207</td>
</tr>
<tr>
<td>Extent to which trade and industrial subjects offered</td>
<td>225</td>
</tr>
<tr>
<td>at intervals from 1906 to 1956</td>
<td></td>
</tr>
<tr>
<td>V. DEVELOPMENT OF THE CURRICULUM IN THE FINE ARTS FOR THE</td>
<td></td>
</tr>
<tr>
<td>STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA</td>
<td></td>
</tr>
<tr>
<td>1906-1955</td>
<td>227</td>
</tr>
<tr>
<td>Development of the curriculum for music and art from</td>
<td></td>
</tr>
<tr>
<td>from 1906 to 1929</td>
<td>228</td>
</tr>
<tr>
<td>Development of the curriculum for music from 1929 to 1956</td>
<td>234</td>
</tr>
<tr>
<td>1956</td>
<td>234</td>
</tr>
<tr>
<td>Evolution of the course of study in music</td>
<td>234</td>
</tr>
</tbody>
</table>

vii
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extent to which high schools have offered music courses</td>
<td>244</td>
</tr>
<tr>
<td>Development of the curriculum for art education, 1929-1955</td>
<td>246</td>
</tr>
<tr>
<td>Evolution of the program of studies in art</td>
<td>246</td>
</tr>
<tr>
<td>Extent to which high schools have offered art courses</td>
<td>249</td>
</tr>
<tr>
<td>VI. DEVELOPMENT OF THE CURRICULUM IN HEALTH, PHYSICAL, AND SAFETY EDUCATION FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA, 1906-1955</td>
<td>250</td>
</tr>
<tr>
<td>Development of the curriculum for health and physical education</td>
<td>250</td>
</tr>
<tr>
<td>Development of the curriculum for safety education</td>
<td>265</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Changes in Curricular Offerings in English and Related Subjects for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>90</td>
</tr>
<tr>
<td>II.</td>
<td>Status of Curricular Requirements and Offerings in English and Related Studies for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>97</td>
</tr>
<tr>
<td>III.</td>
<td>Numbers and Percentages of State-Approved White Public High Schools Offering English and Related Subjects at Intervals from 1914 to 1956</td>
<td>104</td>
</tr>
<tr>
<td>V.</td>
<td>Status of Curricular Requirements and Offerings in Social Studies Subjects for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>114</td>
</tr>
<tr>
<td>VI.</td>
<td>Numbers and Percentages of State-Approved White Public High Schools Offering Various Social Studies Subjects At Intervals from 1914 to 1956</td>
<td>120</td>
</tr>
<tr>
<td>VII.</td>
<td>Changes in Curricular Offerings in Mathematics for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>121</td>
</tr>
<tr>
<td>TABLE</td>
<td>Status of Curricular Requirements and Offerings in Mathematics for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>VIII.</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>VII. Numbers and Percentages of State-Approved White Public High Schools Offering Various Mathematics Subjects at Intervals from 1914 to 1956</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>IX. Changes in Curricular Offerings in Science Subjects for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td>XI. Status of Curricular Requirements and Offerings in Science Subjects for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>XII. Numbers and Percentages of State-Approved White Public High Schools Offering Various Science Subjects at Intervals from 1914 to 1956</td>
<td>147</td>
</tr>
<tr>
<td></td>
<td>XIV. Status of Curricular Requirements and Offerings in Foreign Language Subjects for State-Approved White Public High Schools of Louisiana, 1906-1955</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>XV. Numbers and Percentages of State-Approved White Public High Schools Offering Various Foreign Language Subjects at Intervals from 1914 to 1956</td>
<td>155</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>XVII.</td>
<td>Numbers and Percentages of State-Approved White Public High Schools Offering Various Subjects in Business Education at Intervals from 1914 to 1956</td>
</tr>
<tr>
<td>XVIII.</td>
<td>Numbers and Percentages of State-Approved White Public High Schools Offering Cooperative Part-time Training in Business Education in Certain Years from 1940 to 1956</td>
</tr>
<tr>
<td>XIX.</td>
<td>Numbers and Percentages of State-Approved White Public High Schools Offering Agricultural Subjects at Intervals from 1910 to 1956</td>
</tr>
<tr>
<td>X.</td>
<td>Numbers and Percentages of State-Approved White Public High Schools Offering Home Economics Subjects at Intervals from 1910 to 1956</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of this study was to trace the evolution of the present curriculum for state-approved public high schools for white youths of Louisiana from the prescribed curriculum in 1906, when the first high schools were approved by the State Department of Education, by presenting curricular changes made, factors influencing these changes, and numbers of high schools offering various subjects. Each curriculum was contrasted with the preceding one to establish what the changes were and when they occurred. Contributory factors were ascertained from a study of State Board of Education proceedings; State Department of Education reports, bulletins, and circular letters; educational books and journals; and information obtained through interviews. Numbers of schools offering individual subjects at intervals between 1906 and 1956 were obtained from State Department of Education records.

The state-approved public high school in Louisiana has grown from a simple educational institution whose primary function was to prepare students for college into a complex institution having various functions and offering an enriched program designed to meet individual needs, interests, and abilities of students. From a single college-preparatory curriculum with twenty-seven courses in 1906, the high school has gradually expanded its offerings until in 1956 its program comprised six varied curricula with more than one hundred courses. As course offerings increased in number, graduation requirements in academic subjects decreased from approximately fourteen units in 1906
to seven and one-half in 1956, thereby giving students more freedom in electing subjects for study.

In setting graduation requirements and in choosing academic subjects for the high schools before 1933, the state high-school inspectors were influenced by recommendations of the Committee of Ten on Secondary School Studies (1894), the Committee on College Entrance Requirements (1899), and the Commission on the Reorganization of Secondary Education (1916-1922). Since 1933 the number of academic courses in the curriculum was increased and graduation requirements were liberalized. Students, assisted by parents and principals, were allowed to elect subjects which would prepare them for either work or college.

Vocational subjects were added before 1913 to meet demands of patrons for courses immediately and practically serviceable involving manual activities and to benefit students uninterested in literary subjects. Business courses were designed to prepare students for jobs. Agricultural and domestic courses were expected to contribute to improving farm and home conditions, particularly in rural areas. The Committee on Industrial Education in Schools for Rural Communities (1905), through its recommendations for vocational courses, and the vocational education movement in other states influenced the state high-school inspector in his choice of vocational subjects. Federal appropriations stimulated expansion of vocational education since 1918. New social and economic conditions resulting from inventions in communications, transportation, and production prompted introduction of numerous vocational subjects in 1933 and thereafter. Numbers and per-
percentages of schools offering vocational courses generally increased.

Requests of patrons, recommendations of the Commission on the Reorganization of Secondary Education (1918), and the philosophy of providing elective courses to care for individual differences were factors influencing curricular developments in music and art. Expansion of programs was due largely to enthusiastic promotion by state supervisors.

Physical training was required in 1912 because high-school principals considered it helpful in reducing the number of drop-outs. Following a national trend, credit was allowed beginning in 1919. The health and physical education program was developed whenever directed by a state supervisor. Safety education was introduced in 1936 to help reduce accidental injuries and deaths, and because of a national movement toward driver education in high schools. Numbers and percentages of schools offering safety education courses increased consistently when the program was supervised by a state director.
CHAPTER I

INTRODUCTION

In an address before the first conference of Louisiana high-school principals in Baton Rouge on December 18, 1906, Doctor A. B. Coffey, head of the department of pedagogy of Louisiana State University, stated the purposes of the high school as follows:

... it should be a discoverer of the instincts, impulses, capacities, and characters of boys and girls, and the organizer of the known facts of the natural world and the known facts of the social world in such manner as to ultimately enable each individual to so interpret his own problems as to persistently better himself and those with whom he has to do; and you would insist that this view of the high school remains true, whether it is to be complementary to the elementary school, preparatory to the university, or a finally complete institution within itself. 1

The state-approved public high school for white youths following a uniform course of study prescribed by the State Board of Education was in its infancy when the above statement was made. In this study an attempt will be made to show how the broad and enriched curriculum of 1956 evolved from the narrow and restricted curriculum of 1906. In order that the status of the curriculum prescribed in 1906 for the state-approved public high schools be understood and appreciated, it is appropriate that a survey be made of the curricular offerings for high schools in Louisiana prior to 1906.

For the purposes of this thesis the curriculum for high or secondary schools refers to those courses offered for youths of about fourteen to

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eighteen years by institutions of formal education below the college level and above the elementary level. Historically, the secondary curriculum in Louisiana developed in church related schools, private lay schools, semi-public or state-subsidized schools, and in public schools. At first, only church related schools existed; later, two or more of these agencies operated at the same time.

I. THE CURRICULUM FOR SECONDARY SCHOOLS PRIOR TO 1812

Colonial period. The early settlers of Louisiana were predominantly French people who believed that education was a proper function of the church or home. Hence, the education of youth was cared for by church related schools. In addition, wealthy parents sent their sons to France for their formal education or hired private tutors.

As early as 1727, a school for girls was established in New Orleans by the Ursuline nuns. The curriculum at first consisted of the catechism, reading, writing and needlework; but was later expanded to include French, English, geography, arithmetic, history, music, sewing, and housework. The first courses listed were obviously offered as elementary subjects; those added later were apparently of an upper elementary or secondary nature.

In addition to religious schools, there were numerous private lay schools and instructors providing instruction in secondary courses in 1800. Many newspaper advertisements in New Orleans in the first decade of the nineteenth century indicated that the following courses were being taught: reading, writing, mathematics in all branches, Latin, Greek, English, book-

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keeping, geography, history, grammar, Italian, French, mythology, chronology, Spanish, embroidery, paint and crepe work, French darning and every kind of fancy work, plain sewing and marking, music, dancing, drawing, and astronomy. Many of these same courses are taught in high schools today.

**Territorial period.** Public education was practically non-existent in Louisiana at the beginning of the nineteenth century. President Jefferson indicated this fact in a message to Congress in 1803. An excerpt from this message appears below:

There are no colleges, and but one public school, which is at New Orleans. The masters of this are paid by the king. They teach the Spanish language only.

In 1804 the Legislative Council of the Territory of Orleans passed a law entitled "An Act to Institute an University in the Territory of Orleans." The content of the law was based upon knowledge of the system of public education developed by the state of New York. The foregoing law provided for a college within the City of New Orleans and for secondary schools in the form of academies. The board of regents, who were to administer the law, were authorized to establish within each county of the territory one or more academies for the instruction of youth in the French and English languages, reading, writing, grammar, arithmetic, and geography; and such a number of academies in the territory as they might judge fit.

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5. *Acts Passed at the First Session of the Legislative Council of the Territory of Orleans of 1804-1805, Unnumbered Act Approved April 19, 1805 (New Orleans, 1805), pp. 312-6."
for the instruction of the youth of the female sex in the English and French languages, and in such branches of polite literature, and such liberal arts and accomplishments as might be suitable to the age of the pupils.6

II. THE CURRICULUM FOR SECONDARY SCHOOLS OF LOUISIANA FROM 1812 TO 1860

From 1812 to 1860 courses of a secondary nature were offered to the youth of Louisiana in the public high schools of New Orleans, in the academies, and in the public high schools of Louisiana.

The curriculum in the public high schools of New Orleans. Secondary education in New Orleans was organized and administered in accordance with laws different from those which applied to other public high schools in the state. In consequence, the public high schools of New Orleans developed separately. In 1826 funds were appropriated for the establishment of three schools in the city, a central or high school and two primary schools.7 These schools acquired a reputation for their efficiency and effective instruction. They were not free to all, however, as the Act of 1826 provided that each of the three schools was to admit fifty poor children without charge. It was provided in this act that French, English, Latin, mathematics and literature should be included in the high-school curriculum. The high school was semi-public until 1841 when tuition was dispensed with altogether, and it became the first genuine public high school in Louisiana. In 1843 a second high school was established in New Orleans, and a third opened in 1845. The latter school offered Greek in addition to the courses

6Ibid.

In 1857 Orleans Parish had a boys' high school and a girls' high school in each of the four districts of the parish. Branches taught in the female high school were history, rhetoric, intellectual philosophy, natural philosophy, chemistry, physiology, botany, physical geography, algebra, English, literature, French, and arithmetic. The male high school offered Latin, Greek, geometry, trigonometry, surveying, physical sciences, rhetoric, intellectual philosophy, Constitution of the United States, French, English and French history, natural philosophy, chemistry, physiology, geography, botany, natural history, geology, bookkeeping, Constitution of the State of Louisiana, and astronomy. Additional courses offered in the public high schools in Orleans Parish in 1859 were mensuration, navigation, history of Greece, history of Rome, and ancient and modern history. Efficient and well-educated instructors taught in these schools; and the curriculum was comparable, in so far as the academic courses were concerned, to the curricula of public high schools and academies in the northern and eastern sections of the country. In 1857 Superintendent Samuel Bard praised the excellent schools of New Orleans as being a bright spot in Louisiana education.


Curriculum in the academies. The academies were private schools supported by endowments, tuition, and in many cases by funds appropriated by the State Legislature. Between 1811 and 1842 the Legislature of Louisiana encouraged academies by providing funds for their support. The appropriations varied from time to time. In 1833, for example, academies were paid $2.625 per pupil each month by the State. The maximum, however, that all academies in a parish could receive was $1,350 annually. In return for these payments, the schools were expected to educate a certain number of poor children. This stimulus to education in the form of monetary assistance encouraged the establishment of numerous academies. This type of school was the principal source of secondary education in Louisiana until the last decade of the nineteenth century, when the state-approved high school replaced it. Most of these academies provided secondary education, as well as education of an elementary nature; and some of the better ones offered work at the college level. The Natchitoches Academy, incorporated in 1819, was one of the first such academies in the state. A few others were established before 1833. Mobley, in his study of the academy movement in Louisiana, indicated that twenty-one academies were established between 1833 and 1842, at which latter time state aid was withdrawn.

Advertisements appearing in newspapers and periodicals during the period of the academy movement showed that the academies offered a few or many of the following subjects: French, Latin, Greek, Spanish, English, Italian, Portuguese, algebra, trigonometry, geometry, natural science.

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chemistry, geography, astronomy, history, grammar, philosophy, elocution, logic, natural philosophy, moral philosophy, composition, rhetoric, music, and art. The academy in Baton Rouge in 1831, for example, offered courses in Latin, Greek, French, Spanish, Italian, algebra, geometry, bookkeeping, higher mathematics, astronomy, natural philosophy, moral philosophy, logic, elocution, history, English, spelling, geography, and arithmetic. The curriculum was generally determined locally by the trustees of an academy and, of course, by the demands of the public. Mobley pointed out that in some cases the course of study was specified by the State but usually this was left to the discretion of the board of trustees.

The curriculum in the public high schools of Louisiana. The first law to establish free public schools for the state of Louisiana was passed in 1847. It stipulated that means should be provided for the education of white youths of the state between the ages of six and sixteen in such subjects as should be prescribed. Regarding the subjects that should be prescribed, the law provided that the state superintendent of public education from time to time should give such directions as to the course of study and books to be used as he might judge advisable. It also gave the directors of school districts the power to establish such rules and regulations as they deemed proper for the government of the schools. From these legal stipulations it would appear that the course of study might be

14Ibid., p. 20.
15Ibid., p. 32.
16Ibid., p. 13.
prescribed by the state superintendent and/or by the local board of directors. An act of 1853 reorganising free public schools of Louisiana left this matter entirely in local hands.\textsuperscript{18}

Reports submitted by directors of school districts of several parishes in 1852 revealed that the following courses were taught to youths between six and sixteen: French and English languages, French and English grammar, arithmetic, reading and writing in both French and English (with dictation and parsing), spelling, geography, history, algebra, geometry, natural philosophy, elements of chemistry, and botany. All of the schools taught the 3-R's; most of them taught spelling and grammar; a few offered one or more of the other courses mentioned. The reports made no distinction between pupils or subjects as to elementary and higher grade.\textsuperscript{19}

Since the schools were predominantly one-teacher schools and ungraded, it can reasonably be assumed that the curriculum was to a large extent determined by what a teacher in a given school was qualified to teach and what a pupil was capable of learning.

By 1856 a few parishes were reporting high-school subjects, yet the vast majority still did not distinguish between subjects as to whether they were of an elementary or secondary nature. Courses offered in 1856 which were not offered in 1852 were Greek, Latin, and elocution. In addition one school in Carroll Parish offered bookkeeping; and some schools of Union Parish offered painting, needle-work, and music.

The following report in 1856, signed by A. Sallier, Treasurer of

\textsuperscript{18}\textit{Acts Passed by the First Legislature of the State of Louisiana, Act Number 250} (New Orleans: Émile La Sere, State Printers, 1853), p. 219.

Calcasieu Parish, is an indication that teachers determined, in no small measure, what was taught in the schools at that time:

The Police Jury of this parish have appointed a committee to examine teachers of the Public Schools, which, to some extent, has improved the condition of the schools in our parish. I cannot say, however, that the general qualifications of the teachers are very good; in most districts, the Directors are very remiss and manifest very little interest in the schools; they send an applicant to the committee for examination on one or two of the lower branches, a certificate of qualification on these branches is given, and it operates as a passport to teach everything, from "Alpha" to "Omega."  

The beginning of the Civil War in 1861 virtually stopped curricular development in the public high schools. The following statement of T. H. Harris is indicative of conditions in public education during the period of the Civil War:

The school statistics of the period are not available, but it is probably safe to say that the attendance was confined largely to negro children and the few white Union sympathizers.

III. THE CURRICULUM FOR SECONDARY SCHOOLS OF LOUISIANA FROM 1860 TO 1906

The curriculum in the public high schools of New Orleans. In 1864 New Orleans had eight public high schools with an enrollment of 377 pupils.

The state superintendent's annual report of 1864 presented the course of study for the male and female high schools of New Orleans. Since this is the earliest high-school course of study that could be located in which

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there appeared the designation of year in high school when the various courses were taught, it is given in full below for the male department.

**Male Department**

**First Year - Third Class**

| Reading Exercises | Algebra |
| Reading Exercises | Algebra |
| English Grammar | French |
| Universal History | Latin |
| Natural Philosophy | Composition and Declamation |
| Arithmetic | |

**Second Year - Second Class**

| Rhetoric | Geometry and Trigonometry |
| Rhetoric | Geometry and Trigonometry |
| Ancient Geography, History | French |
| and Chronology | Latin |
| Chemistry | Greek |
| Algebra | Composition and Declamation |

**Third Year - First Class**

| Mental and Moral Philosophy | French |
| Mental and Moral Philosophy | French |
| Chemistry | Latin - Virgil and Cicero |
| Astronomy | Greek |
| Surveying and Navigation | General Review of Studies |
| Elements of Bookkeeping | |

By 1867, the number of public high schools in New Orleans had been reduced to three. Superintendent Thomas W. Conway (1868-1872) explained that the small schools had been merged into large ones where the "per capita" cost of instruction was less.²³ Many white youths of the city attended private schools during the Reconstruction era. In 1882 there were two public high schools in New Orleans, a boys' high school and a girls' high school.²⁴ Courses in Greek and in composition and declamation were

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omitted from the curriculum in 1882. Courses added to the curriculum in 1882 were penmanship, stenography, English, literature, linear drawing, etymology, physiology, and botany. There was a separate course of study for each of the two high schools. Courses offered for the girls' high school and not for the boys' high school were etymology, physical geography, arithmetic, botany, algebra, and physiology. Courses offered for the boys' high school and not for the girls' high school were Latin, bookkeeping, linear drawing, plane trigonometry, and surveying.  

In 1893 a committee of the Orleans Parish School Board reported three public high schools enrolling 224 boys and 456 girls. These schools were the principal preparatory schools for students who would attend Tulane University and Sophie Newcomb College. In 1908 New Orleans had three public high schools. These were McDonogh High School Number One, McDonogh High School Number Two, and McDonogh High School Number Three. The three schools had a total enrollment of 1,618.

The curriculum in the academies. With few exceptions, those academies which had continued after state assistance was stopped in 1842 went out of existence at the beginning of the Civil War or soon thereafter. Four of the academies which managed to survive the Civil War and the Reconstruction period have become high schools of today. These are Clinton Female Academy, which became Clinton High School; Ouachita Female Seminary, which became

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25 Ibid.

26 "Minutes of the State Board of Education of May 24, 1893" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

Monroe City High School (later Neville High School); Franklinton Academy, which became Franklinton High School; and Poydras Academy, which became Poydras High School.  

The status of private and semi-private secondary schools which were established during and after the Reconstruction period and which constituted a source of formal education for youths of Louisiana between 1866 and 1892 was given by Mobley as follows:

A ray of light served to strengthen the spirit that kept alive educational activity during these dark days. It came from the Peabody Fund. A benevolence which had been set aside to aid public education in the South. From 1866 to 1873, many schools received aid from this Fund.

While the Peabody Fund was used in this State in the support of private schools, or schools of a semi-private nature, nevertheless, it was an impetus to the public school spirit. When order replaced the chaotic condition of Reconstruction days the State lent its every effort in the development of education. Funds for this were meagre, but an arrangement was made whereby private institutions were permitted to have appropriated to their use, by the parishes, such funds as were available. This scheme not only aided the private schools but also made school attendance possible for many children whose parents were not able to bear the heavy burden of tuition that would otherwise have been charged. A term of from two to five months out of public funds was of little use, but when appropriated to the use of the private school and increased by a reasonable tuition charge, a full term was usually the result. In some parishes this plan operated until the advent of the high-school period.

The name of academy ceased to be used after Reconstruction days, but the spirit of the name continued. Practically all schools were now organised under some high-sounding name, and most of them were incorporated.  

These schools were established by college graduates, ministers, and others interested in education. They were usually organised under the name of colleges, seminaries, or institutes. Each had a separate course of study which was determined locally. In 1879, for example, the Minden Female Col-

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29 Ibid., pp. 19-20.
college offered English, Latin, French, literature, science, geometry, algebra, arithmetic, natural philosophy, astronomy, chemistry, composition, history, music, art, mythology, rhetoric, geography, and physiology. In 1869 the course of study of the Acadia College consisted of English, mathematics, modern languages, literature, science, elocution, art, music, commerce, telegraphy, and stenography. Provisions were made for introduction of other courses as the need for them arose. Although the school was referred to as a college, its courses did not extend beyond that of high school or secondary school rank.

The curriculum in the public high schools of Louisiana. Between 1860 and 1892 little development took place in the curriculum in the public high schools of Louisiana outside of New Orleans. A report of the state superintendent of education in 1871 revealed that there was one public high school in the state outside of Orleans Parish—that being in St. Martin Parish. Certain legislation and policies pertaining to the high-school curriculum were adopted during this period even though the curriculum in the schools developed very little.

The General School Law of 1869, which implemented the "Reconstruction" Constitution of 1868, empowered the State Board of Education to make all needful rules and regulations for the government of the schools and for the examination and supervision of teachers. It also permitted the district board of school directors to determine what subjects should be taught in the schools of their districts. The law apparently intended that the curri-

30 Ibid., pp. 21-196.


32 Acts Passed by the General Assembly of the State of Louisiana at the Second Session of the First Legislature, Act Number 121 (New Orleans: A. L. Lee, State Printer, 1869, p. 181.)
The curriculum could be determined at the local level provided there was no violation of the rules and regulations set by the State Board of Education. The State Board of Education prescribed specific courses to be taught in the primary and grammar grades, and required that the high schools should be for the education of all children who were competent to pursue the subjects taught therein. This ruling left much leeway to local authorities. However, the State Superintendent of Public Education thought that the courses offered in high school should be devoted to studies not taught in the elementary schools and which prepared one for college or special schools.

Another important feature pertaining to the curriculum which was inserted into the public school law for the first time in 1869 and which has continued into the present was that the State Board of Education should recommend a uniform series of textbooks for use in all the common schools of the state. A series of texts, mostly for elementary schools, was adopted by the State Board of Education at its meeting of April 9, 1870. An expanded list of high-school texts was adopted at the meeting of January 20, 1871. The list indicated that the courses taught or which might be offered in the public high schools were physics, astronomy, chemistry, geology, trigonometry, surveying, navigation, English literature, composition, rhetoric, science, physiology, botany, bookkeeping, etymology, physical

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34 Ibid., p. 69.


36 Minutes of the State Board of Education from April 26, 1869 through September 13, 1890 (Unpublished, State Department of Education of Louisiana, Baton Rouge), pp. 274-5.
geography and moral science. Although the law prescribed that the textbooks were to be adopted for public high schools, the State Board of Education indicated that they should be for both high schools and academies.37

The General School Law of 1877 was more specific as to who should prescribe the curriculum. It stated that the subjects to be taught in the public schools of the state should be fixed by the State Board of Education. It gave the parish boards the power to make such rules for the government of the free public schools within their jurisdiction, not inconsistent with the general school law and the rules prescribed by the State Board of Education.38 The legal stipulation that the State Board of Education should prescribe the curriculum for the public schools of the state has been in effect since 1877.

The State Board of Education in 1877 designated the public schools in Louisiana as elementary, academic, and Normal schools. It declared that the academic schools should be for the continued instruction of such youths over fourteen years of age who were competent to pursue those subjects which in optional courses suited their known aptitudes and which would fit them for business pursuits, or for admission to the Normal schools, to the State University of Louisiana, or to the Agricultural and Mechanical College.39

An adoption of a new list of textbooks for use in all the public aca-


39Minutes of the State Board of Education from April 26, 1869 to September 13, 1890 (Unpublished, State Department of Education of Louisiana, Baton Rouge), p. 270.
Academic and Normal schools of the state was recommended by Superintendent Robert M. Lusher (1876–1880) and approved by the State Board of Education in 1877.\(^{40}\) A comparison of this list with that of 1871 indicated that texts for the following offerings had been added since 1871: general history, anatomy, zoology, drawing, and music. Courses for which no texts were adopted in 1877 and which might have been dropped from the subjects being taught between 1871 and 1877 were physics, trigonometry, surveying, navigation, botany, and moral science.

The official title of public secondary schools was changed from academic schools to high schools in 1884, and has not been altered since then. The State Board of Education gave the public schools of Louisiana the titles of elementary, high, and Normal schools on October 6, 1884.\(^{41}\) The high school was to prepare students for business pursuits as well as for college.

The institutions of higher learning definitely had a significant role in shaping the public high-school curriculum. Louisiana State University, Tulane University, and the State Normal School each had to maintain a preparatory department which offered, in effect, high-school work to prepare students for the higher studies since there was a shortage of good secondary schools to perform this function. Between 1886 and 1899 professors of Tulane University advised academies and high schools as to

\(^{40}\)Ibid., pp. 314-5.

\(^{41}\)"Minutes of the State Board of Education of October 6, 1884."
(Unpublished, State Department of Education of Louisiana, Baton Rouge.)
what courses they should teach in order to prepare students for the university. A course of study recommended to high schools and academies as suitable preparation for the freshman class was promulgated by officials of Tulane University. These remarks appeared with the course of study:

The following courses of study are recommended to high schools and academies as suitable preparation for the freshman class. But, while the order of studies and books indicated are suggested as desirable, they are not treated as obligatory upon the schools and their candidates. Thoroughness of preparation and fullness of information in the subjects set down in the "conditions of admission" are the tests of scholarship for entrance.

Since the requirements for admission to the freshman class are as light as any college of good standing can permit, it becomes a matter of the first importance that the preparation should be thorough and satisfactory.¹

The courses and suggested textbooks were listed by year for a three-year period. The courses included review of arithmetic, beginning algebra, history of the United States, English grammar, Latin, algebra continued, geometry, English composition, history of Louisiana (for Louisiana pupils), general history, Greek including Anabasis, chemistry, Latin continued including Caesar and Virgil, English literature, American literature, and physics.²

Two developments in the public high-school curriculum resulted from the General School Law of 1888 and its implementation. The law specifically listed certain subjects that were to be taught. Theretofore, the matter had been left to the state superintendent, local authorities, or the State Board of Education. Article Fourteen of the General School Law

²Ibid.
of 1888 is presented below:

That the branches of orthography, reading, writing, arithmetic, geography, grammar, United States history, and laws of health, shall be taught in every district. In addition to those, such other branches as the State Board of Education and the parish school board may require; provided that these elementary branches may be also taught in the French language in those parishes in the State or localities in said parishes where the French language predominates, if no additional expense is incurred.\(^\text{43}\)

The feeling of the State Board of Education at this time was that the function of the public high school was a college preparatory one. This view was expressed in a rule for the government of the public schools which is given below:

The High School or Central School shall continue the instruction of such youths as can pursue such studies as will best prepare them for admission to the Normal Schools, or to the freshman class of Tulane University and the freshman class of the Louisiana State University and Agricultural and Mechanical College.\(^\text{44}\)

General interest in the public high schools engendered in the decade from 1880 to 1890 continued until the state-approved public high school for white youths became the dominant institution of secondary education in Louisiana. Interest as to what the high schools should teach was not lacking. Prominent educators and interested laymen expressed their views. A few of their suggestions follow:

Statement of State Superintendent of Education W. H. Jacks (1889-1892) regarding civics:

The science of civil government (embraced under this title) is a study so intimately concerning the happiness and welfare of individuals and of States, that no system of education can be considered as complete that fails to include it in its course of instruction.\(^\text{45}\)


\(^{44}\)Ibid., p. 75.

Statement of Professor John M. Ordway of Tulane University regarding the curriculum:

All need arithmetic, geometry, drawing, natural history, and some physics and chemistry, as well as manual training. We need skilled artisans as well as professional men. . .

Statement of Mrs. Leon Jastremski before the Louisiana Education Association in July, 1893 concerning industrial arts:

... at a moderate cost, professors teaching the various industrial branches could be added, and the girls at Louisiana State Normal given the opportunity to educate themselves in the industrial arts. Students in the Normal Department could also study those industrial branches necessary to fit them for teachers in our public schools, when manual training shall be added to the present course of study.

Statement of Alex Hogg, Principal of the Peabody Summer Normal, in a report by institute conductors at Chautauqua Grounds near Ruston, Louisiana, July 23, 1892 regarding music and physical culture:

Vocal music, physical culture, gymnastics, the necessity of these being in all schools was insisted upon, were taught and the means through which they can successfully be introduced in the public and private schools were also set forth.

Statement of Superintendent Calhoun on agriculture in schools:

Horticulture and agriculture study and practice are now commanding the attention of educators all over the country. The Parish School Board of Caddo Parish has lately taken up the subject, and directed that every school shall have a garden to it and children be taught something about nature of soils and the growth of plants. Nature study, manual training and domestic economy go nowadays hand-in-hand in common school work.

Resolution submitted by Colonel D. F. Boyd to the sixth annual con-

46 Ibid., p. 71.
48 Ibid., p. 34.
vention of the Louisiana Education Association on physiology and hygiene:

Whereas, the health of our citizens is of prime importance to the welfare and prosperity of Louisiana; therefore, be it Resolved, That the study of Hygiene and Physiology should be encouraged and enforced as much as possible in the schools and colleges of Louisiana.\textsuperscript{50}

These quotations are a sampling of the many suggestions put forth between 1880 and 1906 regarding the courses which should be taught in the public high schools. The \textit{Louisiana Journal of Education} and the \textit{Louisiana School Review} cited numerous demands by educators for art, biology, music, literature, chemistry, agriculture, and industrial training.

The General School Law of 1888 authorized parish school boards to establish high schools but required that no high school should be opened without the sanction of the State Board of Education.\textsuperscript{51} The first high school to be sanctioned by the State Board of Education under this law as appearing in the official proceedings of the Board was the Shreveport High School on August 19, 1892.\textsuperscript{52} In 1893 requests for a high school at Franklin in St. Mary Parish and one at Opelousas were approved.\textsuperscript{53} By 1896 several applications had been made to the State Board of Education for authorization to establish high schools under the provisions of the General School Law of 1888. The Board appointed a special committee to inquire into the qualifications and resources of the petitioning schools. The committee was composed of Alcee Fortier, Franklin Garrett, both mem-


\textsuperscript{51}Acts and Resolutions Passed by the General Assembly of the State of Louisiana at the Regular Session of 1888, Act Number 81 (Leon Jastremski, State Printer, 1888), p. 94.

\textsuperscript{52}"Minutes of the State Board of Education of August 19, 1892," (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

\textsuperscript{53}"Minutes of the State Board of Education of September 21, 1893" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)
bers of the State Board of Education, and Superintendent A. D. Lafargue (1892-1896). The committee found that there was some variance of opinion as to what branches of study should constitute a high-school course and the periods of time allotted to each. They drew up a recommended course of study and presented it to the State Board of Education which approved it. The State Board ordered that the petitioning schools be authorized as high schools provided they adopted the proposed course of study. This was a significant development in the curriculum for the public high schools of Louisiana, as it was the first time that a course of study was required. In its report, the committee stated:

... In the meantime the proposed course is herewith published and put forth tentatively with a view of eliciting opinions from educators at large. Whether or not the course will ultimately be accepted in full, we may safely assume that the schools able to undertake it will receive all requisite authorization as high schools; seeing that no change is likely to be made in the essential studies...

Since this was the first prescribed course of study for the public high schools of Louisiana, it is presented in full in Appendix A. This course of study was the first course of study for high schools of Louisiana to indicate the length of recitations and the number of recitation periods per week. It is difficult to determine definitely the factors which influenced Fortier and the other committee members in their selection of recommended courses. It seems reasonable to assume that college entrance requirements and the report of the Committee of Ten of the National Education Association were influencing factors. Notes three and six accompanying the course of study indicated that courses were offered to

54 "Minutes of the State Board of Education of January 23, 1896" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

55 "Minutes of the State Board of Education of January 23, 1896" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)
enable students to meet college entrance requirements. A comparison of this proposed course of study with that recommended by Tulane University, with which Fortier had formerly been associated, reveals that with a few exceptions the courses offered were the same. Greek was dropped and civil government was added. There were a few shifts in grade placement of subjects. Also, bookkeeping, commercial arithmetic, drawing, and singing were in the course of study of 1896 but not in the course of study for high schools recommended by Tulane University. Demands for these four courses by numerous educators may have influenced Fortier in placing them in the high-school curriculum.

Every subject listed in the course of study of 1896 appeared in the course of study for high schools as recommended by the Committee of Ten. In most cases the placement of subjects by years was the same in the course of study of 1896 and in the recommended course of study of the Committee of Ten.56

The state superintendent's reports of 1896 through 1900 contain little evidence that the prescribed state course of study was being followed in full. Dr. E. L. Stephens, who became president of Southwestern Louisiana Industrial Institute (now Southwestern Louisiana Institute) in 1900, indicated that a review of courses of study of six representative high schools in Louisiana for the session 1898-1899 revealed a great diversity of standards both as to the length of the school period and as to curriculum. The length of the school year varied from eight to ten months. Some schools were three-year and others four-year schools. Some began at the seventh grade and some at the eighth grade. The order of

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study of the courses in each curriculum was different from each of the others. For example, one course gave botany in the seventh year, three in the ninth, one in the eleventh, and one course omitted it. Singing was reported in only three of the courses and drawing in three. The same irregularity existed for the other courses.57 A similar situation is revealed by a comparison of a course of study of a proposed high school at Napoleonville with the course of study of 1896.58 To remedy this situation, the State Board of Education in August, 1899, required that no high school should be opened until its proposed course of study had been submitted to and accepted by the State Board of Education.59

The demand for a new course of study for the public high schools came from the teachers. On Monday morning, December 26, 1895, there assembled in the auditorium of the Lake Charles High School a representative body of teachers. All grades from kindergarten to university from forty parishes were represented. For three days the subject of what, when, and how to teach was considered. A result of these discussions was a motion to appoint a committee of nine to prepare a course of study for the public schools of Louisiana. The committee appointed were Thomas D. Boyd, chairman, Baton Rouge; Dr. J. H. Dillard, New Orleans; Colonel A. T. Prescott, Ruston; George Williamson, Grand Cane; Miss Handy, Monroe; Bessie Irwin, Lecompte; Marion Brown, New Orleans; J. E. Keeny, Lake Charles; and R. L. Himes, Natchitoches.60

57 Edwin L. Stephens, "Education in Louisiana in the Closing Decades of the Nineteenth Century," The Louisiana Historical Quarterly, XVI (January, 1933), 50-54.


59 "Minutes of the State Board of Education of August 21, 1899" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

This committee was instructed to gather all facts brought out by papers and discussions of the Lake Charles convention, including the reports of high-school principals and such other facts as they might have access to; and to prepare a course of study for the public schools of the state; and to have it printed and ready for distribution by July 1, 1896. It was intended that this course of study be submitted to the state superintendent of public education for his approval, and afterwards to the State Board of Education for adoption.  

When four years had passed and the committee still had not produced a program of studies, J. E. Keeny called upon the committee members to submit a course of study at the next meeting of the Louisiana State Public School Teachers' Association or to resign. In response to Keeny's suggestion the committee reported that work was progressing, and attached to their written reply a vague and indefinite curriculum recently issued by the state superintendent of public schools of Missouri. Two implications which might be drawn from this incident, other than that the committee was lax in performing its duty, are that the committee was taking its time in order to issue a sound course of study; and that it was, perhaps, consulting courses of study of other states. Dissemination of educational information was carried on between Louisiana and other states to a considerable degree at this time. J. B. Aswell, associate editor of the Louisiana School Review, which was edited by Keeny, had just returned

61 Ibid.


from a visit to schools in the North and East. Numerous notices in periodicals at this time indicated that professors and other educators had visited various places in the northern and eastern states to study school systems and practices.

Finally, the long awaited course of study was presented to and accepted by the convention of the Louisiana State Public School Teachers' Association on December 28, 1899. Keeny commented on the adopted course of study as follows:

At last the state teachers' association has approved a course of study for schools of our state. That all will not be suited was apparent even in the meeting of the committee, when it was found that it was necessary to yield some "favorite notions."

The course is very general, but will serve as a standard in the grading of the schools. It may be changed in years to come, and the details of the work more definitely stated. . . . Unsatisfactory as the adopted course may be to some, it is a step in the right direction. . . .

In 1902 the Louisiana State Public School Teachers' Association adopted a resolution requesting the state superintendent to print for distribution copies of the course of study adopted in 1899, to call the attention of high-school teachers to this course, and to urge teachers to develop their work along the lines prescribed by the course of study. A committee composed of D. B. Showalter of Monroe, A. M. Hendon of Alexandria, J. H. Rapp of New Orleans, R. L. Himes of Baton Rouge, and C. A. Ives of Franklin was appointed to see that the resolution was carried out.

The committee accomplished its mission, for State Superintendent J. V. Calhoun (1896-1904) had printed and distributed the proposed course


65 Ibid., p. 22.

of study, although with some modifications. The following changes to the proposed curriculum were made by Mr. Calhoun: the commercial branches were dropped; music, drawing and physical exercises were added; a course in Greek and Roman history was dropped in the eighth grade and general history was added in the tenth grade; English history was dropped in the ninth and added in the tenth grade; civil government was added in the senior year; and reviews of physics, botany and physical geography were dropped.

In submitting the course of study to the public school personnel, Superintendent Calhoun had this to say:

The following schedule comprises a course of study for the public primary, grammar, and high schools of the State. It is based upon suggestions to this effect contained in a report of a committee of the State Teachers' Association composed of Professor R. L. Himes, of the State University; Miss Marion Brown, then Principal of the New Orleans Normal School; Professor J. E. Keeny, of the State Normal School; Professor George D. Pickles, of the State Normal School; Professor C. E. Byrd, Principal of the Shreveport High School; and State Superintendent J. V. Calhoun. The report stated what studies should be pursued in the different grades, and gave suggestions as to the number of lessons and the method of instruction in certain branches. I have with the assistance of Professor W. W. Bynum, Principal of the Baton Rouge Graded and High School, adapted the course to the text-books adopted by the State Board of Education and in use for the past session in the public schools of the State. The course of study as thus prepared has had the sanction of Colonel T. D. Boyd, President of Louisiana State University. It has also the merit of having been successfully followed in the Baton Rouge Graded and High School for the past session, at least in most of its parts. I submit it, therefore, to the parish superintendents and our public school teachers with the confidence that if it be not free from all defects, it carries with it the assurance of security against failure. It may not be applicable in all our schools, but it will serve as a plan towards which they can work, and a model which they may be able in the course of time and labor to attain. 67

With a few exceptions the course of study of 1902 was basically the

same as the course of study of 1896. The years in the high-school program in which several courses were to be pursued were changed; for example, physical geography was offered in the first year of high school in the course of study of 1896 while in the course of study of 1902 it was offered in the fourth year of high school. Physics was added in the tenth grade; physical exercises were required in all grades; English history was added in the tenth grade; and general history (review), commercial arithmetic, and bookkeeping were dropped from the senior year.

The course of study of 1902 was not prescribed by the State Board of Education but merely recommended by Superintendent Calhoun. Some high schools offered courses in excess of those recommended. J. L. Guilbeau, superintendent of public education of St. Landry Parish, reported that the high school at Opelousas offered phonography, telegraphy, and typewriting; and C. C. Byrd, principal of the Shreveport High School, reported that an industrial department had been started in his school.68

A new demand for a course of study came from the parish superintendents and parish school board members. The first annual meeting of parish superintendents and presidents of parish school boards of public education was held at State Normal School in Natchitoches on December 13-15, 1904. Among the suggestions of Superintendents Newman, McNeese, Hyams, Showalter, Roy, Johnston, Daspit, Alleman, Perrin, and Gordon was the demand for a new state course of study. On the last day of the meeting a resolution was adopted calling on the State Department of Education to prepare a full and complete course of study for all public schools throughout the state.69

On May 20, 1905, Superintendent J. B. Aswell (1904-1908) promulgated the new course of study; and on November 20, 1905, the State Board of Education approved it and recommended it for use in the public schools of the state. At the same meeting the State Board of Education ordered that no high school diploma be issued to a graduate of a high school unless the curriculum of that school conformed to the course of study of 1905. In effect, this required that the uniform course of study be followed. In disseminating the course of study to school personnel, Superintendent Aswell stated:

This course of study aims to make it possible for the District School to qualify its pupils for admission to the High School Department and for the latter to qualify its pupils for the work of life, or for admission to the College or the University at the completion of the course of study.

I wish to make grateful acknowledgements to State Institute Conductor J. E. Keeny for valuable assistance rendered in the preparation of the course of study.

Official reports showed that the course of study of 1905 gave symmetry and continuity to the work of the high schools. Since the prescribed course of study of 1896 was not widely adhered to and the course of study of 1902 was merely a recommended one, the course of study of 1905 was, in reality, the first course of study followed by the state-approved public high schools of Louisiana. For this reason, it is presented below:

70 "Minutes of the State Board of Education of November 20, 1905" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

71 State Course of Study for the Common Schools of Louisiana, 1905 (Baton Rouge: The Times, 1905), p. 65.
Course of Study for the High-School Department

<table>
<thead>
<tr>
<th>First Year - First Term</th>
<th>First Year - Second Term</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Algebra</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>Botany</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>French (elective)</td>
<td>French (elective)</td>
</tr>
<tr>
<td>The Arts</td>
<td>The Arts</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Second Year - First Term</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Zoology</td>
<td>Physiology</td>
</tr>
<tr>
<td>Algebra</td>
<td>Bookkeeping (elective)</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>History (Greek and Roman)</td>
<td>History (Medieval to 1500)</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Latin</td>
<td>Latin</td>
</tr>
<tr>
<td>French (elective)</td>
<td>French (elective)</td>
</tr>
<tr>
<td>The Arts</td>
<td>The Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year - First Term</th>
<th>Third Year - Second Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Bookkeeping (elective)</td>
<td>Reviews</td>
</tr>
<tr>
<td>Stenography and Type-writing</td>
<td>Stenography and Type-writing</td>
</tr>
<tr>
<td></td>
<td>(elective)</td>
</tr>
<tr>
<td>Geometry</td>
<td>History (Europe since 1500)</td>
</tr>
<tr>
<td>English History (elective)</td>
<td>Latin</td>
</tr>
<tr>
<td>Latin</td>
<td>The Arts</td>
</tr>
<tr>
<td>The Arts</td>
<td>Literature</td>
</tr>
<tr>
<td>Literature</td>
<td>English</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
</tbody>
</table>

Note 1. Music, Penmanship, Orthography, Drawing, and Physical Culture throughout the course.

Note 2. Figures indicate number of recitations (about 40 minutes) per week.72

The authorization of high schools increased. The biennial report for 1904-1905 listed forty-three schools as "authorized high schools."73 In the

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72 Ibid.

report of 1906-1907 the number had increased to fifty-five, and they were referred to as "approved high schools." 74

A survey of developments in the secondary school curriculum in Louisi-
sians prior to the establishment of the first state-approved public high
schools following a uniform course of study has been presented. From a
single college-preparatory curriculum with twenty-seven courses in 1906,
the high school has gradually expanded its offerings until in 1956 its
program comprised six varied curricula with over one hundred courses. As
the course offerings increased in number, the graduation requirements in
specified academic subjects decreased in number from approximately fourteen
credits in 1906 to seven and one-half units in 1956, thereby giving pupils
more freedom in the choice of subjects to be studied. The state-approved
public high school in Louisiana has grown from a simple educational insti-
tution whose primary function was to prepare its pupils for college into
a complex institution having various functions and offering an enriched
program designed to meet the individual needs, interests, and abilities
of all its pupils.

The remaining chapters of this study will be devoted to an account
of the development of the curriculum from the prescribed course of 1906
into the varied curricula of 1956. This will be done by determining the
curricular changes which have taken place, the extent of the changes by
high schools throughout the state, and those factors which appear to have
played a role in the making of these changes.

74Biennial Report of the State Superintendent of Public Education
to the Governor and the General Assembly, 1906-1907 (Baton Rouge: The
The curriculum followed by state-approved high schools in Louisiana at the present time is prescribed by the State Board of Education upon the recommendations of the state superintendent of education. The curriculum, or course of study, is promulgated from time to time by the State Board of Education. Between 1905 and 1956 fourteen different general courses of study have been issued. In addition to these, numerous special courses of study pertaining to various subject groups have been disseminated. By contrasting each course of study with the one which immediately preceded it, the curricular changes will be determined. The extent of the changes by high schools in the state will be revealed through statistics indicating the numbers of high schools which offered the various subjects at intervals between 1906 and 1956. The influences on the curricular changes will be shown by an historical account of the contributions made by school teachers, administrators, university professors, professional educational organizations, personnel of the State Department of Education and by other factors noted.

In Chapter Two a consideration of the development of the courses of study will be made. Chapter Three will be concerned with the development of the academic subjects; Chapter Four, with the vocational subjects; Chapter Five, with the fine arts; and Chapter Six, with health, physical and safety education.
CHAPTER II

DEVELOPMENT OF THE COURSE OF STUDY FOR THE STATE-APPROVED
WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955

The terms "course of study," "program of studies," and "curriculum" are used interchangeably in this discussion to indicate the list of all courses or subjects, prescribed or elective, which have been offered in state-approved public high schools for the white youth of Louisiana.

In order to avoid repetition in subsequent chapters which will be concerned with the development of the individual subjects, this chapter will be limited to a consideration of conditions and events which have affected the development of more than one subject in the curriculum.

Fourteen different prescribed courses of study have been promulgated, ten prior to 1930 and four thereafter, for the guidance of parish superintendents, high school principals, and high school teachers in Louisiana. Since the state supervisor of high schools, formerly called the high-school inspector, had the most significant role in the construction of these courses of study, the development of the curriculum during the term of office of each state high-school supervisor making a significant contribution to the development of the course of study will be presented.

I. DEVELOPMENT OF THE COURSE OF STUDY DURING THE TERM OF OFFICE
OF HIGH-SCHOOL INSPECTOR S. E. WEBER, 1907-1910

The Course of Study of 1905

The Louisiana state course of study issued in 1905 was the prescribed curriculum for state-approved high schools for three years. Events leading to the adoption of this course of study were mentioned in the preceding
chapter. The course of study was disseminated in a small pamphlet entitled *State Course of Study for the Common Schools of Louisiana, 1905*. As far as the high school was concerned, it contained little more than an outline of courses by terms for a three-year period and the number of hours per week each was to be pursued by students. Superintendent Aswell stated that the course of study was aimed at making it possible for the high school to qualify its pupils for the work of life, or for admission to the college or the university. However, in a report to the State Board of Education on April 6, 1906, Superintendent Aswell stated:

> The work is designed to be a practical schoolroom guide for teachers and school authorities. It aims to provide a uniform system of grading for all the schools, so that they may accomplish the greatest good for the children; and to make it possible for the District School to qualify its pupils for admission to the College or University at the completion of the Course of Study outlined.

In the latter statement, Superintendent Aswell gave the college-preparatory function as the sole purpose of the course of study.

**Similarities of the course of study of 1905 to recommendations of the Committee of Ten.** The articulation of high school and university work, especially with reference to university admission policies, was a problem of widespread interest and concern between 1890 and 1910, when the modern high school was being developed in various parts of this country. The results of a significant study of national scope concerned with the problem was published during this period. This was the *Report of the Committee of Ten on Secondary School Subjects* which was published in 1894. Whether or

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2 "Minutes of the State Board of Education, April 6, 1906" (Unpublished, State Department of Education of Louisiana, Baton Rouge), p. 86.
not Superintendent Aswell or J. E. Keeny, who rendered assistance in the preparation of the course of study of 1905, consulted and followed the recommendations given in this report could not be definitely ascertained. A comparison, however, of these recommendations with the course of study of 1905 reveals numerous similarities.

Some suggestions made in the report of the Committee of Ten, followed by stated similarities to them in the course of study of 1905 are given below: (1) In the construction of a program of studies, twenty should be adopted as the maximum number of weekly periods, but with two qualifications, namely, that at least five of the twenty periods should be given to unprepared work, and that laboratory work should have double periods whenever possible.\(^3\) Not counting the periods in "The Arts" and in elective courses, the number of periods per week in no instance exceeded twenty in the course of study of 1905. (2) The omission of music, drawing, and elocution from the programs was not intended to imply that these subjects ought not to receive systematic attention. It was thought best to leave it to local school authorities to determine how these subjects should be introduced into the programs.\(^4\) The course of study of 1905 prescribed that music and drawing be taught throughout the course. (3) The selection and order of science subjects might be varied considerably to suit the needs or circumstances of different schools. The science subjects recommended by the Committee of Ten report were physical geography, botany or zoology, chemistry, physics, anatomy, physiology and hygiene, geology, and meteorology.

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\(^4\) Ibid.
The Louisiana Course of study of 1905 prescribed physical geography, botany, zoology, physiology, physics, and chemistry. In most instances these subjects were placed in grades corresponding to the Committee of Ten report.

(4) The following program was recommended by the Committee of Ten for schools which were not able to adopt the longer program: American history and civil government, Greek and Roman history, and English history. These identical subjects constituted the history offerings in the Louisiana course of study of 1905 except that English history was optional and a required course in medieval and modern history was added. (5) Certain subjects familiar in secondary school courses of study should not be offered as separate subjects but should be taught and used in conjunction with other subjects. Thus, drawing did not appear in the Committee of Ten report as a separate subject but its use was recommended in the study of history, botany, and zoology. In the Louisiana course of study of 1905, drawing, and physical culture were taught throughout the course and were correlated with the other subjects. (6) Ethics, economics, metaphysics, and aesthetics should be given incidental treatment in English and history and should not be taught as separate subjects. These subjects which had appeared in the curriculum in Louisiana academies and high schools during the nineteenth century did not appear in the course of study of 1905. (7) The industrial and commercial subjects should be optional. If a school desired to provide more amply for subjects thought to have practical importance in trade or the useful arts, it might make these subjects optional.

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5Ibid., pp. 163-4.
6Ibid., p. 49.
7Ibid.
in place of science. Bookkeeping, stenography, and typewriting were optional subjects in the course of study of 1905. (8) Literature should be taught three times per week and English, which consisted of grammar and composition, should be taught two times per week throughout the high-school curriculum. The course of study of 1905 required that literature be taught three times each week and English be taught twice each week during the high school course. The content of the English courses consisted of grammar and composition. (9) Latin should be required in each year of the high school curriculum except that in the English curriculum, which was one of four suggested curricula, French or German might be elected in place of Latin at the option of the student. The course of study of 1905 required Latin in each year of the high-school curriculum and recommended French as an elective subject. (10) Algebra I, plane geometry, second-year algebra, trigonometry, and higher algebra should constitute the required mathematics subjects. These were the mathematics courses required by the course of study of 1905 except that reviews in the senior year replaced trigonometry and higher algebra.

Dr. S. E. Weber Becomes First High School Inspector.

The responsibility of the state superintendent of education to supervise high school activities and to insure that the prescribed course of study was being adhered to in the rapidly increasing number of high

8Ibid.
9Ibid., p. 37.
10Ibid., pp. 46-7.
11Ibid.
schools made it mandatory that an assistant be assigned to handle the high-school problems. At its meeting on October 22, 1907, the State Board of Education approved the employment of a high-school inspector and agreed that his domicile should be left to the discretion of the state superintendent of public education. In January, 1908, Dr. S. E. Weber, an experienced and successful educator from Pennsylvania, assumed the duties of state high-school inspector.

Thomas H. Harris, who succeeded J. B. Aswell in 1908 as State Superintendent of Public Education and who was associated closely with Dr. Weber, described the latter's qualifications as follows:

Dr. S. E. Weber of Pennsylvania was selected as high school supervisor, and the choice was a fortunate one. He was splendidly educated, holding a Ph. D. Degree from the University of Pennsylvania and he had served his apprenticeship as high school teacher in some of the best Pennsylvania high schools. He knew the requirements of a good high school, and he possessed the sound practical sense necessary to secure the hearty co-operation of the parish school officials and high school principals and teachers.

Requirements for a state-approved high school. Dr. Weber inspected high schools throughout the state, giving advice and assistance to parish superintendents, high-school principals, and high-school teachers regarding raising standards and meeting requirements of the State Department of Education. Basing his report upon observations of all the approved high schools of the state, Dr. Weber recommended to the State Board of Education at its meeting on September 11, 1908, that state-approved high schools com-

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12 "Minutes of the State Board of Education of October 22, 1907" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

ply with certain requirements. Listed below are those requirements which pertained to the high-school curriculum:

1. Resolved, That an "Approved High School" shall follow the state course of study.

2. Resolved, That the minimum length of session of such school shall be nine months.

3. Resolved, That the minimum length of recitation periods for high schools shall be forty minutes.

4. Resolved, That the inductive sciences, physics, chemistry, and biology shall be taught by the individual laboratory method.

Course of Study of 1909

The next prescribed course of study was promulgated in 1909. Dr. Weber kept himself informed of such factors pertinent to high-school curricular developments as college entrance requirements, economic trends, recommendations of national committees, and opinions of educators throughout the state. When the parish superintendents and the high-school principals held their annual conference in December, 1908, Dr. Weber had a new course of study ready to present for their consideration.

Conference of parish superintendents, 1908. Two of the most significant meetings in the history of the development of the high-school course of study in Louisiana took place in December, 1908. On the night of December 10, 1908, in the banquet hall of the Istrouma Hotel in Baton Rouge, the parish superintendents began a three-day conference. Superintendent Harris made a brief address before the group undertook the business at hand. He inspired those present with the following words:

I recognise the fact that we have assembled here tonight as a
great and organising force in the public school system of the state.
A great force, indeed, it is. Louisiana has accomplished splendid
things in her public school system within the last ten or fifteen
years. Great strides have been made in many directions; and you,
gentlemen, assembled here tonight, are largely responsible for the
splendid things that have been done for the education of the chil-
dren of this state. The progress the public schools are going to
make in the future is largely in your hands.15

The first item of business was the state course of study. In order
that a better and more intelligent discussion might follow, the topic was
divided into two parts, the old course then in use in the public schools
and the proposed new course.

Numerous criticisms were offered with reference to the old course of
study. Some thought the amount of time given to English was insufficient;
others thought that more time should be devoted to algebra and arithmetic.
There was considerable dissatisfaction over the alternation between plane
geometry and algebra. As a better arrangement, several suggested that the
pupil should complete one of these subjects, and then devote all his re-
main ing time to the other. In this way the child's mind could be kept
better concentrated upon the work before him, and consequently more bene-
fit would accrue to him.

It was the consensus that there were enough defects in the course of
study to warrant a revision. The chief criticism was that there was too
much work required of the child as a result of an over-estimation of the
child's ability and the absence of flexibility. It is noted that this
marks the beginning of a trend by educators of the state to require less
of the child with regard to specified subjects by providing electives to

15Proceedings of the Conference of Parish Superintendents of Public
Education, December 10-12, 1908 (Baton Rouge: The New Advocate, 1909),
p. 3.
take care of individual differences.

The question was raised as to whether graduates of the high schools under the existing course of study could enter the universities with competence in mathematics. Colonel J. W. Nicholson stated that graduates were able, by completing the course, to enter Louisiana State University and to keep pace with their class.

V. L. Roy of Avoyelles Parish desired to know whether the true purpose of the high school course was to prepare the child to enter the university or not. He thought that there should be more elasticity in the course of study so that a child could have more choice as to what studies he should pursue. Thus, the child could better qualify himself for the work he might follow after finishing the public school course of study. Mr. Roy did not believe that the purpose of the course of study should be to prepare a child to enter a university. The broadening of the curriculum, which was to occur during the next fifty years, seems to have had its incipience at this meeting.

Dr. Weber explained that the new course of study provided for a literary, a business, and an agriculture course, each of which was to begin with the eighth year and to extend for four years through the eleventh grade as follows:

**Proposed Courses of Study for High Schools**

**First Year - First Term**

<table>
<thead>
<tr>
<th>Literary</th>
<th>Commercial</th>
<th>Agricultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>U. S. History</td>
<td>U. S. History</td>
<td>U. S. History</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Arithmetic</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Drawing (2)</td>
<td>Drawing (2)</td>
<td>Drawing (2)</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>22</td>
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### First Year - Second Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>5</td>
</tr>
<tr>
<td>Drawing (2)</td>
<td>1</td>
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<td>Music</td>
<td>1 1/2</td>
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<td><strong>Total</strong></td>
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### Second Year - First Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Zoology</td>
<td>5</td>
</tr>
<tr>
<td>Lat., Fr., or Ger.</td>
<td>5</td>
</tr>
<tr>
<td>Drawing (2)</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td>22</td>
</tr>
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### Second Year - Second Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Algebra</td>
<td>5</td>
</tr>
<tr>
<td>Ancient History</td>
<td>5</td>
</tr>
<tr>
<td>Lat., Fr., or Ger.</td>
<td>5</td>
</tr>
<tr>
<td>Drawing (2)</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
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### Third Year - First Term

<table>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Med. &amp; Mod. Hist.</td>
<td>3</td>
</tr>
<tr>
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<td>5</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
</tr>
<tr>
<td>Drawing (2)</td>
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</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
</tr>
</tbody>
</table>

### Third Year - Second Term

Same as first term, except bookkeeping in the commercial course place stenography and typewriting five periods weekly.
Fourth Year - First Term

<table>
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<th>Agricultural</th>
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<td>English 3</td>
<td>English 3</td>
</tr>
<tr>
<td>Solid Geom. or Trig. 2</td>
<td>Fr., Span., or Ger. 5</td>
<td>Fr., Span., or Ger. 5</td>
</tr>
<tr>
<td>Chemistry 5</td>
<td>Steno. &amp; Typ., 5</td>
<td>Agri. Chemistry 5</td>
</tr>
<tr>
<td>Lat., Fr., or Ger.</td>
<td>Economics or Com.</td>
<td>Economics or Com.</td>
</tr>
<tr>
<td>(Gr. &amp; Spanish</td>
<td>History 5</td>
<td>History 5</td>
</tr>
<tr>
<td>optional) 5</td>
<td>Drawing (2) 1</td>
<td>Drawing (2) 1</td>
</tr>
<tr>
<td>Drawing (2) 1</td>
<td>Music 1</td>
<td>Music 1</td>
</tr>
<tr>
<td>Music 22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year - Second Term

Same as first term, except for economics or commercial history in commercial and agricultural courses place commercial geography or commercial law, English and American literature second half of the year.

Note: No less than one hour and twenty minutes should be given to intermissions and other recreation periods throughout the entire high school course.16

Conference of high-school principals, 1906. Dr. Weber presided at the high-school principal's conference held in Baton Rouge from December, 16-18 and explained the new course of study. Thinking at first that they would be required to offer all three curricula, many principals were startled, and opposed the course of study. After the presiding officer made it clear that a high school could elect one or more of the curricula, the principals expressed their approval of the proposed course of study. It was at this meeting that Dr. A. B. Coffey so eloquently stated the purposes of the high schools which appear at the beginning of this study.

It was the general sentiment of the conference that there were several defects in the existing course of study and that these defects should be eradicated. Many remedies were suggested. The discussion was along the same lines as that which had just taken place in the superintendents' 16

Ibid., p. 30.
A committee composed of C. A. Ives, A. W. Hittle, E. B. Donnell, Dr. J. W. Gwinn, and Dr. S. E. Weber made a critical study of the proposed high school courses and reported their satisfaction with them. The conference recommended the adoption by the State Board of Education of the proposed course of study. In 1909, it became the required course of study for the high schools of Louisiana.

Some factors influencing course of study of 1909. The first high-school inspector felt that the high schools should prepare students for life as well as for college. He pointed out that the increase in business and commerce which the proposed opening of the Panama Canal would bring the lower Mississippi River valley warranted training in commercial subjects. However, he stated that the business courses ought not to be made the gateway by which the indolent and the sluggish might seek to gain the stamp of graduation from a reputable high school. To prevent a wrong impression in the minds of certain pupils always looking for the path of least resistance, Dr. Weber recommended that nothing short of a four-year course offering a broad training in English, mathematics, and history with a special knowledge of business subjects for the immediately successful filling of a business position deserved recognition as a commercial course in a high school. He believed that commercial course ought to be instrumental in keeping in our high schools boys and girls who could see no special advantage in completing the literary course.

By the institution of an agricultural course in connection with other courses in the high school and by making practical applications in all high school subjects, students in country high schools could be educated to live at home, to appreciate country life, and to raise the
dignity of farming.

Dr. Weber declared that the literary, commercial, and agricultural courses were planned to meet a fourfold demand: (1) better equipment in the line of a general education for the business of life; (2) better preparation for further academic training in college and for entrance to professional courses in the Normal school; (3) training for a good position in business; and (4) a general education with specific application to the agricultural sciences. In connection with the second demand above, Dr. Weber pointed out that in order that the literature courses might prepare students for college, required readings for college entrance examinations were considered in the construction of the course of study.

Dr. Weber resigned as high school inspector and returned to his native state in 1910. Superintendent Harris described the accomplishments of Dr. Weber as follows:

Dr. Weber's constructive work enabled the high schools to organize on a sound basis. The high schools of the state are deeply in his debt. He improved the course of study by prescribing required subjects and electives in line with the best standards obtaining throughout the nation; he fixed the minimum standards to govern high school graduation; he arranged for minimum laboratory and library requirements, and he gave valuable advice pertaining to the needs that a high school plant should meet. His most valuable contribution, however, was in visiting the high schools and aiding the principals and teachers to organize their work properly and to secure the best possible results from instruction. . . .18


18Harris, loc. cit.
II. DEVELOPMENT OF THE COURSE OF STUDY DURING THE TERM OF OFFICE
OF HIGH-SCHOOL INSPECTOR LEO FAVROT, 1910-1912

Mr. Leo Favrot was appointed by the State Board of Education as state high-school inspector to commence his duties on August 6, 1910. 19

Events Leading to the Course of Study of 1912

As a result of the suggestions of many high-school teachers in the state for needed alterations to the high-school course of study, Mr. Favrot called an informal conference of high-school principals in attendance at the Louisiana State University Summer School of 1911 to discuss such modifications of the existing course of study as would meet the main objections urged against it. The results of this conference were promulgated to the principals of high schools by Mr. Favrot in the form of recommended changes to the state course of study for high schools. He pointed out that any or all of the recommended changes were not compulsory but might be substituted for the provisions of the course which they were designed to replace. 20 The list of the changes does not appear in the official file of circulars of the State Department of Education; however, the proceedings of the annual high-school principals' conference held in December, 1911, gave a good indication as to what the recommendations contained. Mr. Favrot notified the principals of high schools in November, 1911, that the general subject for discussion at the forthcoming conference would be the high-school curricula. 21

The high-school principals' conference, 1911. The Fourth Annual

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19 Minutes of the State Board of Education of August 1, 1910 (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

20 Circular letter dated September 5, 1911 of the State Department of Education of Louisiana.

21 Circular letter dated November 2, 1911 of the State Department of Louisiana.
Conference of High-School Principals of Louisiana, held at the Louisiana State University on December 8-9, 1911, was of much significance in the development of the high-school course of study. High-School Inspector Leo Favrot stated that there was a distinct demand on the part of many schools for greater breadth and flexibility than was afforded by the existing course of study, and that this demand would undoubtedly increase. Many schools desired to introduce manual training and domestic science but, in the absence of organized courses in these subjects, were at a loss to know just how to handle them. They desired, too, that their students should obtain some high-school credits in these new courses.

Mr. Favrot said that he hoped the conference would solve the problem of the adjustment of the new subjects to the existing rather rigid and limited high-school requirements, and that it would ultimately result in the planning of a course of study organised on a new basis and affording in its very nature a far greater degree of breadth and flexibility in high-school curricula.

Superintendent Jenkins of Lake Charles spoke on "What Subjects Should Be Prescribed for All Courses?" He advocated keeping the existing requirements in mathematics, history, science, and a foreign language. He favored a change in the requirement in English, particularly with respect to spelling and literature. W. P. Arnette of Welsh believed that some form of manual training for all courses should be prescribed. He strongly advocated the existing requirements in vocal music and drawing.

Considerable discussion followed. The conference unanimously favored retaining as a minimum for mathematics the existing requirements of arithmetic, algebra and plane geometry in all courses. Many principals thought that more time should be prescribed for the English work. A
majority, however, favored the existing minimum time requirement in English.

Superintendent J. E. Ellis of Jefferson Parish talked on "What Four-Year Courses Should Be Organized for Our High Schools?" He advocated the addition of a course in manual training and one in home management. Following discussion, a motion was made to introduce two optional courses. This motion was tabled.

Principals Faulk and McCullough discussed "What Option Should Be Given Local Authorities in the Selection and Arrangement of Courses?" It was suggested that the state should prescribe a minimum number of units, but that the parish boards and local school authorities should be allowed some choice in the selection of subjects. A plan similar to that brought out in a report adopted by the Secondary Department of the National Education Association on the articulation of high schools and colleges was urged by the high-school inspector as the proper basis for the organization of new high-school curricula. It was found difficult in the short time of one session to present this plan so as to make clear to the principals its full import and to enable them to vote on it. On the motion of Mr. Ives of Minden, a committee was appointed to confer with Inspector Favrot relative to this plan and to submit a report showing its features at the final session of the conference.

Messrs. C. A. Ives, E. S. Jenkins, and S. M. Cook were assigned to the committee.22

The Conference adopted the following resolutions:

1. That the local school authorities be allowed as much latitude as may be practical in the selection and arrangement of

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courses, same to be approved by the State Department of Education.

2. That in addition to the latitude allowed local authorities in the selection of courses pursued in high school, they also be allowed as much latitude as may seem practicable in the selection of elective subjects, provided that in each instance the selection be submitted to and approved by the State Department of Education.23

Discussions of and recommended changes in the course of study regarding individual subjects followed. These will be brought out in the discussion of the development of the individual subjects in subsequent chapters of this study.

The question of the resolutions submitted by the five committees appointed at one time or another came up for discussion. It was the consensus that the matters discussed at this conference and which formed the content of the resolutions were all of too important a nature to be acted on without greater time and study being given to the whole subject. It was, therefore, determined to take no action on any of the resolutions submitted. It was decided, however, that the high-school inspector should name a number of various committees to study the question of the reorganization of the high-school work, and that every resolution passed by the conference and as much of the discussion as could be assembled should be placed in the hands of these committees that they might act in conformity with the desire of the body of principals represented at the conference. It was further decided that these committees should report at the high-school conference to be held in connection with the meeting of the Louisiana Teachers' Association at Alexandria in April of 1912.24

23 Ibid., p. 72.
24 Ibid., pp. 75-6.
The following report was submitted by the committee on the course of study:

We your committee to report on a general scheme to provide for more flexibility in our high school courses, beg leave to report the following:

1. All high school students of whatever course must make 9.5 credits or units in the following subjects: English, 3; mathematics, 2.5; history, 2; and science, 2 - which equals 9.5.

2. There must be definite work to the value of three credits for each of the following courses: Literary (foreign languages), Commercial (bookkeeping, typewriting, stenography, etc.), Agriculture, Home Economics, Manual Training, or Industrial and Social Science.

3. The additional units (2.5) to be required for graduation must be selected from organised courses in various subjects approved by the State Department of Education.

High-School Inspector Leo Pavrot felt that the conference would go far towards solving the perplexing problems of a satisfactory course of study for the high schools of Louisiana.

Mr. Pavrot and the course of study of 1912. In January of 1912, Mr. Pavrot worked out a basis for construction of a four-year high-school course. He followed closely the recommendations made at the conference of high-school principals during the preceding month. Since this preliminary work provides an insight into the procedure in constructing a course of study, it is presented below:

**BASIS FOR CONSTRUCTION OF A FOUR-YEAR HIGH SCHOOL CURRICULUM**

Music, Drawing and Physical Training are required in all high schools. These subjects, being recreational in their nature, are not given a unit valuation. Writing is recommended whenever needed.

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I. Subjects Prescribed for All Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>First</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>1.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra</td>
<td>First</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Second</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Third</td>
<td>1.0</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural</td>
<td>First or Second or two half-year electives</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Third or Fourth (elective)</td>
<td>1.0</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign</td>
<td>First, Second or Third (elective)</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Fourth</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Total Units Prescribed for All: 9.5

II. Subjects Prescribed for Special Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Years</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Commercial</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Agricultural</td>
<td>3</td>
<td>3.0</td>
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<tr>
<td>Home Economics</td>
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<td>3.0</td>
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<tr>
<td>Manual Training</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Civil Service</td>
<td>3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Total Units Prescribed for Special Courses: 3.0

III. Optional or Elective Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Arithmetic, One Year (First Year)</td>
<td>.0</td>
</tr>
<tr>
<td>Advanced Arithmetic, One-half Year (Fourth Year)</td>
<td>.5</td>
</tr>
</tbody>
</table>
Subject | Unit Value
--- | ---
Advanced Algebra, One-half Year (Fourth Year) | 0.5
Solid Geometry (Fourth Year) | 0.5
Trigonometry (Fourth Year) | 0.5

English
- Fourth Year Course | 1.0
- Elementary Grammar, One-half Year (First Year) | 0.0

Foreign History
- (First, Second or Third Year)
- Ancient History | 1.0
- Medieval and Modern History | 1.0
- English | 1.0

Natural Science
- (First or Second Year)
- Physical Geography | 0.5
- Botany | 0.5
- Zoology | 0.5
- Physiology | 0.5

Physical Science
- (Third or Fourth Year)
- Physics | 1.0
- Chemistry | 1.0

Subjects organized for any special course may be offered as elective in any other special course.

Optional Units Required to Complete High School Course | 2.5
Units in High School Course | 15.0

The above basis for the construction of a four-year high-school curriculum differed from the recommendations of the high school principals' conference of 1911 in two respects: (1) It provided for two literary curricula, a Latin curriculum and a modern languages curriculum; whereas the high-school principals recommended one literary curriculum; and (2) It provided for a civil service curriculum; whereas the high-school principals suggested a social science curriculum.

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27Circular Letter of State Department of Education of Louisiana, Undated. (Issued between January 25, 1912 and February 1, 1912.)
State Teachers' Association meeting and the course of study of 1912.

A plan for the reorganization of the high-school course of study was discussed at the meeting of the State Teachers' Association in Alexandria in April of 1912. Mr. Favrot's proposed plan and reports from committees of high-school principals bearing on this reorganization were received. These reports and resolutions adopted were turned over to the state inspector of high schools with a request that he make use of them in rearranging the high-school curricula and in working out details for the various courses.

The Course of Study of 1912

Mr. Favrot worked hard to get a new course of study ready for the 1912-1913 school year. On August 31, 1912, the new course of study was promulgated. The state high-school inspector pointed out that it had not been possible in the brief time at his disposal to accomplish all that was laid down for him. He explained that the course of study represented an effort to facilitate school work and to satisfy the most urgent needs of the high schools of the state. Acknowledgement was made of the work of the high-school principals of Louisiana who contributed much time and energy in the constructing of a new course of study.

Innovations made by the course of study of 1912. The course of study of 1912 introduced several changes for the first time in the development of the high-school course of study. The curriculum previous to this one merely listed subjects and made no mention of the units required. The course of study of 1912 specified the unit value of each course; it made provision, also, for ascertaining unit credit for subjects pursued under the course of study of 1909. Mr. Favrot explained the unit system as follows:
The ground covered in, and the time spent on, each high school subject is expressed in terms of units. A unit of work in any subject is a prescribed amount of work to be accomplished in daily recitations and home study five times a week, pursued for thirty-six weeks, the recitation period to cover at least forty minutes. Two forty minute periods for laboratory or shop work, or for field practice, are equivalent to one class recitation period in unit valuation. Reduced to a unit system, the high school work in our literary course amounts to 14.6 units exclusive of music and drawing. The value of the four-year high school course should be sixteen units. It is lower in Louisiana because there are included in the course the first year several grammar school subjects.

The aforementioned provisions for unit credit were evidently an adoption of the recommendations made by the Carnegie Foundation for the Advancement of Teaching in 1909. These recommendations approved as a unit a year's study in any major subject in a secondary school constituting approximately a quarter of a full year's work. The purpose of the unit was to afford a standard of measurement for the work done in secondary schools and thereby to facilitate the transfer of credits between high schools and colleges. It was based on a school year of from thirty-six to forty weeks, on a period of from forty to sixty minutes, and on a subject being studied for four or five periods per week. It proposed that a four-year high school provide a minimum of fourteen units in college entrance subjects.28

These regulations were approved by the College Entrance Examination Board and by the Association of Colleges and Preparatory Schools of the Southern States in 1909.30 Colleges and universities in order to receive funds from the Carnegie Foundation had to require for admission of high-school graduates not less than fourteen units. Consequently, many col-

28Circular Letter of the State Department of Education of Louisiana, undated (1912).


30Ibid., pp. 5-10.
colleges and universities required that candidates for admission have earned fourteen credits. By 1912 both Tulane University and Louisiana State University had this requirement which made the adoption of the unit system by high schools of Louisiana mandatory if they were to prepare students for admission to these colleges.

The course of study of 1912 was the first to make mention of majors and minors. By a major subject is meant a sequential subject, or one forming a part of a series, pursued through three sessions, five periods a week or the equivalent, and counting for three units. By a minor is meant a sequential subject, or one forming a part of a series, pursued through two sessions five periods a week or the equivalent, and counting for two units. These provisions for majors and minors have remained a part of the high-school course of study. A candidate for graduation from any one of the courses was to offer at least three majors, two minors, and one elective unit.

The course of study of 1912 included six curricula. In addition to the three curricula offered in the course of study of 1909, there were a general curriculum, a rural teacher training curriculum, and a home economics curriculum.

Factors influencing the course of study of 1912. Numerous factors likely had an influence on the state high-school inspector in the construction of the course of study of 1912. The demand by school principals for a curriculum with greater breadth and flexibility and the assistance rendered by high-school principals in the construction of the course of study have already been mentioned. Other factors were the demands of the parents, the social, economic, and civic needs of pupils, the desire to offer a variety of courses to meet the demands of various types of pupils and thus
reduce the number of drop-outs, the need for teachers in rural schools, college entrance requirements, and the progress made in other states in curriculum construction.

Mr. Favrot not only asked for opinions from high-school teachers and principals and other educators within the state, but sought to know what other states were doing in the way of curriculum making at the secondary level. The brief letter quoted below as sent to high-school principals of other states is evidence of the state high-school inspector's efforts to find out what high schools in other states were doing regarding a course of study:

Dear Sir:

If convenient, I should greatly appreciate your filling out and sending me the enclosed blank form, prepared for the high school principals of Louisiana.

Your school has been referred to as one of the best high schools in your state, and I should like to be sent your latest course of study.

Very truly yours,

Leo M. Favrot,
State High School Inspector 31

That the demands of parents and the social, economic, and civic needs of pupils had an effect upon the state high-school inspector in making the course of study of 1912 is indicated by Mr. Favrot's own statements:

There is a distinct demand for a broader and more flexible course of study in our high schools. This demand comes mainly from two sources. In the first place, our patrons are demanding vocational courses in our high schools. They are asking for courses involving manual activities and for a content of information immediately and practically serviceable. In the second place, our present-day civilization makes an urgent demand upon us to hold our boys and girls in school to the end

31 Circular Letter dated October 6, 1911 of the State Department of Education of Louisiana.
that they may become better and more efficient citizens.

The problem of meeting these demands is not easy of solution. It is difficult to determine what may be omitted in the present course of study. It is equally difficult to decide what should be substituted for that which is omitted. The social and economic needs of the individual to be taught must be considered. The content, organization, and teachableness of the subject of instruction must likewise receive consideration. . . . 32

The desire to construct the curriculum to satisfy the demands of pupils was expressed by Mr. Favrot:

. . . However, if it is found true that a set course comprising certain specified branches is driving pupils away from the high schools, or failing short of its purposes in any other way, then it is time to introduce such substitute studies in the course as will tend to satisfy the reasonable demands of various types of pupils. 33

Mr. Favrot had urged at the high-school principals' conference that a plan similar to that adopted by the Secondary Department of the National Education Association on the articulation of the high school and college be used as a basis for the organization of the new high-school curricula. Further evidence of the effect of college entrance requirements on the high school course of study is noted in an article written in January, 1912, by Walter L. Fleming. Mr. Fleming pointed out that the high-school and college authorities had reached a general agreement that the four-year high-school course was necessary as a foundation for college work. He stated that Louisiana State University required fourteen units for entrance, the same number required by the course of study of 1912. He listed the units required in specific subjects for admission. These subjects were all required by the course of study of 1912. 34

32 Leo M. Favrot, Supplement to and Revision of the State Course of Study for High schools of Louisiana (Baton Rouge: Ramirez-Jones Printing Company, 1912), p. 15.

33 Ibid., p. 6.

Mr. Favrot Resigns

Mr. Favrot resigned as state high-school inspector and was succeed-
ed by Robert Martin on August 19, 1912. The latter remained in this
position for one month. A. C. Bernard became state high-school inspec-
tor in September of 1912 and served in this capacity until the summer
of 1913. There was no high-school inspector until approximately one
year thereafter, when C. A. Ives assumed the position.

III. THE DEVELOPMENT OF THE COURSE OF STUDY DURING THE TERM OF OFFICE OF
HIGH-SCHOOL INSPECTOR C. A. IVES, 1914-1923

An act of the 1914 session of the Legislature provided for the em-
ployment of a state high-school inspector. When the State Board of
Education met in August, 1914, State Superintendent Harris recommended
C. A. Ives, and the State Board approved.35

During the nine years which Mr. Ives served as high-school inspector,
five courses of study were issued. The changes introduced in each new
course of study were minor.

Course of Study of 1916

With the exception of the rural teacher curriculum, which was omitted,
the course of study of 1916 included the same curricula as did the course of
study of 1912. The same nine and one-half units were required of all for
graduation; however, the total units required for graduation were increased
from fourteen units to sixteen units.

The rural teacher curriculum was abandoned at the request of Superin-
tendent Harris. Superintendent Harris expressed his reasons for omitting
the rural teacher curriculum as follows:

35 "Minutes of the State Board of Education for August 12, 1914"
I am opposed to the plan of having teachers for the country schools trained in high schools for the reasons: (1) High school students are too young and too poorly educated to pursue profitably courses in teaching. (2) There is no need to go to the high school for country teachers; they can be secured from the colleges and Normal schools.  

Mr. Harris was also instrumental in increasing the total units prescribed from fourteen to sixteen. On numerous occasions Mr. Harris canvassed the high-school principals for their opinions on certain issues to assist him in making policies and regulations. In November, 1913, the following circular letter was sent by Superintendent Harris to high-school principals of Louisiana:

Kindly give me the benefit of your opinion on the questions listed below returning this sheet to me with your notations: (1) The high school course of study prescribes reviews for the eighth grade (first high school year) in several grammar grade subjects. What do you think of abandoning all elementary subjects at the end of the seventh grade and confining the eighth grade work to high school subjects? If this should be done, such subjects as high school arithmetic, algebra, Latin, and modern languages would be begun the first term of the eighth grade, or the first high school year. (2) The adoption of the above plan would necessitate the raising of the requirements for graduation, and a minimum of sixteen units would seem to be about the proper standard. What is your opinion?

An indication as to the opinions of the high-school principals in regard to the questions asked by Superintendent Harris in the above letter was revealed in a circular letter issued by State High-School Inspector Ives. He notified parish superintendents that commencing with the graduating class of 1918-1919, pupils would be required to present sixteen completed units for graduation, that as far as possible there should be


37 Circular Letter Number 36 dated November 21, 1913 of the State Department of Education of Louisiana.
no reviews of elementary subjects in the eighth grade, and that the eighth grade should be devoted to high-school subjects, permitting a student to earn four units of credit. These regulations were made a part of the course of study of 1916.

The course of study of 1916 was described by the state high-school inspector as follows:

This plan places emphasis upon standards and allows for a large degree of flexibility. The course is elastic enough to suit the needs of different communities and to a large extent the varying needs and abilities of various students. Of the 9.5 units in English, history, mathematics, and science prescribed for all students there is opportunity for choice at almost every step. For instance, two units are required in science—one a physical and the other a biological science; but this allows a choice of four subjects for one unit and of two for the other.

This flexibility renders possible natural and desirable adjustments of the school program and organization as affected by the size of the faculty, the school equipment, and the needs of the student.

Except for minor changes in two or three courses the course of study of 1917 was in all respects the same as that of 1916.

The Course of Study of 1919

The course of study of 1919 provided that students were not to be graduated upon the basis of a literary course, home economics course, or any other course, but upon the basis of high-school units completed. Prior to this curriculum, the prescribed course of study for high schools included one or more curricula. A high school could offer one or all of the curricula and a student was to pursue the courses in one particular

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38 Circular Letter Number 119 dated September 12, 1914 of the State Department of Education of Louisiana.

curriculum. Under the course of study of 1919, students were still required to complete sixteen units for graduation. Nine of these were in the same subjects as required by the course of study of 1916. The requirement in algebra was reduced from one and one-half unit to one unit. An order of subjects was selected for each grade.

While the course of study of 1919 abandoned the six separate curricula, it permitted students who so desired to take the vocational subjects which had been required previously in the various curricula. Also, it allowed students more freedom in choosing vocational subjects. The course of study of 1919 is presented below:

**Suggested Program of Studies**

The order of subjects suggested below, and the combinations given for the different years, offer balanced work:

<table>
<thead>
<tr>
<th>Eighth Grade</th>
<th>Ninth Grade</th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Geometry</td>
<td>Science</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td>Foreign Language</td>
<td>Algebra or</td>
</tr>
<tr>
<td>or Voc. Subject</td>
<td>or Voc. Subject</td>
<td>or Voc. Subject</td>
<td>Voc. Subject</td>
</tr>
</tbody>
</table>

Note 1: Students intending to go to college should take algebra in the fourth year.

Note 2: Students taking typewriting and stenography and preparing for secretarial work would ordinarily not need bookkeeping.

Note 3: If it is desired to offer science in the tenth grade, this subject (physics or chemistry) would be offered in place of foreign language or vocational subject in that year.

Note 4: Science in the eighth or ninth grade would be selected from the following: Botany (half year or one year); Zoology (half year or one year); Physiology (half year); Physical Geography (half year); and Commercial Geography (half year).

Note 5: The one unit required in biological science must be earned from the first three subjects mentioned in the list above.

Note 6: Subjects prescribed for all candidates for graduation are: English I, II, III (3 units); Algebra (1 unit); Plane Geometry
Mr. Ives explained the requirement that students select either a foreign language or a vocational subject in the circular letter quoted below:

In view of the fact that practically all colleges and universities require at least two years of a foreign language, it is important for our high schools to make it possible for prospective college students to secure this minimum in a foreign language.

This requirement is in effect for all courses at Tulane and Newcomb (in some courses more than two years of a foreign language being required); it is in effect in the Louisiana State University for all courses except agriculture. It is possible, however, for a student to make up a foreign language required at Louisiana State University after entering, though this should be avoided.

Students taking commerce ordinarily do not expect to go to college. Students in other vocational courses might be allowed the privilege of electing two years of a foreign language in place of two years of the vocational subject.\(^4\)

Courses of Study of 1920 and 1922

New courses of study were promulgated in 1920 and 1922. They were, with the exception of minor changes which will be considered in subsequent chapters, the same as the course of study of 1919.

School day organized on basis of sixty-minute periods. A curriculum change in regard to the time devoted to subjects was introduced by Mr. Ives in 1922. It had been the practice to have per week three forty-minute periods and two eighty-minute periods in all sciences, eighty-minute periods in home economics, and ninety-minute periods for agriculture. Mr. Ives suggested that high-school principals organize the school day on the basis of sixty-minute periods. He pointed out that such a plan would simplify

\(^4\)State Course of Study for High Schools of Louisiana, 1919 (Baton Rouge: Ramires-Jones Printing Company, 1919), pp. 5-12.

\(^4\)Circular Letter Number 1081 dated August 6, 1920 of the State Department of Education of Louisiana.
program making, would remove many conflicts for students, and would put every high-school subject on exactly the same basis as to time. When the vocational subjects were introduced into Louisiana's schools, they were comparatively new; they had to be worked out on a more or less experimental basis. Since at first the vocational subjects lacked the long evolution behind the other subjects, it seemed best to allow more than the ordinary time for handling them. After definite conclusions as to content and procedure had been evolved in the vocational subjects, there was not the same strong reasons for assigning so much school time to them. By allowing these subjects to take their places by the side of the other subjects with respect to the time element, Ives intended to bring about a uniformity and simplicity in organizing the school program.42 This organization of the school program by hour periods with equal time to subjects has persisted into the present.


Charles F. Trudeau succeeded Ives as inspector of high schools in the summer of 1923. His title was changed to high-school supervisor.

A new course of study for high schools was issued in the fall of 1923 by Trudeau. This new curriculum did not differ materially from the course of study of 1922, but the year 1925 saw a significant change in policy with regard to high-school offerings.

The Course of Study of 1925

Superintendent Harris submitted to a committee of the State Board of Education at a meeting of March 12, 1925, a new proposed course of study

42 Circular Letter Number 1415 of the State Department of Education of Louisiana, undated (1922).
for high schools. This course of study restored the several curricula which had been abandoned in 1919 except that the literary curriculum was dropped and a manual training curriculum added. The courses included a general curriculum, home economics curriculum, manual training curriculum, agricultural curriculum, and a commercial curriculum.

The State Superintendent of Public Education pointed out that the program of studies submitted was formulated for the following reasons: (1) to present high-school courses organized upon sound educational bases; (2) to offer courses that would prepare students not only for college but also for the duties of life; (3) to make it possible for all graduates of state-approved high schools to enter state-approved colleges without conditions; (4) to permit students to elect a course of study rather than subjects of study as had been the case since 1919; (5) to minimize the cost of the text-book bill of students; (6) to minimize costs so that parishes of limited means could support state-approved high schools without the expense of employing numerous special teachers; and (7) to offer courses which called for greater intellectual effort and which should therefore result in a sounder education.43

Since the course of study of 1925 differed so much from the courses of study of 1919, 1920, 1922, and 1923, it is presented below:

## HIGH-SCHOOL COURSES OF STUDY, 1925

### EIGHTH GRADE

<table>
<thead>
<tr>
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<td></td>
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<td></td>
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<td>Biology</td>
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## HIGH-SCHOOL COURSES OF STUDY, 1925

### TENTH GRADE

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## HIGH-SCHOOL COURSES OF STUDY, 1925

### ELEVENTH GRADE

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## HIGH-SCHOOL COURSES OF STUDY, 1925

### TOTAL UNITS

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<td>Social Science</td>
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### HIGH SCHOOL COURSES OF STUDY, 1925

#### TOTAL UNITS

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<tr>
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<td>Foreign Language</td>
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#### Notes:

- If three years of foreign language desired, pupils in general course may drop biology in ninth grade; if four years of foreign language desired, they may drop commercial geography in eighth grade.
- Large schools may offer solid geometry (one-half year) and more than two years of stenography and typing. The consent of the State Department of Education must be obtained first.
- If students take over 16½ units, it is urged that civics be taken first.
- Chemistry in tenth grade; physics in eleventh, if both given.
- Commercial geography belongs to social science group.
- Commercial law, if offered, must be for a full year.
- High-school units for instrumental music are not allowed.
- Physical training should be encouraged in all schools, but high-school units for physical training are not allowed.
- Any deviation must be recommended by State High-school Supervisor and approved by State Board of Education. 

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Mr. Harris explained that the proposed program of studies was prepared with the view of meeting the needs of pupils in ninety-five percent to ninety-seven percent of the schools of the state. To meet special conditions in a few of the larger centers, schools might make a few changes. For example, solid geometry and more than two years of stenography and typewriting might be offered. Such changes would have to be approved first by the State Department of Education. He urged pupils to stay in the same course in the eighth and ninth grades; however, in the tenth and eleventh grades they were required to stay in the same course.

The committee discussed thoroughly the proposed revised course of study, approved it, and recommended it for adoption by the State Board of Education. The latter approved the committee's recommendations.

In promulgating the course of study of 1925, Mr. Trudeau explained that it strengthened each of the five standard courses offered by requiring more work in mathematics, English, and science, by requiring a full-year's work in American history instead of a half-year and by making possible the offering of a more complete course in commerce and civics. The course of study attempted to discourage all "nibbling" courses. Mr. Trudeau felt that more could be gained educationally from a more profound study of a few well-chosen standard subjects than from flitting about in haste over an indefinite range of subjects.45

John E. Lombard, W. A. Sisemore, and John R. Conniff of the State Department of Education rendered assistance in the preparation of the course of study of 1925. Many valuable suggestions were offered by

45Ibid., p. 5.
Changes made by the course of study of 1925. The important changes made by the course of study of 1925 were: (1) Graduation requirements in English were raised from three units to four. The course of study of 1923, however, had been modified in regard to graduation requirements in English in 1924. Upon the recommendation of Superintendent Harris that the requirements in English be increased to four units, the State Board of Education at its meeting of May 13, 1924, required four units of English for graduation. (2) Graduation requirements in mathematics were increased from two units to three and one-half units; (3) Instead of being allowed to earn four units maximum in manual training subjects, a student in the manual training curriculum had to meet a requirement of two units.

With regard to allowing pupils to elect subjects, the course of study of 1925 was the most rigid and inflexible high-school course of study ever prescribed for the high schools of Louisiana. Pupils in all courses could select either physics or chemistry in the eleventh, pupils in the manual training course could elect a foreign language, bookkeeping, or an agricultural subject for one unit in the tenth grade and for one unit in the eleventh grade, and pupils in the general course could drop either commercial geography in the eighth grade and/or biology in the ninth grade replacing them with one or two years of a foreign language. Other than these choices, no electives were allowed.

Reasons for the course of study of 1925. Several reasons for the course of study of 1925 as stated by Superintendent Harris and High-

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46 Ibid., p. 7
School Supervisor Trudeau have been mentioned. Probably the main reason for the change was indicated by Trudeau in a circular letter to high-school principals in which he stated:

It is now clear to everyone engaged in high-school work in Louisiana that one of the outstanding aims of the state department of education is to bring about as soon as possible decidedly better high-school results. Such results, as we must all agree, are badly needed. . . .

For several years prior to the introduction of the course of study of 1925, Trudeau and his predecessor C. A. Ives had complained about the poor achievement of high-school graduates in English and mathematics. The 1925 curriculum was the most rigid, and required more academically of all students than had any curriculum since 1906 and than has any curriculum subsequent to 1925.

The Course of Study of 1929

During the summer of 1929, the high-school course of study was revised. The necessity for revising the course of study grew out of the following considerations: (1) As some additional high-school subjects had been authorized, it became necessary to indicate the time and place to be assigned these subjects in the several curricula; (2) Experience gained in endeavoring to adhere strictly to the rather rigid curricula contained in the course of study of 1925 indicated the desirability of making more flexible the requirements of the various curricula by enlarging the field of subjects in each curriculum and by providing the elective feature; and (3) In a number of the high-school courses it was deemed advisable to furnish a more definite statement of the subject.

Circular Letter Number 2112 dated October 6, 1925 of the State Department of Education of Louisiana.
matter to be covered.48

In issuing the course of study of 1929 to the high schools, Trudeau called attention to the fact that the new course of study in no material way changed any of the essential provisions of the course of study of 1925 and that all that was allowed by the 1925 course was allowed by the course of study of 1929. The main difference between the two courses of study was that the 1929 course offered a greater latitude in the organization of curricula, and provided a wider choice of subjects to be pursued. In all standard curricula, at least three subjects were prescribed and provision made for the election of a unit in certain grades. The purpose of this was to provide some flexibility and to give schools a wide range of choice in the subjects that might be offered in any curriculum. The elective feature made it unnecessary for a student to change from one curriculum to another in order to schedule certain desired subjects, thus making it possible for a student to remain in the same curriculum for four years. Also, the high-school supervisor acknowledged the valuable assistance rendered by John E. Coxe in the preparation of the course of study.49

Changes made by the course of study of 1929. The same five curricula in the course of study of 1925 comprised the course of study of 1929. Whereas the requirements for graduation under the course of study of 1929 were liberalized in a small measure and pupils had a few more choices as to subjects pursued, it was still a rather inflexible course of study.


Whereas three and one-half units of mathematics had been required of all, the course of study of 1929 required two and one-half units. Arithmetic was required a half year rather than a whole year and second-year algebra was no longer required. Biology, which had formerly been required of all, was required only in the agriculture course and in the home economics departments receiving aid from the Federal Board for Vocational Education. In lieu of these subjects not required, pupils were permitted to choose subjects.

Trudeau considered the course of study of 1929 to be "sufficiently liberal and flexible to meet the needs or requirements of any high-school student." 50

**Purposes of the five curricula in the course of study of 1929.**

Trudeau indicated that the primary purpose of the general curriculum was to prepare students for entering the schools of arts and sciences of standard colleges and that the purpose of the four vocational curricula was not only to prepare students for entering the vocational courses in college, but to give them such special training as would enable them to begin at once, and to do more effectively, the work of their chosen vocations. A comparison of the college entrance requirements in English, mathematics and foreign languages of each of the universities and colleges in Louisiana with the credits required for graduation by the course of study of 1929 reveals that the course provided graduates with the needed requirements for entering a college or university in the state.

**Course of Study of 1933.**

The next course of study, which appeared in 1933, brought a liber-

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50 Ibid., p. 24.
alized and a greatly expanded curriculum. Trudeau in a letter to Superintendnet Harris dated August 12, 1932, set forth his reasons for desiring a new course of study as follows:

With the view of keeping in line with the trend of curricula adjustments in other progressive states of the Union, and of providing a more elastic and practical program of studies for those pupils not going to college, and, at the same time, maintaining the more traditional and formal features of the present program for the benefit of those who are going to college, the High School Division of the State Department of Education respectfully proposes and recommends certain changes in the presently authorized high-school curriculum and program of studies, some of said changes being additions, others eliminations, and still others a change of placement of a few subjects in the course.51

The reasons for changes desired with respect to individual subjects will be brought out in later chapters since the reasons differ for each subject. The state high-school supervisor wished, in addition, by a new course of study to give parish school boards and pupils more leeway in the offering and selection of subjects. In this regard Trudeau stated:

Parish boards preferring to continue to use more of the traditional courses or, on the other hand, preferring to use some or all of the revised courses proposed are at perfect liberty to do so. The formal or traditional courses will continue to be offered. . . .

Up to now, the responsibility for preparing high-school pupils for college entrance has unfailingly rested upon the shoulders of the state authorities, and, in order to allow none to escape, the state has compelled all pupils, through its course of study, to pursue college-preparatory courses. This worked exceedingly well for the fifty percent of high-school graduates who went to college but not so well for the other fifty percent whose scholastic training ended upon receiving their high-school diplomas. The present plan, therefore, contemplates that pupils and parents, and local school authorities shall jointly assume the responsibility of determining whether or not pupils are going to college. . . . and to prescribe or suggest courses each pupil shall pursue. . . . Hence the flexibility, or elasticity, or liberalization of the proposed curricula.52


52 Ibid., pp. 7-8.
Superintendent Harris was apparently convinced by Trudeau's reasoning that changes were in order. Appearing before the State Board of Education on August 24, 1932, Superintendent Harris stated that in his opinion and that of the high-school division of the State Department of Education, the high-school course should be liberalized, and that the course of study of 1929 contained too many required subjects. He stated that it would be the part of wisdom to reduce the number of required subjects and to increase the number of electives, with the schools making the selections rather than leaving them to the children. He explained that only about thirty or forty percent of the high-school graduates attended college and that those who knew they would not attend college should be given the opportunity to take courses that would prove most beneficial.53

Changes made by the course of study of 1933. Trudeau explained that the question of curriculum revision was not a local one, but one that affected all of the states of the Union, that the authorities in all states realized that changes in social and economic conditions warranted the making of certain changes in the schools to meet these conditions. The state high-school supervisor listed the changes to be made by the proposed course of study as follows: (1) Three units in English instead of four were required of all; (2) In mathematics, the prescribed subjects of arithmetic and plane geometry were no longer mandatory, thus leaving the completion of one year of algebra as the requirement of all for graduation; (3) In science, neither chemistry nor physics was required as had been the case. One unit of general science or one unit of

53 Ibid., p. 6.
biology was the new minimum requirement in science; (4) Two units in
de the social studies remained the requirement; however, in place of gen-
eral history, a student could select any unit in the social studies from
the program of studies; (5) In the course of study of 1929 two units in
a foreign language or in a vocational subject were required for gradu-
ation. These subjects were made elective under the course of study of
1933; (6) Formerly, every student was restricted to four units in a
given field. More than four units could be earned towards graduation
in some subject fields under the proposed course of study; and (7) Ad-
ditional courses in expression, dramatics and public speaking, music,
industrial arts, and commerce were offered for the first time.54

The course of study of 1933 adopted and promulgated. Dr. Glenn J.
Smith of the State Board of Education stated that he could not agree with
the proposal to allow high-school pupils to be graduated with less than
four years of English and that he was strongly of the opinion that a
pupil should not be allowed to graduate with fewer required hours in
mathematics than two and one-half. After discussion, the Board voted
to accept the proposed course of study with the provision that four years
of English should be required.55

Trudeau disseminated the new course of study in mimeographed form
to the high-school administrators and teachers to guide their work dur-
ing the 1932-1933 session. He indicated that the new course of study was
a composite representation of the classified and coordinated views and o-
pinions of Louisiana parish superintendents, high-school principals, high-

54Ibid., pp. 8-10.
55Ibid., p. 21.
school teachers, members of the high-school division of the State Department of Education, and a well-selected group of nationally known students of secondary education.56

In promulgating the course of study of 1933, Trudeau acknowledged the help rendered by superintendents, principals, and teachers, and by John E. Coxe for his efforts in organizing, outlining, and writing the entire course of study.57

V. DEVELOPMENT OF THE COURSE OF STUDY DURING THE TERM OF OFFICE OF HIGH-SCHOOL SUPERVISOR JOHN E. COXE, 1935-1939

John E. Coxe replaced Charles F. Trudeau as the head of the high-school division in September, 1935. In making the announcement that Trudeau had severed his connection with the State Department of Education, Superintendent Harris stated that nothing had happened to him professionally during the previous twenty years which caused him more concern and regret.58

As assistant high-school supervisor, Coxe had acquired considerable experience in curriculum making. At the time Coxe assumed his duties as state high-school supervisor, curriculum study was in vogue in various parts of the nation. In a circular letter to high-school principals and teachers in September, 1936, Coxe pointed out that for several years the State Department of Education had realized the need for a thoroughgoing, state-wide study of the curriculum and that the State Department of Edu-

56 Circular Letter Number 101 dated August 29, 1932 of the State Department of Education of Louisiana.

57 Courses of Study for Louisiana High Schools, Bulletin Number 259 of the State Department of Education of Louisiana (New Orleans: Thomas J. Moran's Sons, 1933), p. 5.

cation would give special consideration to this important function. He urged all of the high-school principals and teachers of the state to join in a cooperative study of curricular problems.  

The Louisiana Program for Curriculum Development and the Improvement of Instruction

The need for curriculum study and revision was given by Superintendent Harris as follows:

The curriculum should keep pace with the spirit of the times. New conditions and problems make new demands upon the schools. The teachers and school officials accept the challenges to education implied in the new conditions. The curriculum must make provision for child experiences that will assist the child to make the essential adjustments.

Through a new understanding of the functions of the school, the aims of education should be reinterpreted in terms of the problems of the times. Education in a democratic state must always be a cooperative enterprise. Rigid and inflexible courses of study handed down are not in keeping with the ideals of education.

During the spring of 1936, a conference composed of the staff of the Teachers' College of Louisiana State University and members of the State Department of Education was held to discuss plans for a state-wide study of the curriculum. Dean C. A. Ives of Teachers' College proposed that the University offer a course in curriculum study to formulate a plan of organization and to prepare instructions to guide the study. About fifty persons representing the various levels of school organi-

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59 Circular Letter Number 697 dated September 16, 1936 of the State Department of Education of Louisiana.

zation enrolled in the course of Education 270 (Curriculum Studies) which was offered during the Louisiana State University Summer School of 1936. Dr. E. B. Robert, professor of education at Louisiana State University, and A. M. Hopper, state supervisor of elementary schools conducted the course. The basis for a state-wide cooperative study of the curriculum was formulated at this time. Procedures to be followed during the course of the study were prepared. The state was organized into school units, parish units, district units, and a state unit in order to give as many people as possible a chance to participate in the curriculum study. 61

The Louisiana program for the improvement of instruction continued for three years. Five committees were appointed to produce courses of study for the teachers of Louisiana to reflect the suggestions and findings which resulted from the curriculum study. The committees were designated for the fields of social studies, language arts, science-mathematics, creative arts and recreation, and practical arts. A member of the State Department of Education was named as chairman of each committee and from twelve to fifteen members composed of teachers, principals, supervisors, superintendents, college teachers, and members of the State Department of Education were selected for each committee. 62

A laboratory group of about fifty members worked during the summer of 1939 under the direction of Drs. E. B. Robert and Joe Farrar of Louisiana State University, and Dr. C. L. Barrow and A. M. Hopper of the

61 Ibid., pp. 9-11.

Louisiana State Department of Education to prepare instructions to
guide the committees in the preparation of courses of study. During
the next few years, courses of study in different subjects were promul-
gated by the State Department of Education to guide and to assist
classroom teachers with instruction. While the state-wide program for
curriculum development and improvement of instruction resulted in the
preparation of courses of study in various subjects to assist teachers
in instruction, it did not cause any changes to be made in the curricu-
lum with regard to the addition or abandonment of subjects, or changes
in graduation requirements.

Course of Study of 1937

At the meeting of the State Board of Education on December 19, 1936,
Superintendent Harris presented a letter from Coxe of June 20, 1936, in
which the high-school supervisor pointed out the need for changes to the
course of study. He stated that the requirements governing the gradu-
ation of students from high school were considered undesirably restrictive
by a number of high schools in the state and that the members of the high-
school division took the position that the standards should be so liberal
and flexible as to enable every approved high school in the state to ob-
serve the requirements, and, at the same time, to exercise the necessary
freedom in curricular offerings. The following proposed changes were
recommended: (1) to reduce the units in English required for graduation
from four to three; (2) to offer for graduation any two units in the
social studies selected from the program of studies, thereby eliminating
the long-standing requirement that American history be studied by all;
(3) to require for graduation one unit in mathematics selected from arith-

63 Ibid., p. 4.
metic, general mathematics, or algebra, thereby abandoning the requirement in algebra which had existed since 1906; (4) to require one unit of science selected from the program of studies. The course of study of 1933 required either general science or biology; (5) to require a unit in health and physical education of all candidates for graduation. In addition, journalism, Speech II, Speech III, vocations, sociology, German III, German IV, Italian I, Italian II, Italian III, Italian IV, general mathematics, machine shop, and sheet metal works were to be added to the subjects which might be offered by high schools in the state. 64

On motion of E. A. Conway, seconded by A. J. Gelpi, the recommendations of Coxe and the proposed changes in requirements for graduation from state-approved high schools were unanimously approved. 65

On issuing the course of study of 1937 to the high schools, Coxe acknowledged the helpful suggestions made by school officials and teachers of the state regarding standards governing the state-approved high schools, and the assistance of John B. Robson, Lois F. Shortess, S. T. Burns, and Jess W. Hair of the State Department of Education.

The course of 1937 included the same five curricula which had been offered in the previous course of study. Graduation requirements were lower in this course of study than in any preceding or subsequent course of study. Only seven units in academic subjects were required for graduation.


65 Ibid., p. 17.
C. L. Barrow Heads High-School Division

Dr. C. L. Barrow relieved Coxe as high-school supervisor during July of 1939. Although no significant changes to the curriculum were made during the short period that he served as high-school supervisor, Dr. Barrow encouraged intelligent, well-planned, and purposeful curricular experimentation in a few selected schools. The high-school division offered to grant permission for some departure from the established curriculum provided definite plans were presented in advance for approval. In each case it was understood that the experiment would be supervised by the principal and parish officials.66


On May 14, 1940, the date on which John E. Coxe replaced Harris as State Superintendent of Education, the high-school division was incorporated into a newly formed division of instruction and supervision headed by R. R. Ewers.67 Superintendent Coxe, in his first annual report, gave an indication of probable future curricular trends by the following remarks:


We are now planning a long-range program of education having for its purpose the training of youth of the state for successful and happy living. The educational staff in the State Department of Education has plans already made or now in process of formulation covering courses of study, materials of instruction, physical plants, school libraries, uniform accounting, vocational training and guidance, programs for health, physical education, and safety, improved methods of teaching and study and appreciation of the basic elements that constitute our democracy and the American way of life.

These activities are being planned in line with our conviction that public education should be extended to all areas in Louisiana; that every school should be a democratic institution, giving practical training and experience in democratic processes; that we must provide in our schools an opportunity for the individual to meet and solve the kind of life problems with which he will be confronted in later life; that pupils must not only gain information and acquire desirable habits, abilities, and skills, but that they develop attitudes and ideals that will enable them to become honest, self-reliant, resourceful, and tolerant citizens; that the schools must supplement the training of the home in teaching what is right and what is wrong; and that students must be taught to do reflective thinking in order that they may possess the ability to analyze situations and to arrive at judgments in a deliberate fashion.68

Curricular Developments From 1940 to 1947

The next course of study was not promulgated until 1947. During the decade 1937 to 1947 several developments affecting the high-school curriculum occurred.

Curriculum changes made in 1942. One of the functions of the division of instruction and supervision was to prepare courses of study. In a letter to Superintendent Coxe dated April 24, 1942, Ewers pointed out that certain changes in the high-school curriculum and requirements for graduation from high schools had been recommended by groups of parish superintendents and high-school principals; and recommended that the State Superintendent of Education, should he approve them, submit them to the State Board of Education for adoption. The recommended changes were: (1) that not more than two units of music earned by private in-

strucition be allowed for graduation; (2) that three and one-half units of credit of English be required for graduation; (3) that American history again be required of all students for graduation; (4) that two units of mathematics instead of one be required for graduation; (5) that participation in ROTC be allowed in place of physical education; and (6) that the total credits for graduation be increased from sixteen to seventeen.69

Superintendent Coxe endorsed and recommended that the State Board of Education approve the recommendations of Ewers. Inasmuch as the suggested changes had the approval of secondary-school forces and of committees representing the colleges of the state as determined by state-wide discussion of the several proposals, Superintendent Coxe urged their adoption.70

Dr. Rufus C. Harris moved that the English requirements be increased to four units and mathematics requirements be increased to three units. Eleanore H. Meade seconded the motion. The State Board approved the motion. Ewers's recommendations as amended were unanimously adopted by the State Board.

Superintendent Coxe stressed that the demands for higher requirements for graduation were made by college authorities, business and industrial concerns, civic organizations, high-school principals, and military authorities.

Curriculum changes and the war effort. During the session 1942-1943, several curricular changes were instituted in response to a national appeal to the schools to assist in the war effort. The Conference on

70 Ibid., p. 7.
Education and the War, held in Washington, D. C., August 28-31, 1942, marked the initiation of the High School Victory Corps. One of the aims of the corps was to provide accelerated and special training of youth for the war service they would be expected to perform after leaving school. New courses were organized in pre-flight aeronautics, mathematics, pre-induction training, radio, electricity, machines, shop work, automotive mechanics and first aid.

Curriculum changes made in 1944. The higher graduation requirements set in 1942 were in effect only two years. The State Board of Education at its meeting of June 26, 1944, adopted a resolution that beginning with the 1944-1945 session the following requirements for graduation would be effective: (1) English—three units; (2) mathematics—one and one-half units; (3) science—one unit; (4) social studies—two units (American history and civics); and (5) physical education, health and safety—one unit. These prescribed units have continued to be the graduation requirements to the present time.

The twelve-grade program inaugurated during 1944-1945 school session. The new graduation requirements mentioned above were a part of the plan for inaugurating the twelve-grade program in the public school system of Louisiana. The plan was based on two reports of a special state-wide committee.

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72 Ibid., p. 34.

of outstanding school people appointed to study and make recommendations with regard to the problem of conversion to a twelve-grade program. The plan called for the transition to be made gradually over a four-year period beginning with the 1944-1945 school session. A new eighth grade was installed in the school system. Students who had completed the seventh grade during the 1943-1944 school year were not required to enroll in the new eighth grade. Those below the seventh grade were to complete the entire twelve years; those above the seventh grade during the 1943-1944 school session were to complete eleven years of school work. Superintendent Coxe felt that the addition of one full year to the public school program of Louisiana would provide more time for pupils to assimilate the curriculum already established, thereby strengthening fundamental learning; that the program would provide additional opportunities for the development of vocational aptitudes and interests of pupils; and that it would offer pupils an enriched school experience which would be reflected in developing the characters and personalities of those who would later assume the responsibilities of adult citizenship. The State Superintendent of Education acknowledged the contributions of lay groups and of school officials in the development of the twelve-year school system. In addition to the aforementioned changes in graduation requirements, the following curricular changes were brought about in the change from the eleven-year to the twelve-year school system: (1) Courses in general business vocations, and Louisiana civics were transferred from the high-school program to the elementary-school program; (2) The mathematics taught in the eighth grade of the eleven-year program was taught in the new eighth grade under the twelve-year program. The mathematics taught in the ninth grade under the eleven-year program was taught in the first year of high school under the twelve-year program; (3) General science was taught in
the first year of high school under the twelve-year program; and (4) Maximum credit in high-school English was raised from five to six units.\textsuperscript{74}

The Course of Study of 1947

In the spring of 1947, the division of elementary and secondary education conducted a series of fourteen meetings with elementary and high-school principals throughout the state for the purpose of studying the instruction being offered in grades seven through twelve and evaluating the progress of the twelve-grade program. From these conferences came suggestions for curricular changes which were adopted and incorporated in the course of study of 1947.\textsuperscript{75}

In the introduction to the course of study of 1947 Ewers stated that only a few revisions to the course of study of 1937 were necessary, and that other changes relating to the inauguration of the twelve-year program were made. He acknowledged the efforts of all members of the staff of the State Department of Education for the preparation of the course of study of 1947. The work of L. M. Harrison, teacher of science at the Laboratory School, Louisiana State University, was also recognised.\textsuperscript{76}

Changes made by the course of study of 1947. The same five curricula continued in effect except that the title of the commercial curriculum was changed to the business education curriculum, and the title of the industrial-arts curriculum became the industrial-arts and vocational industrial-education curriculum. The only changes in graduation requirements were

\textsuperscript{74}Ibid.


\textsuperscript{76}Louisiana High-School Standards, Organization and Administration, Bulletin Number 633 of the State Department of Education of Louisiana (Baton Rouge: State Department of Education of Louisiana, 1947), p. 10.
those made in 1944 and mentioned above. Also, new subjects were added to the program of studies. These were senior arithmetic, preflight aeronautics, general metal works, home mechanics, office occupations, distributive education, driver education, and health and safety education. Additional courses were added in home economics, business education, art, trade and industrial education.

VII. DEVELOPMENT OF THE COURSE OF STUDY SINCE 1948

When S. M. Jackson succeeded Cole as State Superintendent of Education in 1948, the State Department of Education was organized into four divisions. The office of high-school supervisor was restored and was replaced in the division of elementary and secondary education. J. E. Williams and R. E. May each served as supervisor of high schools for a short period. Raphiel Teagle has served in this capacity since 1950.

A revision to the course of study of 1947, promulgated in 1952, made but few changes. Graduation requirements remained unchanged. The industrial arts and vocational industrial-education curriculum was made into two separate curricula—an industrial-arts curriculum and a cooperative part-time training curriculum.
CHAPTER III

DEVELOPMENT OF THE ACADEMIC SUBJECTS FOR THE STATE-APPROVED
WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1956

The following subject groups are considered in the academic group: English, social studies, mathematics, science, and foreign languages. The development of each of the academic subject groups will be presented by contrasting each course of study with the one immediately preceding it to determine when new subjects entered or existing subjects were dropped from the curriculum. The findings arrived at as a result of a study of the instructions accompanying each curriculum, the circular letters of the State Department of Education, the annual reports of the State Department of Education, the proceedings of the State Board of Education, and periodical literature will be summarized to show definite and possible influences upon this phase of the development of the high-school curriculum. Changes in graduation requirements will be discussed in a similar manner for each of the academic subject groups. The extent to which the various subjects were offered by high schools at intervals between 1906 and 1956 will be shown through statistics derived from records of the State Department of Education.

I. DEVELOPMENT OF ENGLISH AND RELATED SUBJECTS

The Evolution of the Program of Studies in English

Four years of basic English. The various English and related subjects and the year in which each was added to the high-school course of study are presented in Table I. The English courses offered in the course of study of 1905 provided weekly during each of the three years for two
### TABLE I

**CHANGES IN CURRICULAR OFFERINGS IN ENGLISH AND RELATED SUBJECTS FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1956**

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>1906</td>
</tr>
<tr>
<td>English II</td>
<td>1906</td>
</tr>
<tr>
<td>English III</td>
<td>1906</td>
</tr>
<tr>
<td>English IV</td>
<td>1909</td>
</tr>
<tr>
<td>Speech I</td>
<td>1933</td>
</tr>
<tr>
<td>Commercial English</td>
<td>1933</td>
</tr>
<tr>
<td>Journalism</td>
<td>1937</td>
</tr>
<tr>
<td>Speech II</td>
<td>1937</td>
</tr>
<tr>
<td>Speech III</td>
<td>1937</td>
</tr>
</tbody>
</table>

*Source: Courses of study issued by the State Department of Education of Louisiana*
periods of English (grammar and composition) and three periods of literature. This was precisely the recommendation of the report of the Committee of Ten.  

English courses were increased to four in number in 1909. In a way, this was not an addition of an English course. English was offered in grades eight through eleven in the course of study of 1905; however, the eighth grade was not considered as part of the high school. The eighth grade was included as a part of the high school in the course of study of 1909, hence, increasing the English courses to four in number. It was recommended in the report of the Committee on College Entrance Requirements of 1899 that four periods per week for four years be allotted to the work in English and that at least one-half of this time be devoted to the study of literature. In the course of study of 1909 provision was made for five periods per week during the first two years and three hours per week during the last two years of high school, giving an average of four periods per week to the study of English. The time was divided between grammar and composition on the one hand and literature on the other.

The Committee on College Entrance Requirements recommended that a suggested list of graded and classified books be offered, not less than thirty for each year, from which list the various schools should select.

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and require during each school year in both class work and home reading not less than five books of average length or a total of one thousand pages. Some were indicated as college requirement for general reading and composition; others, as college requirements for careful study. The books in this list were in most instances the same as those listed in the course of study of 1909. Literary masterpieces for class study were listed in the course of study of 1909. The list was based upon the college entrance requirements formulated and adopted by the four associations of colleges and preparatory schools of New England, the Middle States and Maryland, the North Central States, and the Southern States. In his second annual report, Dr. Weber pointed out that a study of classics required for college entrance examinations was a part of the courses in English.

The English offerings remained unchanged until the course of study of 1933 when a course in speech and one in commercial English were added.

Speech enters the curriculum as a special subject. Speech, as a separate subject, was offered in the curriculum of the high schools of New Orleans as early as 1914. Jessie Tharp expressed the status of speech in the high schools of New Orleans in 1914 as follows:

Had I been asked five years ago to write upon the subject of "The Value of Public Speaking in the High School," the task would have been much more difficult than it is today. For up to that time, the community at large had been up in arms against the introduction of so-called elocution into our public schools, and the work as a course in the curriculum of the New Orleans High Schools was then in its infancy. Some went so far as to say that it stood in the same relation to the schools as dancing; and that while dancing ought to be taught to all our teachers, it was an accomplishment foreign to educational systems. Similarly the training

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³Ibid., pp. 18-19.

of the voices of teachers and children was considered to belong in the category of accomplishments, and to have nothing to do with true development. . . .

The Commission on the Reorganization of English in Secondary Education in its report issued in 1917 recommended speech courses in the high schools.6 Speech, however, continued to be taught incidentally in connection with English and other courses in the high schools of Louisiana.

In 1921 High-School Inspector C. A. Ives urged high-school principals and teachers to give thoughtful consideration to the problem of good speech. He singled out the teachers of English as having the most responsibility for training students in good speech habits but indicated that every teacher should share some of the responsibility.7

Speech did not appear in the program of studies which could be offered in the state-approved high schools of Louisiana until the course of study of 1933. High-School Supervisor Trudeau gave the following reasons to the State Board of Education on August 24, 1932, for his request that speech be added to the high-school curriculum: (1) to keep in line with the trend of curricula adjustments in other progressive states; (2) to provide a more elastic and practical program of studies for those pupils not going to college; and (3) to meet the strong de-

5Jessie Tharp, "Expression as a High-School Study," The Teachers' Forum, I (February, 1914), 3.


7Circular Letter Number 1333 dated October 8, 1921 of the State Department of Education of Louisiana.
mand and apparent necessity for speech training. He pointed out that the course would benefit pupils who often lacked the ability to express themselves in an acceptable manner and that even pupils who had had the regular four-year course in English might wish to elect speech in order to gain needed facility of expression. 8

Trudeau pointed out that the new course in speech consisted of expression, dramatics, and public speaking; and that it was an elective course in the eleventh grade. The content of the course was precisely that recommended by the Commission on the Reorganization of English in Secondary Schools for a high-school speech course in the eleventh grade. 9 Acknowledgement was made by the high-school supervisor to Drs. Claude M. Wise and Giles W. Gray of the Louisiana State University for their assistance in preparing the course of study in speech. 10

Commercial English enters the curriculum. Regarding his reason for requesting the introduction of a course in commercial English, Trudeau stated that prevailing business conditions warranted a separate course in this phase of English. 11

Influence of national curriculum reports on course of study. It was stated in the courses of study of 1929 and 1933 that the program of studies in English was based upon the report of the Commission on the Reorganization


9Hosic, loc. cit.


of English in Secondary Schools. Statements from the course of study of 1929 are quoted below:

The general scope of the English course and the specific or immediate classroom objectives in the teaching of oral and written composition, grammar, and literature are, with some minor changes to meet conditions in Louisiana, identical with those formulated by the National Joint Committee on English Representing the Commission on the Reorganisation of Secondary Education of the National Education Association and the National Council of Teachers of English. The course as planned is also in accord with the requirements in English recommended by the National Conference on Uniform Entrance Requirements in English.\(^{12}\)

Journalism becomes a separate subject. Prior to 1937 work in journalism was of an extra-curricular nature in connection with a school paper or yearbook, or was an incidental part of an English course. The widespread use of radio, newspapers, magazines, and advertising fostered a desire among numerous persons for a separate course in journalism in the high schools. An organization known as the National Association of Journalism Directors of Secondary Schools promoted the cause of journalism in the public schools.\(^{13}\) Journalism was one of the several new subjects which came into the curriculum of the high schools of Louisiana for the first time in the course of study of 1937.

The number of speech courses increases. In the course of study of 1937, a second and third unit in speech were added. High-School Supervisor Cox pointed out that a greatly increased interest had been shown in the few years just prior to 1937 by school officials, teachers and students in special speech courses. The high-school supervisor acknowledg-

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edged the work of Dr. C. M. Wise and Dr. Giles W. Gray of the Department of Speech of Louisiana State University in preparing the first course of study for the new speech courses. Recognition was also extended to a committee of teachers of speech including Lucia Morgan Nesom of Baton Rouge, Clio Allen of Natchitoches, Clifford Anne King of Baton Rouge, E. R. Minchew of Castor, Zillah Meyer and Jessie Tharpe of New Orleans, and Pearl Pryor of Shreveport. The above group followed suggestions set forth by the Committee for the Advancement of Speech Education in Secondary Schools of the National Association of Teachers of Speech.

No new course in English has been introduced in the curriculum since the course of study of 1937. Thus, the program of studies in English was complete with four years of basic English, one year of commercial English, three years of speech, and one year of journalism.

Changes in Graduation Requirements

The course offerings, the courses which all students were required to take, the number of units offered, the minimum number of units which all students had to earn for graduation, and the maximum units a student was allowed to earn in the field of English and related subjects from 1906 to 1956 are presented in Table II. The courses offered were discussed in the previous section. The maximum units allowed were generally raised with the increase in the number of courses offered and with the increase in the number of courses a student might elect. A consideration of the reasons for the changes in graduation requirements follows.

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14 Course of Study in Speech for Louisiana High Schools, Bulletin Number 357 of the State Department of Education of Louisiana (New Orleans: Thomas J. Moran's Sons, 1937), p. 3.

<table>
<thead>
<tr>
<th>Period</th>
<th>Total Units Offered</th>
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<th>Maximum Units Allowed</th>
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<td>English III</td>
<td>English IV; Commercial English; Journalism; Speech I; Speech II; Speech III</td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by State Department of Education of Louisiana

#From 1942-1943 to 1944-1945, four units of English required.
Graduation requirements lowered from four units to three units. Until the course of study of 1912, high-school students were required to complete the entire English offerings. This was necessary in order that graduates would be prepared for higher education. At the first conference of high-school principals of public education in 1908, a committee composed of A. G. Reed, Walter Miller, L. A. Davis, C. M. Hughes, and Charles Gott recommended that the committee making out the course of study include five recitation periods per week throughout the four years of high school to the study of English and literature.16

In the course of study of 1912, three units of English were required. The fourth year of English was optional. Following the recommendations of a committee which made a study to determine how the high-school course could be made more flexible, High-School Inspector Favrot required but three years of English for graduation in the course of study of 1912. C. A. Ives, E. S. Jenkins, and S. M. Cook with Favrot comprised this committee.17 Favrot pointed out that requiring three units instead of four units in English met the demands for a more flexible course of study, permitted students so desiring to elect more vocational courses, and helped to hold more boys and girls in school.

Graduation requirements increased from three units to four units. The above situation persisted until 1924, when four units in English


were required for graduation. In the courses of study of 1916 and 1919, High-School Inspector C. A. Ives urged students to study English every year throughout the high-school course but still required only three credits for graduation. Because of poor achievement in written English of many high-school students, Superintendent Harris recommended to the State Board of Education on May 13, 1924, that the minimum number of units of English required for graduation be increased from three to four. The State Board approved this recommendation.18

Time devoted to grammar and literature. From 1906 to 1925 there was disagreement among the high-school teachers of English, professors of English in the colleges and universities of Louisiana, and personnel in the State Department of Education as to the relative amount of time to be devoted to grammar and composition on the one hand, and to literature on the other. Until 1916 three periods per week were devoted to literature and two periods to grammar and composition. From 1916 to 1919, literature was studied throughout the eighth grade and the eleventh grade, and during the second semester of the ninth and tenth grades. Grammar was studied during the first semester of the ninth grade and rhetoric during the first semester of the tenth grade. One-fifth of the time, throughout the four years of the English courses, was devoted to composition. This was accomplished by devoting two half periods twice weekly or an entire period once a week to composition work. Because of the poor achievement in spelling and writing on the part of high-school students, Ives decided that more time should be spent on technical grammar. He notified the high-school principals of this fact in the following circular letter:

The high-school course in English is being changed somewhat in order to give a larger proportion of the time to the technical side of this subject, to the things that are designed to give accuracy and correctness in form.

This program in English divides the time equally between practical and technical English on the one hand and literature on the other. We regret that it seems necessary to reduce the amount of literature studied in class, for literature is rich in content, gives ideas, forms, tastes and ideals, develops the imagination, broadens the understanding, and makes for culture. But these cultural benefits are no substitute for the practicalities of English. We must eradicate bad spelling, bad grammar, weak, faulty, and inaccurate sentences. The additional time given to the mechanics of English should result in greater ability to write plain sensible English.19

From 1920 to 1925 the amount of time spent on literature was reduced. Literature was studied during the first semester of the eighth grade and during the second semester of the ninth, tenth, and eleventh grades. Formal grammar was required during the second semester of the eighth grade, which had heretofore been devoted to a study of literary classics, and during the first semester of the ninth grade. Formal rhetoric was required during the first semester of the tenth grade and during the first semester of the eleventh grade, which previously had been devoted to a study of literature. Hence, from 1920 to 1925 an additional year's study of grammar and rhetoric was required at the expense of literature. The requirement that one-fifth of the time throughout each English course be devoted to composition remained in effect.

With the promulgation of the course of study of 1925, High-School Inspector Trudeau told the high-school principals that formal English and literature were to receive again approximately the same amount of time during the four high-school years.20

19 Circular Letter Number 1062 dated August 6, 1920 of the State Department of Education of Louisiana.

20 Circular Letter Number 2098 dated September 16, 1925 of the State Department of Education of Louisiana.
Graduation requirements in English again lowered to three units.

From 1924 until 1937, high-school students were required to offer four credits in English for graduation. An unsuccessful attempt was made by the state high-school inspector in 1932 to lower the requirements. Trudea explained that colleges generally required only three units of English for admission; and that under the existing system, a pupil meeting all other requirements for graduation, but lacking a small fractional part of any one of the four units required for graduation, was denied the privilege of graduating—an apparent hardship on the student. Superintendent Harris, who had advocated a four-year English requirement in 1925 on the basis that students should take courses calling for greater intellectual effort and which should result in a sounder education, in 1932 insisted that only three years of English should be required on the basis that there were too many required courses and that the course of study should be liberalized so as to keep in line with the curricular trends in other progressive states of the Union.21

H. H. White of the State Board of Education stated that he could not agree to the proposal to allow high-school pupils to graduate with less than four years of English. The State Board voted to keep the four-year English requirement for graduation.22

In a letter to Superintendent Harris dated June 20, 1936, High-School Supervisor John E. Cox urged that the graduation requirements in English be reduced to three units. He explained that all students would still be required to pursue the study of English during the four

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22 Ibid., p. 21
years of the high-school course, and that practically all would secure credit for four units. However, any student failing in any year of an English course would be allowed to substitute a unit of some other useful subject. Without reducing the stress then being placed on English, the added flexibility in the graduation requirements would be in the interest of a number of worthy students who, because of failure in a single unit of English, were required to spend an additional year in high school.\(^{23}\)

On December 19, 1936, Superintendent Harris presented Coxe's arguments to the State Board of Education recommending a reduction from four to three units of English as graduation requirements. The State Board approved this recommendation.\(^{24}\)

Graduation requirements again raised to four units. Except for two years from 1942 to 1944, the graduation requirements in English have continued to be three units.

In the first few months of 1942, Ewers, director of the division of supervision and instruction of the State Department of Education, met with numerous groups of parish superintendents and high-school principals to get their views regarding needed changes in the administration of the high-school curriculum including graduation requirements. As a result of the views learned in these meetings, Ewers suggested to Superintendent Coxe in a letter dated April 24, 1942, that English graduation requirements be increased from three to three and one-half units, three units of which should be English I, II, and III. The additional half unit might be in English IV or other related courses, such as speech, business English,  


\(^{24}\) *Ibid.*
or journalism. Evers pointed out that the high-school graduate was being criticized for deficiencies in English by college authorities, and by business and industrial officials who employed him. He thought that a better job should be done in teaching students the use of the mother tongue and that an additional half unit of English required of all might be helpful in that regard.  

Superintendent Cane recommended to the State Board of Education on April 27, 1942, an increase from three to three and one-half units in English for graduation. The motion of Dr. Rufus C. Harris, a member of the State Board, that English requirements be increased to four instead of three and one-half units was approved by the State Board.  

Graduation requirements in English set at three units. Effective with the 1944-1945 session, however, the English requirement for graduation from high school was changed again to three units. It has remained unchanged since then.

**Extent To Which High Schools Have Offered Various English Subjects**

The number of high schools and the percentage of the total number of high schools offering various English subjects at intervals from 1914 to 1956 are presented in Table III.

**II. DEVELOPMENT OF THE SOCIAL STUDIES**

The Evolution of the Program of Studies in the Social Studies

The several social studies courses and the year in which each was added to or dropped from the high-school course of studies are presented

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26 Ibid.
<table>
<thead>
<tr>
<th>Subject</th>
<th>1914 - 1915*</th>
<th>1935 - 1936*</th>
<th>1955 - 1956*</th>
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<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
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<tr>
<td>Offering Subject</td>
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<td>---------------------</td>
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<td>---------</td>
<td>--------</td>
</tr>
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<td>360</td>
</tr>
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<td>English II</td>
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<td>Journalism</td>
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<td>16</td>
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</table>

in Table IV. Factors definitely influencing the addition to or the
deletion from the curriculum of the subjects in the social studies
will be presented in some cases. In other cases, it will be necessary
to show by similarities existing between curricular offerings in high
schools of Louisiana and recommendations of national curriculum studies
some probable influences, inasmuch as these responsible for construct-
ing the course of study in Louisiana kept themselves informed regarding
curriculum developments at the national level, and since they have re-
vealed through their own statements in some instances that they were
influenced thereby.

Social studies in the course of study of 1905. The curricular
offerings in the social studies in the course of study of 1905 were the
same as the recommendations of the Committee of Ten except that English
history was optional and medieval and modern history was added and
required.27 This latter subject, however, was recommended by the Com-
mittee of Seven of the American Historical Association.28

Influence of the Committee of Seven. The course of study of 1909,
which was prepared for the most part by Dr. S. E. Weber, followed sug-
gestions of the Committee on College Entrance Requirements which adopted
the report of the Committee of Seven. Dr. Weber suggested that teach-
ers of the social studies read this report.29

27 National Education Association, Report of the Committee of Ten
on Secondary School Studies with the Reports of the Conferences Arranged
by Committees op. cit., pp. 153-164.

28 The Foundations and Techniques of Curriculum-Making, Part I,
Curriculum-Making Past and Present, The Twenty-sixth Yearbook of the
National Society of the Study of Education (Bloomington, Illinois:

29 State Course of Study for High Schools of Louisiana 1909-1913,
op. cit., p. 75.
TABLE IV

CHANGES IN CURRICULAR OFFERINGS IN SOCIAL STUDIES SUBJECTS FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955*

<table>
<thead>
<tr>
<th>Course</th>
<th>Added Year</th>
<th>Year Dropped</th>
<th>Added Year</th>
<th>Year Dropped</th>
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<td>Community Life and Civic Problems</td>
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<td>1923</td>
<td>1925</td>
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<td>English History</td>
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<td>1909</td>
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*Source: Courses of Study issued by the State Department of Education of Louisiana.
The Committee of Seven recommended that the four-year high-school course include ancient history, medieval and modern European history, English history, American history and civil government.\(^{30}\) It also recommended that colleges and universities accept as a unit for admission a year's work in economics supplemented by adequate instruction in commercial geography and industrial history.\(^{31}\) The social studies' offerings of the course of study of 1909 included all of the above subjects with the exception of industrial history and of English history which was added in 1916. In addition, it included an elective course in commercial law. This course was apparently included because of the interest in preparing students in commercial work which was brought about to a large degree by the commercial development of the Mississippi Valley and the opening of the Panama Canal. Dr. Weber stressed the importance of training in commercial subjects for some students.

A study of American history was required in the course of study of 1909 in the eighth grade and in the eleventh grade. A resolution was adopted at the conference of high-school principals in December 1911 to discontinue requiring American history in the eighth grade since sufficient work in this subject was given in the lower grades.\(^{32}\) This resolution was put into effect and American history has since been offered in either the junior or senior year of high school.

\(^{30}\) National Education Association, Departments of Secondary and Higher Education, Report of the Commission on College Entrance Requirements, op. cit., p. 120.

\(^{31}\) Ibid., pp. 19-20.

The report of the Committee of Seven continued to be a dominant influence upon offerings in the social studies in the high schools of Louisiana until 1929. In each course of study from 1909 to 1929 acknowledgment was made of the recommendations of this report.

Special work required of students in social studies subjects. In order to earn a full unit in American history and civics in 1912 and for about fifteen years thereafter, a student had to work out in written form and maintain in a loose-leaf note-book twenty exercises in history and civics. The note-books had to be kept on file for inspection by an inspector of the State Department of Education. The nature of the exercises was as follows: at least five topical outlines, analyses, or summaries; five historical essays, biographical sketches, or discussions of historical events; and five historical maps. Examples of topics required were "How Did the Spoils System Injure the Government?" and "Was the Ku Klux Movement Justified?" The large increase in high-school enrollment made this practice not feasible and caused its abandonment.

European history. While the Committee of Seven's suggestions were followed in the courses of study between 1909 and 1929, there were some other offerings in the social studies field in the curriculum for the high schools of Louisiana which were not included in the above suggestions. The courses introduced in 1919 as "Early European Civilisation" and "Modern European Civilisation" were in reality new names for the old course entitled "Medieval and Modern History." The new course titles were

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33 Leo Favrot, Supplement to and Revision of State Course of Study for High Schools of Louisiana (Baton Rouge: Manises-Jones Printing Company, 1919), pp. 20-1.
adopted apparently to correspond to the titles of the textbooks used.

World War and What Was Behind It. The course entitled "World War
and What Was Behind It" was introduced in 1919 and was offered for only
four years. High-school Inspector C. A. Ives indicated the derivation of
the title of this course and a reason for offering it in the circular let-
ter presented below:

We wish to call your attention to an excellent text in history
that may be used in the eighth grade. It is "The World War and What
Was Behind It" by Benet, published by Scott, Foresman and Company,
Chicago, Illinois...34

Community Life and Civic Problems. The course entitled "Community
Life and Civic Problems" was suggested by the Commission on the Reorgani-
sation of Secondary Education. It recommended that a comprehensive course
in community civics be offered in the first year of high school. The
aim of this course was to make civics more meaningful and practical. It
was intended to help the student to know his community, not merely a lot
of facts about it, by stressing what services were rendered by the com-
munity and the duties of a good citizen.35 Ives indicated that this
course was offered as an optional study in the eighth grade and that its
title corresponded to the title of the textbook.36 It was abandoned in
1925 in favor of a more comprehensive course in civics.

34Circular Letter Number 685 dated September 9, 1918 of the State
Department of Education of Louisiana.

35National Education Association, Commission on the Reorganisation
of Secondary Education, The Teaching of Community Civics. United States
Bureau of Education Bulletin, 1915, Number 23 (Washington: Government

36Circular Letter Number 1482 dated July 28, 1922 of the State De-
partment of Education of Louisiana.
General History. The course in general history required of all students by the course of study of 1925 was a combination of ancient history and early and modern European history. It was felt by Trudeau and Superintendent Harris that every high-school student should have this general survey course in world history. They contended that students obtained a sounder education by being required to take a few well-chosen courses calling for greater intellectual effort than by being allowed to "flit about in haste" over an indefinite range of subjects. This course has continued to be offered although it is no longer a required subject.

Studies of Louisiana. Studies of Louisiana entered the curriculum as the result of efforts of the Louisiana Teachers' Association. At its annual meeting in November, 1926, the Louisiana Teachers' Association appointed a committee of nine to prepare a manual on the resources and latent possibilities of Louisiana for use in the public schools of the state. The purpose of the committee, headed by V. L. Roy, was to accumulate all the data necessary to teach Louisiana to the children, and then to work out with the State Department of Education some effective plan of handling the material in the schools. The Louisiana Teachers' Association was commended by Congressmen, heads of Chambers of Commerce, and others for this undertaking.

On January 2, 1926, most of the committee met in Alexandria to start working on the project. A sub-committee of E. M. West, as chairman, V. L. Roy, Miss A. Meyers, and Helen Cox was appointed to appear before the State Board of Education at its next meeting to ascertain from the Board its attitude toward the subject of more effectively teaching Louisiana to school children. Another sub-committee composed
of Alma Burk as chairman, Superintendent E. D. Shaw, and Superintendent R. G. Corkern was appointed to take up with teacher-training institutions the question of placing in their curricula a course in teaching about Louisiana. A third sub-committee composed of J. E. Harper as chairman, V. L. Roy, and Miss Meyers was appointed to prepare an outline of the textbook to be prepared.

In order to provide a plan for teaching Louisiana in the schools during the time that the textbook was being prepared, the committee directed Alma Burk to prepare outlines on the resources of Louisiana to be used for Literary Society work in various high schools of Louisiana. The plans were then to be submitted to Superintendent Harris for approval and distribution to high schools.37

The course first appeared in the course of study of 1929 in the second semester of the eighth grade. It was dropped from the high-school offerings in 1937 and has been offered in the junior high school.

**Influence of the Committee on Social Studies of the Commission on the Reorganisation of Secondary Education.** The report of the Committee on Social Studies of the Commission on the Reorganisation of Secondary Education of the National Education Association seems to have been the prevailing influence on the social studies offerings since 1929. Reference was made to this report in each course of study since 1929. The Committee on Social Studies in its report recommended civics as a ninth-grade subject, a half-year course in economic and vocational aspects of civics and history, early European history, modern European history, American history and problems of American de-

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mocracy. With the exceptions of geography, sociology, and ancient history all of the social studies added to the high-school curriculum since 1929 were in accordance with the above report.

Although no mention could be found in any course of study of the report of the Committee of Nine of the American Historical Association (1926-1933) concerning the reorganization of the social studies, the recommendations made by this committee if followed might account for such courses as geography, sociology, economics and ancient history.

The following statements appeared in the report:

In the secondary school the central theme would be the development of mankind and the evolution of human culture, with the emphasis suggested elsewhere in this chapter and with constant reference to the present and to American civilization. This program might culminate in the study, through concrete and living materials, of regional geography, of comparative economics, government and cultural sociology, of the major movements in social thought and action in the modern world, of the most recent developments on the international stage.

**American government.** American government, introduced in 1947, was merely another name for the existing course entitled "Problems of Democracy." The course had been so called in accordance with the title of the textbook used in the course.

### Graduation Requirements in the Social Studies

The total course offerings, the courses which all students were required to complete, and the maximum units which a student was permitted to earn in the social studies field are shown in Table V. The

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introduction of the various courses into the curriculum was discussed in the preceding section. The maximum number of units which one might earn generally increased with the increase in the number of courses one might elect. A consideration of the changes in graduation requirements follows.

Requirements prior to 1925. Before 1909 students in the high schools of Louisiana were required to take all of the subjects offered in the social studies except English history, which was an elective course. These were Greek and Roman history, medieval and modern European history, and American history.

When the commercial and agricultural curricula were proposed to be offered along with the literary curriculum in 1908, Dr. Weber stressed that each of the new curricula offered a broad training in English, mathematics, and history with a special knowledge of business or agricultural subjects. All students were required to take geography and civics in addition to the social studies subjects required in the course of study of 1905.

In the course of study of 1912 all students were required to offer two units in social studies for graduation but could offer as many as four units. The two units required were a course in American history and civics and a course in ancient history. In 1916 the ancient history requirement was liberalized to include any foreign history. These requirements remained unchanged until 1925.

Requirements from 1925 to 1933. From 1909 to 1925, a combined course in American history and civics had been required. This meant that American history was taught one semester and civics, or civil government, the other semester. The high-school inspector and the state
### TABLE V

**STATUS OF CURRICULAR REQUIREMENTS AND OFFERINGS IN SOCIAL STUDIES SUBJECTS FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955**

<table>
<thead>
<tr>
<th>Period</th>
<th>Total Units Offered</th>
<th>Minimum Units Required</th>
<th>Maximum Units Allowed</th>
<th>Subjects Required of All</th>
<th>Subjects Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906 - 1908</td>
<td>2.6</td>
<td>2.1</td>
<td>2.6</td>
<td>History of Europe to 1500; History of Europe Since 1500; U.S. History; Greek and Roman History</td>
<td>U.S. History; Greek and Roman History; Medieval History of Europe to 1500; History of Europe Since 1500; English History</td>
</tr>
<tr>
<td>1909 - 1911</td>
<td>5.2</td>
<td>2.4</td>
<td>4.0</td>
<td>American History and Civics; Geography; Ancient History; Medieval and Modern History</td>
<td>Geography; American History; Medieval and Modern History; Civics; Economics; Commercial History; Commercial Law; Ancient History</td>
</tr>
<tr>
<td>1912 - 1915</td>
<td>5.0</td>
<td>2.0</td>
<td>4.0</td>
<td>American History; Civics; Ancient History</td>
<td>Ancient History; Medieval and Modern History; American History; Civics; English History; Economics; Commercial Law; Commercial Geography</td>
</tr>
<tr>
<td>1916 - 1918</td>
<td>6.0</td>
<td>2.0</td>
<td>4.0</td>
<td>American History; Civics; One Foreign History</td>
<td>Early European Civilization; Medieval and Modern History; American History; Civics; Economics; Commercial Law; Commercial Geography</td>
</tr>
<tr>
<td>1919 - 1921</td>
<td>6.0</td>
<td>2.0</td>
<td>4.0</td>
<td>American History; Civics; One Foreign History</td>
<td>Early European Civilization; Modern European Civilisation; World War and What Was Behind It; Economics; Commercial Law; Commercial Geography; American History; Civics</td>
</tr>
<tr>
<td>1922</td>
<td>4.5</td>
<td>2.0</td>
<td>4.0</td>
<td>American History; Civics; One Foreign History</td>
<td>Early European Civilization; Modern European Civilization; American History; Civics; Economics</td>
</tr>
<tr>
<td>1923 - 1924</td>
<td>5.0</td>
<td>2.0</td>
<td>4.0</td>
<td>American History; Civics; One Foreign History</td>
<td>Early European Civilization; Modern European Civilization; American History; Civics; Economics; Community Life and Civic Problems</td>
</tr>
<tr>
<td>Period</td>
<td>Total Units Offered</td>
<td>Minimum Units Required</td>
<td>Maximum Units Allowed</td>
<td>Subjects Required of All</td>
<td>Subjects Offered</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1925 - 1928</td>
<td>4.0</td>
<td>2.0</td>
<td>4.0</td>
<td>American History; General History; Commercial Geography</td>
<td></td>
</tr>
<tr>
<td>1929 - 1932</td>
<td>4.5</td>
<td>2.0</td>
<td>4.0</td>
<td>General History; American History</td>
<td></td>
</tr>
<tr>
<td>1933 - 1936</td>
<td>7.5</td>
<td>2.0</td>
<td>5.0</td>
<td>American History; One Unit in Any Other Social Study Subject</td>
<td></td>
</tr>
<tr>
<td>1937 - 1946</td>
<td>8.0</td>
<td>2.0</td>
<td>6.0</td>
<td>Any Two Units in The Social Studies</td>
<td></td>
</tr>
<tr>
<td>1947 - 1951</td>
<td>7.5</td>
<td>2.0</td>
<td>5.0</td>
<td>American History; Civics</td>
<td></td>
</tr>
<tr>
<td>1952 - 1955</td>
<td>7.5</td>
<td>2.0</td>
<td>5.0</td>
<td>American History; Civics</td>
<td></td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by the State Department of Education.*
superintendent of public education in 1925 believed that it would make for a sounder education to have a full year's course in each of these subjects. One unit in American history was required of all for graduation and civics was required only in the general course. A course in general history, which included ancient history as well as medieval and modern European history was also required in all curricula.

**Graduation requirements liberalized in 1933.** A study of the history of mankind had been a requirement which all students in high schools of Louisiana had had to fulfill prior to 1933. The tendency to neglect the study of history in our high schools began with the course of study of 1933 when only American history was required and reached its apex from 1937 to 1942 when no study of history at all was required.

One unit in American history and one unit in any other social study subject were required in the course of study of 1933. The high-school supervisor gave as his reasons for no longer requiring general history that general history was not required for admission to college, that a unit in any social study plus a unit in American history were considered sufficient in the field of social studies for pupils of high-school age and that the making of one unit an elective provided students with an opportunity to select some other subject which was more strongly appealing to them.40

**American history no longer required.** Two units in the social studies continued to be the minimum requirement for graduation in the course of study of 1937; however, they could be any two of the eight units offered. There was no subject in the social studies field which was required

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to be studied by all students. High-school Supervisor John E. Coxe stated that this change would make it possible for a student to graduate from high school by offering any two units in the social studies selected from the program of studies. He reasoned that, whereas American history is a very important study, it would be difficult to prove that this subject is of more value to the student than civics, problems of democracy, economics, commercial and industrial geography, or courses in general history. Also, many high schools would prefer to offer two years of general history, which included the story of America, rather than to devote a full year to the exclusive study of American history. Since social problems occupied a place of such transcendant importance, Mr. Coxe recommended that students schedule some form of social study in each year of high school. The individual school should be free, however, to select which social studies would be offered in that school.41

American history is again required. American history was an elective subject for five years. Demands by patriotic and civic groups played a part in restoring American history as a required subject to the high-school curriculum. On October 31, 1941, Superintendent Coxe read to the State Board of Education a resolution addressed to him. He indicated that he had appointed a committee to make a study of the resolution and to submit a recommendation as to what should be done concerning it. The resolution appears below:

WHEREAS, the Supreme Council of the Ancient and Accepted Scottish Rites for the Jurisdiction holds that Public Schools are essential to the success of American Democracy, and

WHEREAS, the Supreme Council believes in the democratic form of government, respecting the sacrifices and accomplishments of the people who are responsible for this great nation, and

WHEREAS, it has come to our knowledge that the teaching of American History in the Public High Schools is no longer, necessarily, a prescribed mandatory subject necessary for graduation,

NOW THEREFORE BE IT RESOLVED, that the Grand Consistory of Louisiana, at its regular quarterly meeting convened, deprecates more than words can express the absence of the teaching of American History as a prescribed subject in the Public High Schools of our state, and fully realizes the great detriment to our educational system in this omission, and desires and urgently requests that the teaching of the subject of American History in our Public High Schools be revised, renewed, and again made a required subject for graduation, and

BE IT FURTHER RESOLVED, that a copy of these resolutions be sent to the State Board of Education and the State Superintendent of Education for their consideration, to the end that at least one course in American History be a requirement for graduation from every Public High School in the State of Louisiana.42

The State Board referred the resolution to the special committee mentioned by Superintendent Coxe.

At the meeting of the State Board of Education on April 27, 1942, Superintendent Coxe, who five years earlier had recommended that American history no longer be a required subject since it was of no more importance than any other social study, endorsed and recommended for approval the requirement that all students study American history. He gave as his reasons for this request that high-school principals were generally in agreement that the requirement of American history would give high-school students a better understanding of the fundamental basis of American democracy as well as greater appreciation of its worth. Moreover, civic organizations and patriotic bodies subscribed vigorously to this viewpoint.43 The State Board of Education approved the recommendation and


American history has been a required course for graduation since that time.

**Civics becomes a required subject.** Beginning with the 1946-1947 school year, a unit in civics was required of all students. This was brought about as a result of demands from civic and patriotic groups and school principals for a greater understanding by students of problems of government and citizenship. This requirement has remained unchanged since 1947.

**Extent To Which High Schools Have Offered Various Social Studies Subjects.**

The number of high schools and the percentage of the total number of high schools offering various social studies subjects at intervals from 1914 to 1956 are presented in Table VI.

### III. THE DEVELOPMENT OF MATHEMATICS

**Evolution of the Program of Studies in Mathematics**

The various courses in mathematics and the year in which each was added to or dropped from the high-school course of studies are presented in Table VII.

**Influence of the Committee of Ten and the Committee on College Entrance Requirements.** The recommendations of two significant national curriculum studies possibly were followed by J. E. Keeny when he prepared the course of study of 1905. The Committee of Ten recommended algebra I, plane geometry, second-year algebra, trigonometry, and higher algebra in the high schools. The Committee on College Entrance Requirements recommended first-year algebra, plane geometry, solid geometry, plane trig-
### TABLE VI

NUMBERS AND PERCENTAGES OF STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OFFERING VARIOUS SOCIAL STUDIES SUBJECTS AT INTERVALS FROM 1914 to 1956

<table>
<thead>
<tr>
<th>Subject</th>
<th>1914 - 1915*</th>
<th>1935 - 1936*</th>
<th>1955 - 1956*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Geography</td>
<td>42</td>
<td>30.66</td>
<td>259</td>
</tr>
<tr>
<td>Ancient History</td>
<td>129</td>
<td>94.16</td>
<td>---</td>
</tr>
<tr>
<td>Medieval &amp; Modern History</td>
<td>117</td>
<td>85.40</td>
<td>---</td>
</tr>
<tr>
<td>Early European History</td>
<td>---</td>
<td>---</td>
<td>19</td>
</tr>
<tr>
<td>Modern European History</td>
<td>---</td>
<td>---</td>
<td>19</td>
</tr>
<tr>
<td>General History</td>
<td>---</td>
<td>---</td>
<td>226</td>
</tr>
<tr>
<td>American History</td>
<td>131</td>
<td>95.62</td>
<td>346</td>
</tr>
<tr>
<td>Civics</td>
<td>131</td>
<td>95.62</td>
<td>314</td>
</tr>
<tr>
<td>Economics</td>
<td>---</td>
<td>---</td>
<td>64</td>
</tr>
<tr>
<td>Louisiana Studies</td>
<td>---</td>
<td>---</td>
<td>62</td>
</tr>
<tr>
<td>Problems of Democracy</td>
<td>---</td>
<td>---</td>
<td>58</td>
</tr>
<tr>
<td>Vocations</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
<tr>
<td>Sociology</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

### TABLE VII

**CHANGES IN CURRICULAR OFFERINGS IN MATHEMATICS FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955***

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Added</th>
<th>Year Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>1906</td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>1906</td>
<td></td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1906</td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1909</td>
<td>1916</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>1909</td>
<td>1916</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>1909</td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1909</td>
<td>1916</td>
</tr>
<tr>
<td>Secondary Arithmetic</td>
<td>1912</td>
<td>1925</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>1919</td>
<td>1929</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>1929</td>
<td>1947</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1929</td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td>1937</td>
<td></td>
</tr>
<tr>
<td>Business Arithmetic</td>
<td>1947</td>
<td></td>
</tr>
<tr>
<td>Senior Arithmetic</td>
<td>1947</td>
<td></td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by the State Department of Education of Louisiana.*
onometry, advanced algebra, and mathematics reviews. In addition, commercial arithmetic was recommended as an elective course. In the course of 1905 first-year algebra, advanced algebra, and plane geometry were offered. Solid geometry, trigonometry and commercial arithmetic were added to the curriculum in 1909. All of these mathematics courses were recommended by either one or both of the national curriculum committees stated above. Arithmetic was offered in the first semester of the eighth grade as preparation for algebra which was begun in the second semester. It was actually not a new course in 1909 since it had been offered in the course of study of 1905 in the last year before high-school work was started.

It was stated in the course of study of 1909 that the mathematics courses offered were based upon the recommendations of the American Mathematics Society formulated at a meeting of that group in September, 1902. These recommendations were adopted by the College Entrance Examination Board. A reference was also made to the report of the Committee of Ten. The recommendations of these reports were acknowledged in the courses of study until 1925.

Secondary arithmetic. An advanced arithmetic course called secondary arithmetic was offered for the first time in the course of study of 1912. The high-school course in mathematics was discussed at the high-school principals' conference held in Baton Rouge on December 9, 1911. Dean A. B. Dinwiddie of the College of Arts and Sciences, Tulane University, urged that more time be given to algebra. At the close of the

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discussion a resolution was adopted that one-half year additional work in arithmetic and algebra be organized and that either one of these courses be given as an option with solid geometry in the eleventh grade.\textsuperscript{47}

This recommendation was incorporated in the course of study of 1912 by High-School Inspector Leo Favrot.

\textit{Development of mathematics under High-School Inspector C. A. Ives, 1914-1923.} In the course of study of 1916 no provision was made for the elementary course in arithmetic, commercial arithmetic, or trigonometry among the mathematical offerings.

High-School Inspector Ives felt that a student ought to reach the high-school department with a reasonable degree of accuracy and rapidity in the use of whole numbers and fractions, and a knowledge of the simpler applications of arithmetic. This view also prevailed at the high-school principals' conference of 1913.\textsuperscript{48}

Superintendent Harris and High-School Inspector Ives on several occasions sent out circular letters to obtain the opinions of principals and teachers to help them in making the course of study. On November 21, 1913, Superintendent Harris asked high-school principals what they thought of abandoning all elementary subjects at the end of the seventh grade work and confining the eighth grade to high-school subjects. If they favored this idea, algebra and other high-school subjects could be begun the first term of the eighth grade.\textsuperscript{49} Apparently the principals


\textsuperscript{49}Circular Letter Number 36 dated November 21, 1913 of the State Department of Education of Louisiana.
favored the ideas of Superintendent Harris for a circular letter of September 12, 1914, informed them that, as far as possible, no reviews of elementary subjects should be offered in the eighth grade, thus eliminating arithmetic from the high-school curriculum. The high-school inspector thought that commercial arithmetic should be given only in connection with the course in bookkeeping. He advised superintendents and principals to permit only students in the commercial course to take commercial arithmetic. Hence, commercial arithmetic was dropped from the offerings in the field of mathematics. Trigonometry was dropped from the high-school offerings in 1916 since the feeling prevailed that the colleges should teach this course.

By 1919, the inadequacies in knowledge of simple arithmetic principles and procedures on the part of high-school students and recent high-school graduates were so apparent that the high-school inspector decided not to limit commercial arithmetic to students of the commercial course but to permit any student to select commercial arithmetic. The state high-school inspector was concerned over the reports of the poor results of the teaching of arithmetic. His office administered several arithmetic tests on a state-wide basis to high-school students. The results verified the earlier reports. Ives appealed to teachers to find means of improving the situation. He made the following suggestions in

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50 Circular Letter Number 119 dated September 12, 1914 of the State Department of Education of Louisiana.


52 Circular Letter Number 234 dated September 9, 1915 of the State Department of Education of Louisiana.
an effort to improve conditions:

Our investigations last session show that there is need for special attention to the work in arithmetic. We suggest that continued emphasis be given to mental arithmetic, and that elementary principals and teachers plan how to make the arithmetic of the grades most effective.

For a few years, at least, it seems desirable to give more attention to arithmetic in the high-school grades. We shall therefore allow a credit of one-half unit in commercial arithmetic in the eighth and ninth grades, or a credit of one-half unit in secondary arithmetic in the eleventh grade. These credits are open to all students without regard to the course being taken, but the same student may not offer both subjects in arithmetic.53

Changes made in the courses of study of 1925 and 1929. Secondary arithmetic was dropped from the course of study in 1925. This course was deemed unnecessary since all students had to study business arithmetic, first-year algebra, plane geometry, and advanced algebra. Trigonometry was replaced in the curriculum in 1927 and has been offered since that time.

In the course of study of 1929 arithmetic was placed as an eighth grade subject and commercial arithmetic was abandoned. In effect, this was a change in course title only as is evidenced by the fact that the title of the text-book used in 1929 was New Essentials of Business Arithmetic.

Influence of the Joint Commission of Mathematical Association of America and the National Council of Teachers of Mathematics. General mathematics was added to the high-school curriculum in the course of study of 1937. Senior arithmetic and business arithmetic were added in 1947, when the course entitled "Arithmetic" was dropped. The courses of study of 1937, 1947, and 1952 were influenced by the recommendations of the

53Circular Letter Number 1083 dated August 6, 1920 of the State Department of Education of Louisiana.
Joint Commission of the Mathematical Association of America and of the National Council of Teachers of Mathematics. It was suggested in the report that general mathematics and first-year algebra be taught in the ninth grade, plane geometry in the tenth grade, second-year algebra in the eleventh grade, and trigonometry, solid geometry, social-economic arithmetic and college algebra in the twelfth grade. It was recommended that students not going to college take a minimum of one and one-half years of mathematics covering general mathematics or algebra in the ninth grade and social-economic arithmetic, which is the equivalent of senior arithmetic, in the twelfth grade. Students going to college should take more mathematics according to the college course they planned to pursue and to the requirements of the university which they planned to enter. These are precisely the offerings in mathematics which have been in the course of study since 1947 with the exception that trigonometry and solid geometry could be taken in the eleventh grade as well as in the twelfth.

Graduation Requirements in Mathematics

The subjects offered, subjects required of all, and maximum units which a student was permitted to earn in the mathematics field from 1906 to 1956 are presented in Table VIII.

Influence of college-entrance requirements. It was required in the

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<table>
<thead>
<tr>
<th>Period</th>
<th>Total Units Offered</th>
<th>Minimum Units Required</th>
<th>Maximum Units Allowed</th>
<th>Subjects Required of All</th>
<th>Subjects Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906 - 1908</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>Algebra I; Algebra II; Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Algebra I; Algebra II; Plane Geometry</td>
</tr>
<tr>
<td>1909 - 1911</td>
<td>5.0</td>
<td>2.5</td>
<td>4.5</td>
<td>Arithmetic; Algebra I; Algebra II; Plane Geometry; Solid Geometry; Trigonometry</td>
<td></td>
</tr>
<tr>
<td>1912 - 1915</td>
<td>5.0</td>
<td>2.5</td>
<td>4.0</td>
<td>Arithmetic; Algebra I; Secondary Arithmetic; Algebra II; Plane Geometry; Solid Geometry; Trigonometry</td>
<td></td>
</tr>
<tr>
<td>1916 - 1918</td>
<td>4.0</td>
<td>2.5</td>
<td>4.0</td>
<td>Algebra I; Algebra II; Plane Geometry; Secondary Arithmetic; Solid Geometry</td>
<td></td>
</tr>
<tr>
<td>1919 - 1924</td>
<td>4.5</td>
<td>2.0</td>
<td>4.0</td>
<td>Algebra I; Plane Geometry; Algebra II; Secondary Arithmetic; Commercial Arithmetic</td>
<td></td>
</tr>
<tr>
<td>1925 - 1928</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
<td>Business Arithmetic; Algebra I; Algebra II; Plane Geometry; Solid Geometry</td>
<td></td>
</tr>
<tr>
<td>1929 - 1932</td>
<td>5.0</td>
<td>2.5</td>
<td>4.0</td>
<td>Arithmetic; Algebra I; Algebra II; Plane Geometry; Solid Geometry; Trigonometry</td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td>Total Units Offered</td>
<td>Minimum Units Required</td>
<td>Maximum Units Allowed</td>
<td>Subjects Offered by All</td>
<td>Subjects Offered</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>1933 - 1936</td>
<td>5.0</td>
<td>1.0</td>
<td>4.0</td>
<td>Algebra I</td>
<td>Arithmetic; Algebra I; Algebra II; Plane Geometry; Solid Geometry; Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1937 - 1941</td>
<td>6.0</td>
<td>1.0</td>
<td>4.0</td>
<td>Arithmetic General Mathematics or Algebra I</td>
<td>General Mathematics; Arithmetic; Algebra I; Algebra II; Plane Geometry; Solid Geometry; Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1942 - 1943</td>
<td>6.0</td>
<td>3.0</td>
<td>4.0</td>
<td>Algebra I Two other units selected from the program of studies</td>
<td>General Mathematics; Arithmetic; Algebra I; Plane Geometry; Algebra II; Solid Geometry; Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1944 - 1946</td>
<td>6.0</td>
<td>1.5</td>
<td>4.0</td>
<td>One and one-half units selected from the program of studies</td>
<td>General Mathematics; Arithmetic; Algebra I; Plane Geometry; Algebra II; Solid Geometry; Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1947 - 1955</td>
<td>7.0</td>
<td>1.5</td>
<td>5.0</td>
<td>One and one-half units selected from the program of studies</td>
<td>General Mathematics; Algebra I; Plane Geometry; Business Arithmetic; Algebra II; Solid Geometry; Trigonometry; Senior Arithmetic</td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by the State Department of Education of Louisiana
#Credit not given for General Mathematics and Algebra
&Credit not given for Senior Arithmetic and Business Arithmetic
course of study of 1905 that all candidates for graduation must have completed one and one-half units in algebra and one unit in plane geometry. Louisiana State University, Tulane University, and colleges of Louisiana required a minimum of one and one-half units in algebra and one unit in plane geometry for admission at that time. Since preparation for college was a purpose of the high schools, the college-entrance requirements were a definite influence upon high-school offerings in the field of mathematics.

Second-year algebra no longer required. In his annual report of 1919-1920, State High-School Inspector Ives pointed out that only one year of algebra would be required for graduation. The second year of algebra would be offered in the eleventh grade for those students who expected to go to college. This change in regard to algebra was made in the interest of two sets of students—those intending to go to college and those not intending to continue their formal education. Those not going to college would have one year of algebra required to make them acquainted with the ordinary fundamentals of the subject. They could devote the other year to science, history, or some other subject which would have more value to them than second-year algebra. The college-preparatory student would profit by having second-year algebra in the eleventh grade, or senior year, as he would secure a greater mastery of it and would take up college mathematics fresh from high-school mathematics, and thus would escape the period of floundering and disappointment commonly found in freshman because of the two-year interval that had obtained theretofore.55

High requirements in the course of study of 1925. Graduation requirements in mathematics were highest in the course of study of 1925. Because of poor achievement of high-school students, especially in English and mathematics, the high-school inspector felt that more should be required of students and less should be elected by them. So, it was required in the course of study of 1925 that in order to be graduated, students must have completed three and one-half units in the field of mathematics. These units were to be earned by studying business arithmetic and second-year algebra in addition to first-year algebra and plane geometry which were already required.

The requirement of business arithmetic was likely due to the results of several tests administered throughout the state a few years earlier by C. A. Ives. The results indicated a general lack of knowledge in the field of commercial arithmetic. Ives had recommended in 1923 that all students take a course in business arithmetic in the eighth grade. Superintendent Harris, also, implied that this course was intended to prepare students not only for college but for the work of life.

The requirement of second-year algebra was explained by Superintendent Harris in statements to the State Board of Education. The State Superintendent pointed out that second-year algebra was required in order to make it possible for all graduates of state-approved high schools to enter state-approved colleges without conditions, and that students should take courses which were organised upon sound educational bases calling for greater intellectual effort and, therefore, should result in a sounder education.56

Mathematics requirements in the course of study of 1929. The rigid requirements of all students prescribed in the course of study of 1925 apparently met with some disfavor. In his annual report of 1928-1929, Superintendent Harris stated that experience gained in trying to adhere strictly to the rather rigid course of study of 1925 indicated the desirability of making more flexible the requirements of the various curricula by enlarging the field of subjects in each curriculum and by providing the elective feature. 57

At its meeting of July 26, 1927, the State Board of Education approved the following plans for mathematics in state-approved high schools:

(a) Regular plan for pupils going to college: Eighth grade—arithmetic (8-1); algebra (8-2). Ninth grade—algebra. Tenth grade—geometry. (b) Optional plan for pupils going to college Eighth grade—arithmetic. Ninth grade—algebra. Tenth grade—geometry. Eleventh grade—a half year of advanced algebra or solid geometry or trigonometry; or a full year of advanced algebra. (c) Regular plan for pupils not going to college. Eighth grade—arithmetic. Ninth grade—algebra. Tenth grade—geometry. 58

These new requirements went into effect in the 1927-1928 school year and were placed in the course of study of 1929.

Plane geometry no longer required. From three and one-half units in 1925, the highest number of units required in mathematics for graduation, the minimum requirements were reduced to the lowest number in 1933, when only one unit was required for graduation. Plane geometry, which had been taken by all high-school students since 1905 as a requirement for graduation, was no longer required. As was mentioned in the preceding


chapter, curriculum making was in vogue throughout the country. Those responsible for prescribing the high-school course of study made numerous changes in the curriculum in order to "keep in line with the trend of curricula adjustments in other progressive states of the Union. . . ."

State High-School Inspector Trudeau stated his reasons for wishing to change graduation requirements in mathematics to the State Board of Education on August 24, 1932. He explained that the sixty to seventy percent of high-school graduates who did not attend college should be given the opportunity to take courses which would prove most beneficial to them. Plane geometry would still be available to those who wished to take it.

It should be left to the students, parents, and local school officials to determine whether or not a student should take plane geometry. Other reasons given for abandoning the long-standing requirement in plane geometry were: (1) Many pupils, apparently, cannot learn the subject; (2) The time of these pupils could be better employed pursuing some vocational subject in which they are interested as, for instance, home economics, commerce, agriculture, manual training, or such other subjects as foreign languages, science, social science, or any other subject more nearly suited to their taste or ability; and (3) Pupils with no aptitude for the subject almost always retard the work of those who have aptitude and fondness for the subject when the former are compelled to take geometry.

Algebra no longer required in 1937. One unit in mathematics continued as the requirement in the course of study of 1937; however, the unit

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60 Ibid., pp. 8-9.
could be selected from any mathematics subject in the program of studies. The traditional requirement of algebra was abandoned. High-School Supervisor John Coxe stated that this change in requirements would make it possible for a student to be graduated with a year's study of arithmetic, general mathematics, or algebra. Some of the high schools preferred not to require their students to study algebra. Coxe deemed it desirable, therefore, that by requiring any one unit in mathematics for graduation all high schools could observe the requirements of the State Department of Education and, at the same time, exercise the necessary freedom in curricular offerings.

The high-school supervisor, desiring to know how the new requirements were being received, asked parish superintendents, high-school principals, and high-school teachers to send him their answers to the following questions: (1) Should the State Board of Education require of all high-school graduates more than one unit in mathematics? (2) If you favor requiring all graduates to offer two units in mathematics, in what subjects should this credit be required? (3) Do you favor allowing any school or parish school system the privilege of requiring credit in mathematics over and above the requirement fixed by the State Board of Education? In other words, after the minimum requirement of this Department have been met should individual parishes or schools be empowered to require additional credit for graduation?

By a circular letter of July 12, 1938, Coxe reviewed the problem of

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mathematics requirements and presented the opinions of school personnel as expressed in answers to the above questions:

From the time of the establishment of our system of secondary schools until comparatively recently, the high-school curriculum was largely determined by college-entrance requirements. Even though many of the high schools in Louisiana have from the beginning offered vocational and other exploratory courses, the dominating influence of the colleges has persisted. For example, as late as 1932, students pursuing courses in agriculture and home economics were required to have credit in both algebra and geometry in order to graduate from high school.

In 1932, the State Department of Education reduced the requirements, making it possible for a student to graduate with a minimum of one unit in algebra only. In 1936, the present minimum requirement of one unit in any mathematics subject was adopted by the State Board of Education. The increased flexibility in graduation requirements came about largely as the result of a growing conviction throughout the country that college-entrance requirements should be planned to meet to a greater extent the varied needs, interests, and aptitudes of the students. Then, too, investigations have shown that success in college is not dependent upon the particular pattern of subjects pursued in high school as upon the scholastic success achieved and the habits of thought and study developed in the pursuit of those subjects.

The trend toward flexibility in high-school requirements has not met with the approval of all of our college people. Recently, representatives of the mathematics departments of some Louisiana colleges and universities requested the State Department of Education to reestablish the requirement of a minimum of one unit in algebra and one unit in geometry. These representatives stated that, since the removal of the requirement of two units in mathematics, there had come about a distinct lowering of the quality of work done in mathematics by college students. They further claimed that the inherent practical value of mathematics justified the requirement of algebra and geometry of all high-school graduates entering college.63

Coxe came to the following conclusions and made the following recommendations:

In view of the sharp division of opinion among the secondary school forces revealed in connection with the high-school mathe-

63 Circular Letter Number 1086 dated July 12, 1938 of the State Department of Education of Louisiana.
matics requirements, it would undoubtedly be unwise at this time to change the prescription in this field. (240 for more than one unit; 119 against)

Prior to the recently granted relaxation in the graduation requirements, there was much criticism of a rigid program by those who desired more flexibility. While a majority of the school principals voted in favor of restoring the old requirements, the principals of many of the largest and strongest high schools in the State preferred to continue the present flexible program. . . .

Preparation for college is recognized as a definite need for the student who will go to college. However, our study has shown that only one-third of high-school graduates are going to college. It, therefore, seems unfair to force all students in high school to pursue college-preparatory studies when other courses would be of more practical value.

In studying the effect of the recent changes upon the program of studies of secondary school students, it was found that 19 of every 20 graduates in spring had earned credit for at least two units in mathematics. . . .

Mathematics requirements raised in 1942. In a letter to Superintendent Cox dated April 24, 1942, Ewers requested that two units in mathematics be required for graduation. He explained that this recommendation was made only after he had met with parish superintendents and high-school principals in various parts of the state and had obtained their opinions. He recommended specifically that two units in general mathematics be required and that these two units be the second and third years of the three-year junior high school mathematics courses. The requirements could be met by those already in high school by taking general mathematics in the eighth grade and first-year algebra. Ewers stated that criticisms were received from college officials, high-school principals, military authorities, and industry to the effect that the one-year requirement in high-school mathematics was insufficient to prepare students adequate-

64Ibid.
ly for the activities in which they would engage upon leaving high school. He felt that his recommendation, if put into effect, would fortify the mathematics background, would provide opportunity for additional drill and experience in generalizing, both of which are incidental to a minimum preparation in mathematics on the high-school level. 65

Superintendent Coxe urged adoption of Ewers's recommendations to the State Board of Education on April 27, 1942. Dr. Rufus C. Harris moved that three units in mathematics be required instead of two. All of the board members except Walker W. Teekell and Morgan W. Walker favored the three unit mathematics requirement. 66 No specific mathematics subjects were mentioned as being required. The high-school supervisor set first-year algebra and any two of the other mathematics subjects selected from the program of studies as acceptable.

Mathematics requirements lowered in 1944. The above requirements remained in effect only two years. The State Board of Education on June 26, 1944 approved new graduation requirements in mathematics providing that students must complete any one and one-half units selected from the program of studies except that credit would not be given for both general mathematics and algebra. 67 This requirement has persisted into the present.

Extent To Which High Schools Have Offered Various Mathematics Subjects

The number of high schools and the percentage of the total number of high schools offering various mathematics subjects at intervals from 1914 to 1956 are presented in Table IX.

66 Ibid., p. 7.
### TABLE IX

NUMBERS AND PERCENTAGES OF STATE-APPROVED WHITE PUBLIC
HIGH SCHOOLS OFFERING VARIOUS MATHEMATICS
SUBJECTS AT INTERVALS FROM 1914 to 1956

<table>
<thead>
<tr>
<th>Subject</th>
<th>1914 - 1915*</th>
<th>1935 - 1936*</th>
<th>1955 - 1956*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Algebra I</td>
<td>137</td>
<td>100.00</td>
<td>348</td>
</tr>
<tr>
<td>Algebra II</td>
<td>137</td>
<td>100.00</td>
<td>195</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>131</td>
<td>95.62</td>
<td>350</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>30</td>
<td>21.90</td>
<td>19</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>---</td>
<td>---</td>
<td>11</td>
</tr>
<tr>
<td>Secondary Arithmetic</td>
<td>111</td>
<td>81.02</td>
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</tr>
<tr>
<td>Senior Arithmetic</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>31</td>
<td>22.63</td>
<td>---</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>---</td>
<td>---</td>
<td>328</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Statistics for 1935-1936 and for 1955-1956 compiled from annual reports of high-school principals on file in high-school section of the State Department of Education of Louisiana.
IV. THE DEVELOPMENT OF SCIENCE

The Evolution of the Program of Studies in Science

The science subjects and the year in which each was added to or was dropped from the high-school curriculum are presented in Table X. The curriculum has undergone fewer changes with regard to science subjects than with regard to the subjects in any other academic field. Only three new science subjects have been added to the high-school curriculum since 1906 although four of the original subjects have been abandoned.

Influence of the Committee of Ten and the Committee on College Entrance Requirements. Physical geography, botany, zoology, physiology, chemistry and physics were offered in the course of study of 1905. There were numerous similarities between the science subjects actually offered and the recommendations of the Committee on College Entrance Requirements and of the Committee of Ten. The Committee on College Entrance Requirements recommended physical geography in the first year, botany and zoology or either botany or zoology in the second year, physics in the third year, and chemistry in the fourth year.68 The science subjects in the course of study of 1905 were the same as those set forth in these recommendations. The only deviations from them were in the grade placement of subjects. Botany was offered in the second semester of the first year rather than in the second year and physiology was offered in the second year. The recommendations of the Committee of Ten included other science subjects in addition to all of the subjects offered and stated that the selection and order of science subjects might be varied to suit the needs or circumstances of different schools.

### TABLE X

CHANGES IN CURRICULAR OFFERINGS IN SCIENCE SUBJECTS FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955*

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Added</th>
<th>Year Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Geography</td>
<td>1906</td>
<td>1925</td>
</tr>
<tr>
<td>Botany</td>
<td>1906</td>
<td>1925</td>
</tr>
<tr>
<td>Zoology</td>
<td>1906</td>
<td>1925</td>
</tr>
<tr>
<td>Physiology</td>
<td>1906</td>
<td>1925</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1906</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1906</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>1925</td>
<td></td>
</tr>
<tr>
<td>General Science</td>
<td>1925</td>
<td></td>
</tr>
<tr>
<td>Preflight Aeronautics</td>
<td>1947</td>
<td></td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by the State Department of Education of Louisiana*
That the recommendations of national educational organizations influenced the science offerings is evidenced by the facts that the State Department of Education required students of physics and students of chemistry to conduct experiments recommended by educational organizations at the national level. Students of physics were required to perform and write up thirty-five experiments in heat, sound, light, electricity and mechanics. These experiments were to be selected from a list suggested by the State Department of Education or from a list suggested by the College Entrance Examination Board.69 Also, a given number of experiments were to be worked and written up in chemistry and other sciences. They were to be selected from the list prepared by the Committee on Chemistry of the Science Department of the National Education Association.70 The state high-school inspector sometimes required the notebooks to be sent to him for inspection, or he or his assistants would visit schools to inspect the notebooks. This practice was abandoned by 1933 when the curriculum was greatly liberalized.

Influence of the Committee on Reorganization of Science in Secondary Schools. In the course of study of 1925 all of the science courses except physics and chemistry were dropped and courses in biology and general science were added. Although no reference could be found in the course of study of 1925 that the recommendations of a national source were followed, it appears that the science courses suggested in 1920 by the

69 State Course of Study for High Schools of Louisiana, 1909-1913, op. cit., p. 65.
70 Ibid., p. 68.
Committee on Reorganization of Science in the Secondary Schools were followed. This group recommended that general science be taught in the first year; biology, botany or zoology in the second year; and chemistry and physics in the third and fourth years. This was precisely what was offered in the course of study of 1925 in the way of science subjects.

Reasons given by the high-school inspector for reducing the number of science subjects were as follows: to offer courses which would prepare students not only for college work but also for duties of life, to minimize the cost of the text-book bill of students and to minimize costs so as to permit parishes of limited means to support state-approved high schools without the expense of employing numerous special teachers.

Preflight aeronautics. The only other change in the science subjects was the addition in 1942 of a course in preflight aeronautics. This course was added to the curriculum as a result of the need for aviators and workers in the field of aviation which was brought about by World War II. R. R. Ewerz, director of instruction and supervision of the State Department of Education, attended a conference held by the Southeastern Committee on Aviation around the middle of 1942. The conference recommended that a course in preflight aeronautics be taught in high schools.

Ewerz appeared before the State Board of Education on August 17, 1942, and, on behalf of Superintendent Coxe, requested that the high schools of

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the state be permitted to include in their curriculum for the tenth and
eleventh grades an elective course in preflight aeronautics for one unit
in mathematics or science. The course was to consist of standard units
along the lines suggested by the United States Office of Education in
Leaflet Number 63 entitled "Preflight Aeronautics in Secondary Schools." This request was approved by the State Board of Education and preflight
aeronautics has been as an elective science course since then.

Graduation Requirements in Science

The subjects offered, the minimum units and subjects required for
graduation, and the maximum units permitted in the field of science are
presented in Table XI. The entry of the several science subjects was con­
sidered in the previous section. An increase in the number of science
units offered and the number of subjects a student might elect generally
brought an increase in the maximum number of science units a student
might offer toward meeting graduation requirements.

The minimum science requirements of all students have been lowered
consistently from 2.8 units in 1906 to one unit in 1956; and from physi­
cal geography, botany, zoology, physiology, physics, and chemistry in
1906 to any one science subject in 1956.

Requirements prior to 1925. In the course of study of 1905 there was
a single curriculum and a student was required to study each of the science
offerings. In the course of study of 1909 there were three curricula.
Physiology was not required since it was taught as a part of the zoology
course. Students in the commercial curriculum were not required to pursue

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73 Proceedings of State Board of Education, August 17, 1942, Bulletin
Number 492 of the State Department of Education of Louisiana (Baton Rouge:
State Department of Education of Louisiana, 1942), pp. 2-5.
<table>
<thead>
<tr>
<th>Period</th>
<th>Total Units Offered</th>
<th>Minimum Units Required</th>
<th>Maximum Units Allowed</th>
<th>Subjects Required by All</th>
<th>Subjects Offered</th>
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<tbody>
<tr>
<td>1906 - 1908</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>Physical Geography; Botany; Zoology; Physiology; Physics; Chemistry</td>
<td></td>
</tr>
<tr>
<td>1909 - 1912</td>
<td>3.0</td>
<td>2.0</td>
<td>3.0</td>
<td>Physical Geography; Botany; Zoology; Physics; Chemistry; Physiology</td>
<td></td>
</tr>
<tr>
<td>1913 - 1924</td>
<td>5.0</td>
<td>2.0</td>
<td>4.0</td>
<td>One Physical Science; One Natural Science</td>
<td></td>
</tr>
<tr>
<td>1925 - 1928</td>
<td>4.0</td>
<td>2.0</td>
<td>4.0</td>
<td>Biology; General Science; Chemistry or Physics</td>
<td></td>
</tr>
<tr>
<td>1929 - 1932</td>
<td>4.0</td>
<td>2.0</td>
<td>4.0</td>
<td>General Science; Chemistry or Physics</td>
<td></td>
</tr>
<tr>
<td>1933 - 1936</td>
<td>4.0</td>
<td>1.0</td>
<td>4.0</td>
<td>General Science or Biology</td>
<td></td>
</tr>
<tr>
<td>1937 - 1946</td>
<td>5.0</td>
<td>1.0</td>
<td>4.0</td>
<td>One Unit selected from the program of studies</td>
<td></td>
</tr>
<tr>
<td>1947 - 1956</td>
<td>5.0</td>
<td>1.0</td>
<td>4.0</td>
<td>One Unit selected from the program of studies</td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Courses of study issued by the State Department of Education.

*Preflight Aeronautics not allowed as required subject.

Preflight Aeronautics added in 1942.
chemistry. A requirement for graduation in the course of study of 1913 was that a student have earned one unit in a natural science and one unit in a physical science. This requirement continued until the course of study of 1925.

Science requirements in the course of study of 1925. In the course of study of 1925 the two unit minimum requirement in the sciences was maintained and the requirement was continued that one unit be in a biological science and one in a physical science. Since botany, zoology, and physiology had been dropped in favor of a course in general biology, all students were required to study biology. However, students in the general course desiring to take more than two years of a foreign language were permitted to substitute a foreign language for biology. To earn a unit in the physical sciences, students could choose to study either chemistry or physics. In addition, all students except those in the commercial course were required to take the new course in general science.

Science requirements and the course of study of 1929. Two units in science continued to be required until 1933. In 1929, general science replaced biology as a requirement. The feeling was that it would be better for a student to have a year of general science work to introduce him to a knowledge of some necessary every-day scientific facts and phenomena and at the same time acquaint him with a working knowledge of laboratory methods than to have a year's study of biology.

Physics and chemistry no longer required. Commencing in 1933, students were required to earn for graduation only one unit in the science field. This requirement has remained unchanged. The course of study of 1933 required that either general science or biology be studied by all students.
The belief that education should cater to the needs and interests of the individual child seemed to permeate the educational philosophy of the majority of American educators in charge of operating the system of public education. Superintendent Harris was apparently among this group. Mr. Harris stated to the State Board of Education on August 24, 1932 that the high-school course of study should be liberalized and that the existing course contained too many required subjects. He expressed the opinion that it would be wise to reduce the number of required subjects and to increase the number of electives. He urged that neither chemistry nor physics, either or both of which had been required since the beginning of the state-approved high school in Louisiana, should be required any longer. He pointed out that very few colleges, none in Louisiana, required these subjects for admission. Moreover, many pupils were not interested in these subjects while they were sincerely interested in a number of other subjects. The State Board approved the request that either general science or biology must be studied to earn the one unit in science required for graduation.

Present requirement of one unit in any science set in 1937. In 1937 the requirement was changed from one unit in either biology or general science to a unit in any science offering. The reason for this change was expressed in a letter from High-School Supervisor Coxe to Superintendent Harris which is quoted below:

The present requirement in the sciences is that one unit either in biology or in general science must be offered for graduation.

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The proposed change would make it possible for a student to graduate with a credit of one unit in any science. We believe that it would be possible for a student to graduate by offering as his science requirement not only a unit in biology or general science, but a unit in chemistry of physics. Undoubtedly, these latter subjects are as valuable as biology or general science.\textsuperscript{75}

This requirement continues in effect at the present time.

**Extent To Which High Schools Have Offered Various Science Subjects.**

The number of high schools and the percentage of the total number of high schools offering various science subjects at intervals from 1914 to 1956 are presented in Table XII.

**VI. THE DEVELOPMENT OF THE FOREIGN LANGUAGES**

**Evolution of The Program of Studies in Foreign Languages**

The foreign language courses and the year in which each was added to or dropped from the course of study are presented in Table XIII.

**Influence of the Committee of Ten and the Committee on College Entrance Requirements.** In the course of study of 1905 high schools could offer three years of Latin and two years of French. Latin was required and French was an elective course. In the course of study of 1909 state-approved high schools were authorized to offer in addition to the above subjects two years of Greek, three years of German, two years of Spanish and a third year of French.

The foreign language courses authorized to be offered in the high schools in the above courses of study appear to have been in accordance

\textsuperscript{75}Proceedings of the State Board of Education of Louisiana, December 19, 1938, op. cit., p. 15.
### TABLE XII

**NUMBERS AND PERCENTAGES OF STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OFFERING VARIOUS SCIENCE SUBJECTS AT INTERVALS FROM 1914 TO 1956**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1914 - 1915*</th>
<th></th>
<th>1935 - 1936*</th>
<th></th>
<th>1955 - 1956*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>28</td>
<td>20.44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td>133</td>
<td>97.06</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td>100</td>
<td>72.99</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Physiology</td>
<td>96</td>
<td>70.07</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chemistry</td>
<td>90</td>
<td>65.69</td>
<td>299</td>
<td>83.06</td>
<td>317</td>
<td>89.04</td>
</tr>
<tr>
<td>Physics</td>
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<td>72.99</td>
<td>60</td>
<td>16.67</td>
<td>107</td>
<td>30.06</td>
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<tr>
<td>Biology</td>
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<td></td>
<td>329</td>
<td>91.39</td>
<td>329</td>
<td>92.42</td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
<td>326</td>
<td>90.56</td>
<td>314</td>
<td>88.20</td>
</tr>
</tbody>
</table>

### TABLE XIII

CHANGES IN CURRICULAR OFFERINGS IN FOREIGN LANGUAGE SUBJECTS FOR 
STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955*

<table>
<thead>
<tr>
<th>Course</th>
<th>Year Added</th>
<th>Year Dropped</th>
<th>Course</th>
<th>Year Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latin I</td>
<td>1906</td>
<td></td>
<td>Spanish II</td>
<td>1919</td>
</tr>
<tr>
<td>Latin II</td>
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<td>Latin IV</td>
<td>1929</td>
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<td>Latin III</td>
<td>1906</td>
<td></td>
<td>French IV</td>
<td>1929</td>
</tr>
<tr>
<td>French I</td>
<td>1906</td>
<td></td>
<td>Spanish III</td>
<td>1933</td>
</tr>
<tr>
<td>French II</td>
<td>1906</td>
<td></td>
<td>Spanish IV</td>
<td>1933</td>
</tr>
<tr>
<td>French III</td>
<td>1909</td>
<td></td>
<td>German I</td>
<td>1933</td>
</tr>
<tr>
<td>Greek I</td>
<td>1909</td>
<td>1916</td>
<td>German II</td>
<td>1923</td>
</tr>
<tr>
<td>Greek II</td>
<td>1909</td>
<td>1916</td>
<td>German III</td>
<td>1927</td>
</tr>
<tr>
<td>German I</td>
<td>1909</td>
<td>1916</td>
<td>German IV</td>
<td>1927</td>
</tr>
<tr>
<td>German II</td>
<td>1909</td>
<td>1916</td>
<td>Italian I</td>
<td>1927</td>
</tr>
<tr>
<td>German III</td>
<td>1909</td>
<td>1916</td>
<td>Italian II</td>
<td>1927</td>
</tr>
<tr>
<td>Spanish I</td>
<td>1909</td>
<td>1916</td>
<td>Italian III</td>
<td>1927</td>
</tr>
<tr>
<td>Spanish II</td>
<td>1909</td>
<td>1916</td>
<td>Italian IV</td>
<td>1927</td>
</tr>
<tr>
<td>Spanish I</td>
<td>1919</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by the State Department of 
Education of Louisiana

#Subjects in this column have remained in the curriculum.
with recommendations of the Committee of Ten and of the Committee on College Entrance Requirements. Reference was made in the course of study of 1909 to both of these reports with regard to the teaching of Latin and Greek, and to the report of the Committee of Twelve of the Modern Languages Association of America with regard to the teaching of French, Spanish and German. This latter report was accepted by the Committee on College Entrance Requirements.

The Committee of Ten suggested four years each of Latin, French, and German; and three years of Greek. The Committee on College Entrance Requirements suggested four years of Latin and three years each of French, German, Spanish, and Greek. It was not the intent of either of these committees that every high school offer all of the suggested subjects. It was recommended that depending upon size and upon the needs of pupils, schools should select foreign languages from those recommended.

In actuality, few schools in Louisiana offered Greek, German or Spanish. In the course of Study of 1916 they were omitted from the program of studies and three years of Latin and three years of French were

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76 *State Course of Study for High Schools of Louisiana, 1909-1913*, op. cit., p. 43.

77 *Ibid.*, p. 44.


authorized to be offered by high schools.

**Teaching of Spanish encouraged.** Two years of Spanish were added to the program of studies in 1919. High-School Inspector Ives gave reasons for returning Spanish to the curriculum in the circular letter quoted below:

> With the exception of one or two schools, up to the present time Spanish has not been taught in our high schools. In view of the prospects of an increased intimacy in the commercial relations between our country and the other countries of America to the south of us, it seems desirable that Spanish should be taught in our larger high schools, especially in such as have a commercial department. In these schools it might be well to make Spanish a required subject in the commercial course, and provided a teacher can be secured, I advise that Spanish be taken up during the coming session.

**Developments in foreign languages from 1922 to 1933.** Provision was made in the course of study of 1929 for a fourth year of Latin and French. Four years of Latin, four years of French, and two years of Spanish continued to be the foreign language offerings until 1933, when two years of German were authorized. The teaching of the German language had been previously prohibited in any public or private school by a legislative act in 1918.

**Additions made in courses of study of 1933 and 1937.** Two years of German and two additional years of Spanish were authorized in 1933 so that the high schools of Louisiana could offer four years each of Latin, French and Spanish; and two years of German. That the foreign language offerings for Louisiana high schools were in line with the

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80 Circular Letter Number 654 dated June 14, 1913 of the State Department of Education of Louisiana.

81 Circular Letter Number 679 dated September 4, 1918 of the State Department of Education of Louisiana.
offerings in other states is evidenced by a study made in 1932 which revealed that the foreign languages offered in at least ten percent of the high schools in each of forty states were Latin, French, Spanish, and German.82

Two more years of German and four years of Italian were provided for in the course of study of 1937. Thus the foreign language offerings have been until the present, namely, four years each in Latin, French, German, Spanish, and Italian.

Graduation Requirements in Foreign Languages

The subjects offered, the minimum number of units and subjects required for graduation, and the maximum units permitted in the foreign language field are presented in Table XIV. The introduction of the foreign languages to the high-school curriculum was considered in the previous section. An increase in the number of units of foreign languages available and the increase in electives generally led to an increase in the maximum units a student might earn in the foreign languages.

Influence of college-entrance requirements. In the course of study of 1905, all students were required to study Latin during each year of high school. With the introduction of several special curricula in the course of study of 1909, the requirement that all students study Latin was abandoned. The course of study of 1909 required that all students study at least two years of either Latin, French, German, Spanish or Greek. A purpose of the high school at this time was to prepare students

<table>
<thead>
<tr>
<th>Period</th>
<th>Total Units Offered</th>
<th>Minimum Units Required</th>
<th>Maximum Units Allowed</th>
<th>Subjects Required of All</th>
<th>Subjects Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1906 - 1908</td>
<td>3.0</td>
<td>1.9</td>
<td>3.0</td>
<td>Latin I; Latin II</td>
<td>Latin I; Latin II; Latin III; French I; French II; French III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>Latin III</td>
<td></td>
</tr>
<tr>
<td>1909 - 1911</td>
<td>13.0</td>
<td>2.0</td>
<td>3.0</td>
<td>Latin I; Latin II</td>
<td>Latin I; Latin II; Latin III; French I; French II; French III; Spanish I; Greek I; Greek II; German I; German II; German III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Two units selected from program of studies</td>
<td></td>
</tr>
<tr>
<td>1912 - 1915</td>
<td>13.0</td>
<td>0.0</td>
<td>4.0</td>
<td>None</td>
<td>Latin I; Latin II; Latin III; French I; French II; French III; Spanish I; Spanish II; Greek I; Greek II; German I; German II; German III</td>
</tr>
<tr>
<td>1916 - 1918</td>
<td>6.0</td>
<td>0.0</td>
<td>4.0</td>
<td>None</td>
<td>Latin I; Latin II; Latin III; French I; French II; French III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919 - 1928</td>
<td>8.0</td>
<td>0.0</td>
<td>4.0</td>
<td>None</td>
<td>Latin I; Latin II; Latin III; French I; French II; French III; Spanish I; Spanish II</td>
</tr>
<tr>
<td>1929 - 1932</td>
<td>10.0</td>
<td>0.0</td>
<td>4.0</td>
<td>None</td>
<td>Latin I; Latin II; Latin III; Latin IV; French I; French II; French III; French IV; Spanish I; Spanish II</td>
</tr>
<tr>
<td>1933 - 1936</td>
<td>14.0</td>
<td>0.0</td>
<td>6.0</td>
<td>None</td>
<td>Latin I; Latin II; Latin III; Latin IV; French I; French II; French III; French IV; Spanish I; Spanish III; Spanish IV; German I; German II</td>
</tr>
<tr>
<td>1937 - 1955</td>
<td>20.0</td>
<td>0.0</td>
<td>4.0#</td>
<td>None</td>
<td>Latin I; Latin II; Latin III; Latin IV; French I; French II; French III; French IV; Spanish I; Spanish II; Spanish III; Spanish IV; German I; German II; German III; German IV; Italian I; Italian II; Italian III; Italian IV</td>
</tr>
</tbody>
</table>

*SOURCE: Courses of Study issued by the State Department of Education of Louisiana.

#A maximum of seven units allowed between 1937 and 1946.
for college. Tulane University and Newcomb College required two units in Latin, French, or German for admission; and Louisiana State University required one unit in a modern language, Latin, or Greek, except that no foreign language credit was required for admission to the College of Agriculture.

Foreign language study required only in college-preparatory course. In the course of study of 1912 the regulation that all students had to take a foreign language was abandoned. High-School Inspector Leo Favrot explained that many patrons of the high schools demanded vocational courses involving manual activities and a content of information immediately and practically serviceable; and that the economic conditions made an urgent demand upon the high schools to hold boys and girls in school longer. In view of these demands, it was decided that vocational subjects would replace foreign languages in certain curricula. In the literary and the commercial curricula two units in a foreign language were still required. Vocational subjects replaced foreign languages in the other curricula.

No foreign language required in 1933. It was required in each course of study prior to 1933 that all students in the college-preparatory course take at least two years of a foreign language. In the course of study of 1933 a foreign language was not required in any curriculum. It left the matter of whether or not a student should study a foreign language to the student, his parents, and the principal. They were encouraged to check the admission requirements of the university which a student plan-

83 Leo M. Favrot, Supplement to and Revision of the State Course of Study for High Schools of Louisiana, op. cit., p. 6.
ned to attend upon graduation from high school to determine whether or not a student should study a foreign language. This practice has continued and still exists today.

Extent To Which High Schools Have Offered Various Foreign Languages.

The number of high schools and the percentage of the total number of high schools offering various foreign languages at intervals from 1914 to 1956 are presented in Table XV.
### TABLE XV

NUMBERS AND PERCENTAGES OF STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OFFERING VARIOUS FOREIGN LANGUAGE SUBJECTS AT INTERVALS FROM 1914 TO 1956

<table>
<thead>
<tr>
<th>Subject</th>
<th>1914 - 1915*</th>
<th>1935 - 1936*</th>
<th>1955 - 1956*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Latin I</td>
<td>93</td>
<td>67.88</td>
<td>137</td>
</tr>
<tr>
<td>Latin II</td>
<td>86</td>
<td>62.77</td>
<td>130</td>
</tr>
<tr>
<td>Latin III</td>
<td>75</td>
<td>54.74</td>
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</tr>
<tr>
<td>Latin IV</td>
<td>---</td>
<td>---</td>
<td>10</td>
</tr>
<tr>
<td>French I</td>
<td>36</td>
<td>26.28</td>
<td>163</td>
</tr>
<tr>
<td>French II</td>
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<td>159</td>
</tr>
<tr>
<td>French III</td>
<td>17</td>
<td>12.41</td>
<td>17</td>
</tr>
<tr>
<td>French IV</td>
<td>---</td>
<td>---</td>
<td>8</td>
</tr>
<tr>
<td>Spanish I</td>
<td>---</td>
<td>---</td>
<td>46</td>
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<tr>
<td>Spanish II</td>
<td>---</td>
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<td>41</td>
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<td>Spanish III</td>
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<tr>
<td>Spanish IV</td>
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<td>8</td>
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<td>German I</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
<tr>
<td>German II</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
<tr>
<td>German III</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
<tr>
<td>German IV</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
<tr>
<td>Italian I</td>
<td>---</td>
<td>---</td>
<td>3</td>
</tr>
<tr>
<td>Italian II</td>
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<td>Italian III</td>
<td>---</td>
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<td>2</td>
</tr>
<tr>
<td>Italian IV</td>
<td>---</td>
<td>---</td>
<td>2</td>
</tr>
</tbody>
</table>

CHAPTER IV

THE DEVELOPMENT OF THE VOCATIONAL EDUCATION CURRICULUM FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA, 1906-1955

The following subject groups are considered in the vocational area: business education, agriculture, home economics, and industrial education. The development of the curriculum in each vocational subject group will be presented by contrasting each course of study with the one immediately preceding it to determine when new subjects entered or existing subjects were dropped from the curriculum. The findings arrived at as a result of a study of circular letters of the State Department of Education, annual reports of the State Department of Education, proceedings of the State Board of Education, periodical literature, and instructions accompanying each course of study will be summarized to show definite and possible influences upon this phase of the development of the high-school curriculum. The extent to which high schools offered the vocational subjects at intervals from 1906 to 1956 will be shown by means of data obtained from annual reports of the State Department of Education and from other sources.

I. DEVELOPMENT OF THE CURRICULUM FOR BUSINESS EDUCATION

Evolution of the Program of Studies in Business Education

The commercial subjects and the year in which each subject was added to or was dropped from the curriculum for state-approved public high schools for white youths of Louisiana are presented in Table XVI.

Commercial subjects have been a part of the curriculum since the first state-approved high schools followed a prescribed course of study.
TABLE XVI

CHANGES IN CURRICULAR OFFERINGS IN BUSINESS EDUCATION FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA 1906-1955*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year Added</th>
<th>Year Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeeping I</td>
<td>1906</td>
<td></td>
</tr>
<tr>
<td>Stenography and Typewriting I</td>
<td>1906</td>
<td>1912</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>1909</td>
<td>1947</td>
</tr>
<tr>
<td>Bookkeeping II</td>
<td>1919</td>
<td>1941</td>
</tr>
<tr>
<td>Stenography and Typewriting II</td>
<td>1909</td>
<td>1912</td>
</tr>
<tr>
<td>Economics</td>
<td>1909</td>
<td>1925</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>1909</td>
<td>1929</td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1909</td>
<td>1925</td>
</tr>
<tr>
<td>Stenography I</td>
<td>1912</td>
<td>1929</td>
</tr>
<tr>
<td>Typewriting I</td>
<td>1912</td>
<td></td>
</tr>
<tr>
<td>Stenography II</td>
<td>1925</td>
<td>1929</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>1929</td>
<td></td>
</tr>
<tr>
<td>Shorthand II</td>
<td>1929</td>
<td></td>
</tr>
<tr>
<td>Commercial Law</td>
<td>1929</td>
<td>1941</td>
</tr>
<tr>
<td>Commercial and Industrial Geography</td>
<td>1933</td>
<td>1941</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td>1933</td>
<td>1941</td>
</tr>
<tr>
<td>Office Practice</td>
<td>1933</td>
<td>1941</td>
</tr>
<tr>
<td>Salesmanship and Advertising</td>
<td>1933</td>
<td>1941</td>
</tr>
<tr>
<td>Commercial English</td>
<td>1933</td>
<td></td>
</tr>
<tr>
<td>Buying and Selling</td>
<td>1941</td>
<td>1941</td>
</tr>
<tr>
<td>Clerical Practice</td>
<td>1941</td>
<td></td>
</tr>
<tr>
<td>Business Law</td>
<td>1941</td>
<td></td>
</tr>
<tr>
<td>General Business</td>
<td>1941</td>
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</tr>
<tr>
<td>Business Arithmetic</td>
<td>1941</td>
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<tr>
<td>Business English</td>
<td>1941</td>
<td></td>
</tr>
<tr>
<td>Office Machines</td>
<td>1952</td>
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</tr>
<tr>
<td>Business Principles</td>
<td>1952</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>1952</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1952</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping II</td>
<td>1952</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Courses of study issued by the State Department of Education of Louisiana
In the course of study of 1905 provision was made for elective courses in bookkeeping and in stenography and typewriting. These commercial offerings as electives in the course of study of 1905 were in accord with the recommendations of the Committee of Ten which, while listing only bookkeeping and commercial arithmetic as commercial offerings, suggested that other commercial subjects might be provided as electives.¹

A commercial curriculum added in 1909. A separate commercial curriculum was authorized in the course of study of 1909. Courses in commercial arithmetic, economics, commercial geography, commercial history, and commercial law were added. Reasons for the addition of a special commercial curriculum and for an increased number of subjects in this field are found in views expressed by educators of the time. Prior to the course of study of 1909 the high-school curriculum had primarily a college-preparatory function. The opinion that public high schools, which were increasing in number and being made available to more young people, should serve also those students who did not plan to go to college was being accepted widely. This view was expressed at the conference of parish superintendents of public education held in Baton Rouge on December 10–12, 1908. V. L. Roy advocated that since the prime purpose of the high school should be to qualify a student for the work he wished to follow after finishing the public school course, there should be a variety of subjects with more electives to meet the individual needs and interests of students.² High-school principals throughout the state expressed the view that the course


of study should be adjusted to the needs of children who would never go
to college rather than to preparing students for college exclusively.

State High-School Inspector Weber was of the opinion that courses
should be added to the curriculum which would prepare students for busi-
ness positions. He believed, however, that a student pursuing a commercial
curriculum should study subjects which would broaden his general under-
standing of social, economic, and political problems as well as subjects
of a purely vocational nature. As a result of his conviction commercial
history, economics, commercial geography, and commercial law were intro-
duced in 1909. He viewed the matter as follows:

The commercial course has equal value with the other courses.
To prevent a wrong impression in the minds of certain pupils
always looking for the path of least resistance, the number of
hours per week has been increased in the last two years. To
give the course the same content and cultural value as the lit-
erary course is another reason for the additional periods. This
is as it should be. Business courses ought not to be made the
gateway by which the indolent and the sluggish seek to gain the
stamp of approval from a reputable high school.

... Nothing short of a four year course, offering a broad
training in English, mathematics, and history with a special
knowledge of business subjects for the immediately successful
filling of business positions, deserves recognition as a com-
mercial course in a high school.

The commercial course ought to be instrumental in keeping
in our high schools boys and girls who see no special advantage
in completing the literary course. ... The south and central
portions of Louisiana with a majority of the population speaking
French easily have the advantage in preparing boys for positions
as customs house inspectors in the Central and South American
countries. A study of Spanish and German would add to such pre-
paration. If the opening of the Panama Canal will give to the
southern portion of the Mississippi Valley the business enter-
prises predicted, the commercial courses ought to have even
greater consideration.3

3 S. E. Weber, "Problems of Approved High Schools," Journal of
Proceedings and Addresses of the Eighteenth Annual Meeting of the Louisi-
ana State Public School Teachers' Association Held at Alexandria, April
1-3, 1909 (Louisiana State Public School Teachers' Association, 1909),
p. 117-9.
Few changes made to commercial curriculum from 1909 to 1932.

In the introduction to the course of study of 1912 High-School inspector Favrot stated that the commercial courses organized in 1909 had met the demands fully in many parts of the state. In the course of study of 1912 commercial history was dropped, typewriting and stenography were prescribed as two separate courses rather than as a combined course, and stenography was made an elective course. The required number of units in commercial courses for graduation was reduced from four to three. These changes were recommended by the high-school principals at their conference on December 9, 1911.4

In 1919 an advanced course in bookkeeping was added. Since it was prescribed in the course of study of 1919 that students were not to be graduated upon the basis of a literary, commercial, or some other curriculum but upon the basis of the high-school units completed, no student was required to take a commercial subject. A maximum of four units, however, could be earned in commercial subjects toward graduation.

A commercial curriculum was reinstated in the course of study of 1925. The title of the course "Commercial Arithmetic" was changed to "Business Arithmetic" and was placed in the mathematics offerings. The courses in economics and commercial law were not offered, and the course in commercial geography was placed in the social science group. A second year in stenography could be offered by high schools. Reasons given by Superintendent Harris for these changes were: (1) to present high-school courses that would prepare students not only for college but for the duties of life; (2) to minimize the cost of the textbook

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bill of students; (3) to enable parishes of limited means to support
state-approved high schools without the expense of employing numerous
special teachers; and (4) to permit a student to elect a course of
study rather than subjects of study.5

Students in the commercial course were required to take one year
of typewriting and two of stenography, or to take two years of book-
keeping. They could, if they desired, earn five units in these offerings.
In addition students in the commercial course were required to study
business arithmetic and commercial geography which had formerly been
considered in the commercial field but were considered in the course
of study of 1925 as mathematics and social science subjects respective-
ly.

In the course of study of 1929 the title of the course "Stenography"
was changed to "Shorthand." Commercial law was again offered, and eco-
nomics, although listed in the social studies field, could be counted as
a commercial subject.

Commercial curriculum broadened in 1933. The high schools of
Louisiana were permitted by the course of study of 1933 to offer the
following commercial subjects in addition to those already authorized
to be taught: commercial and industrial geography, office practice,
junior business training, salesmanship and advertising, and commercial
English.

High-School Supervisor Trudeau gave the following specific reasons
to the State Board of Education for his request that the above commercial
subjects be added to the high-school course of study: (1) The field was

5Minutes of a Meeting of the State Board of Education of March 12,
widened to meet prevailing business conditions; (2) The course of study of 1929 was too restrictive; (3) The demand for a richer course was generally widespread; and (4) The courses requested were elective and not required.\(^6\)

It was consistent with the prevailing educational philosophy of the day that the commercial curriculum should be expanded. In a letter to Superintendent Harris dated August 12, 1932, Trudeau explained in a general way why he desired an enriched and broader curriculum:

> With the view of keeping in line with the trend of curricula adjustments in other progressive states of the Union, and of providing a more elastic and practical program of studies for those pupils not going to college, and, at the same time, maintaining the more traditional and formal features of the present program for the benefit of those who are going to college, the High-School Division of the State Department of Education respectfully proposes and recommends certain changes in the presently authorized high-school curriculum and program of studies, some of said changes being additions, others eliminations, and still others a change of placement of a few subjects in the course. . . .

Other reasons for the introduction of the new commercial courses can be derived from the course of study of 1933. Progressive commercial teachers for a number of years had recognized the desirability of a course that would meet the needs of pupils who were undecided as to what type of commercial work they would pursue and, at the same time, would provide them with information that would be valuable regardless of the special commercial vocation they planned to follow. The course in junior business training was offered to fill this need.\(^8\)


\(^7\)Ibid., p. 6-7.

\(^8\)Courses of Study for Louisiana High Schools, Bulletin Number 259 of State Department of Education of Louisiana, (New Orleans: Thomas J. Moran’s Sons, 1933), pp. 180-1.
The course in commercial and industrial geography was offered to create interest in the commercial and industrial world, to help students gain a knowledge of the resources of the various parts of the world and the geographic conditions contributing to surplus, communication, and ease of transportation; to gain an understanding of the principles governing commerce, to gain a world perspective from the standpoint of markets and to eliminate the prejudices growing out of isolation and self-sufficiency, and to see America and her resources in relation to world markets and other economic factors.\(^9\)

The course in office practice was introduced to prepare pupils directly for office positions by giving them a knowledge of filing and office procedures, and to train them in the use of office machines, billing, filling in legal forms, bills of lading, etc.\(^{10}\) The course in salesmanship and advertising was designed to introduce seniors to two attractive lines of work which might open up possible fields of employment after graduation.\(^{11}\) The commercial English course had for its purpose to give the pupil specialising in commercial subjects such English training as would enable him to fulfill satisfactorily the demands of his employer.\(^{12}\)

Several references were made in the course of study of 1933 to a report of 1919 of the Commission on the Reorganization of Secondary Education.

\(^9\)Ibid., p. 83.
\(^{10}\)Ibid., p. 193.
\(^{11}\)Ibid., p. 195.
\(^{12}\)Ibid., p. 197.
Education. In this report it was recommended that courses in commercial English, industrial and commercial geography, advertising and salesmanship, office practice, and first lessons in business be offered in the commercial curriculum of a high school. The grade placement of the subjects by the course of study of 1933 corresponded with the suggestions in the above report.

A new objective of business education. It was indicated in the course of study of 1929 that the two purposes of the commercial curriculum were to prepare students for colleges of commerce and business administration and for positions in the business world. During the decade from 1930 to 1940 a new idea as to the purpose of business education was accepted by many. This concept was that certain phases of business education should not be strictly vocational or college preparatory but should be an integral part of the general education of all. In his annual report for 1940-1941 State Superintendent of Education Coxe indicated that business education contributed to the general education of students, and that there was an urgent need for all citizens to understand and appreciate the place of business in a democracy and to have a fundamental knowledge of business agencies, services, methods and bases. The state supervisor of commercial education in the introduction to a suggested curricular guide in business education in Louisiana's high schools in 1943 referred


to a report of the Educational Policies Commission in which it was stated that vocational business education should be taught as an integral part of the program made available for young people, and that there was no good reason why in its administration this phase of education should be separated from general education.\textsuperscript{15} In 1942 the State Superintendent of Education pointed out that there were some business skills and knowledges essential to the well-being of every citizen and some business offerings that could be justified in every high school in the state.\textsuperscript{16}

Changes made in business education curriculum in 1941. Through the cooperative efforts in March, 1941 of commerce teachers, principals, supervisors, superintendents, and other particularly interested in business education in Louisiana's high schools, certain changes in the business curricular offerings were agreed upon. These changes were to be effective beginning with the 1941-1942 session. Advance information on the new courses was issued in mimeographed form by George Thomas Walker, who was appointed as the first supervisor of commercial education in the Department of Education during the 1939-1940 session.\textsuperscript{17} A more detailed course of study was promulgated in 1943. Introduced for the first time were courses in buying and selling and in general business. These replaced the courses in salesmanship and advertising and in junior busi-

\textsuperscript{15}National Education Association and American Association of School Administrators, \textit{The Structure and Administration of Education in American Democracy} (Washington, D. C., 1938), p. 18.


\textsuperscript{17}George T. Walker, \textit{Brief Syllabi of Business Education}, Bulletin Number 452 of State Department of Education of Louisiana (Baton Rouge: State Department of Education of Louisiana, 1941), pp. 2-6.
ness training respectively. A course in business arithmetic was again offered in the business curriculum. Commercial and industrial geography and second-year bookkeeping were dropped from the commercial offerings. Several courses underwent a change in course title only. The course titles changed and the new titles were: "Commercial English" to "Business English," "Commercial Law" to "Business Law," and "Office Practice" to "Clerical Practice."

Reasons for curricular changes in 1941. That thinking at the national level affected our commercial curriculum is evidenced by a report of the National Business Teachers' Association which was referred to in the commercial curriculum issued in 1943. This report included the following remarks:

Historically, business education has been thought of as being almost entirely vocational in nature. While this occupational function is often thought of as the peculiar contribution of business education to society, it is not, by any means, the sole contribution. An equally important function is that of developing economic literacy and of providing exploratory experiences and basic business information for all students as well as for students who intend to make business their vocation. The importance of this latter function has been pointed out repeatedly within recent years by specialists in the field of business education as well as by others. This type of business education has been variously called social business, pre-vocational business, socio-economic, general business, personal-use business, basic business, non-vocational business, and consumer business education.18

To provide basic business information for all students was a purpose of the new course in general business. The course in buying and selling principles was introduced because it was revealed in the results of follow-up studies and occupational surveys that there were many job openings in

the buying and selling fields available to students upon graduation. This fact was pointed out in a bulletin issued by Superintendent Cox in 1943:

There is a definite need for a course that will give students an insight into the problems of the field of distribution and some training in selling.

The fact that fifty-nine cents of every dollar expended by American consumers for goods of various kinds represents the cost of distribution is concrete proof of the extreme importance of distribution in our economic system and to each consumer. Also, since every person is a buyer of consumer goods and services it is highly desirable that each individual have a knowledge of sources of goods and services, channels through which they are obtained, some principles of buying and selling, and other concomitant problems.

Selling is one of the largest fields of business endeavor. Ultimately, a large percentage of students will be in selling positions. Follow-up studies and job opportunity surveys always reveal the many opportunities for employment in selling.

This course will provide needed training for those who plan to seek employment in stores, for those who may become owners or managers of stores, and for all persons who have goods or services to buy or sell. Because of the relative importance of distribution in our economic system, the job opportunities in this field, and the fact that all persons buy and sell, Buying and Selling can be a valuable offering in every school. In smaller schools, it may be feasible to alternate this offering with Bookkeeping. 19

The course in commercial and industrial geography continued to be offered but was in the social studies group. Most business educators thought that it would be better to change bookkeeping from a two-year offering in the ninth grade and the tenth grade to a one-year offering in the eleventh grade; and that general business be a prerequisite to bookkeeping. It was felt that this one-year offering when preceded by certain other business subjects would meet the needs of those boys and

Girls who might seek bookkeeping positions.\footnote{Ninety-Second Annual Report for the Session 1940-1941, op. cit., p. 71.}

Additions to business education program of studies in 1952. The course of study of 1952 authorized two new business courses. These were office machines and business principles. A second year of bookkeeping was also permitted, thereby increasing the total commercial offerings to twelve units.

Curricular Requirements and Offerings in Business Education, 1906-1955

The total units offered have gradually been increased from one unit in 1906 to twelve units in 1956. The subject offerings in the business curriculum have been expanded correspondingly from stenography and typewriting in 1906 to an enriched curriculum including typewriting, shorthand, bookkeeping, office machines, business principles, buying and selling, business law, business arithmetic, business English, clerical practice, and general business plus cooperative part-time training in office occupations and distributive education in 1956. The minimum number of units required in commerce subjects of all students in the commercial curriculum has ranged from four in the course of study of 1909, when all commerce students were required to take commercial arithmetic, bookkeeping, stenography and typewriting, economics or commercial history, and commercial geography or commercial law to no units in the course of study of 1952. Students pursuing the commercial curriculum under the course of study of 1952 were expected to study commercial courses selected from those being offered; however, they were not required to offer any units in business subjects toward graduation.
Extent to Which Business Subjects Were Offered by High Schools

The number and percentage of high schools offering various commercial subjects at intervals from 1914 to 1956 are presented in Table XVII.

Cooperative Part-Time Training in Business Education

Cooperative part-time training refers to a recent practice in high-schools of permitting students to spend half of the day in school devoting two periods to regular high-school subjects and one or two periods to directly related and technical work; and to spend the other half-day at work under the direction of the manager of the business or industrial establishment providing the training. This scheme provides a practical plan whereby the schools cooperate with business and industry in training students under actual working conditions.

Three types of cooperative part-time training programs have been allowed in high schools of Louisiana since the inception of cooperative part-time training in 1937. These are programs for students who desire a career in trade and industrial occupations, for those who desire a career in office occupations, and for those who desire a career in merchandising occupations. The first-mentioned program will be discussed in a later section of this chapter which deals with the development of the curriculum for industrial education. The development of the other programs will be presented in this section since they are a part of business education. The latter program, which is designed to fit students for careers in retailing and wholesaling, is referred to as distributive education.

As in the development of other phases of vocational education funds provided by the federal government acted as a stimulus. Vocational education first received formal encouragement from the federal government
### Table XVII

**Numbers and Percentages of State-Approved White Public High Schools Offering Various Subjects in Business Education at Intervals from 1914 to 1956**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Offering</td>
<td>Offering</td>
<td>Offering</td>
<td>Offering</td>
</tr>
<tr>
<td>Bookkeeping I</td>
<td>34</td>
<td>24.62%</td>
<td>118</td>
<td>32.76%</td>
</tr>
<tr>
<td>Bookkeeping II</td>
<td>97</td>
<td>26.94%</td>
<td>115</td>
<td>31.08%</td>
</tr>
<tr>
<td>Shorthand I</td>
<td>18</td>
<td>13.11%</td>
<td>91</td>
<td>25.28%</td>
</tr>
<tr>
<td>Shorthand II</td>
<td>45</td>
<td>12.50%</td>
<td>21</td>
<td>5.67%</td>
</tr>
<tr>
<td>Typewriting</td>
<td>25</td>
<td>18.25%</td>
<td>109</td>
<td>30.28%</td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>14</td>
<td>10.22%</td>
<td>186</td>
<td>51.67%</td>
</tr>
<tr>
<td>Business Law</td>
<td>20</td>
<td>5.56%</td>
<td>6</td>
<td>1.62%</td>
</tr>
<tr>
<td>Buying and Selling</td>
<td></td>
<td></td>
<td>9</td>
<td>2.43%</td>
</tr>
<tr>
<td>Clerical Practice</td>
<td></td>
<td></td>
<td>6</td>
<td>1.67%</td>
</tr>
<tr>
<td>Business English</td>
<td>31</td>
<td>22.63%</td>
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<td>10</td>
</tr>
<tr>
<td>General Business</td>
<td></td>
<td></td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>Business Arithmetic</td>
<td></td>
<td></td>
<td>3</td>
<td>0.83%</td>
</tr>
<tr>
<td>Junior Business Training</td>
<td></td>
<td></td>
<td>9</td>
<td>2.50%</td>
</tr>
<tr>
<td>Salesmanship and Advertising</td>
<td></td>
<td></td>
<td>6</td>
<td>1.67%</td>
</tr>
<tr>
<td>Office Machines</td>
<td></td>
<td></td>
<td>2</td>
<td>0.56%</td>
</tr>
</tbody>
</table>


*Statistics for other years compiled from records in State Department of Education of Louisiana.*
with the passage of the Smith-Hughes Act in 1917. The Federal Board for Vocational Education, composed of representatives of agriculture, manufacturing, commerce, and labor, was established to cooperate with state boards of vocational education in carrying out provisions of the law. This function has since been assumed by the United States Office of Education. Under an interpretation of the Smith-Hughes Act by the Federal Board for Vocational Education cooperative courses in retail selling could be offered as a part of the vocational education program in high schools if the state plan for vocational education made provision for it. The intent of this ruling was to stimulate schools to organize cooperative commercial courses in both office and store work.21

The George-Deen Act of 1936 made it possible for states to be reimbursed for two-thirds of the cost of instruction in distributive education subjects if certain standards were maintained in carrying out the instruction. Haas, specialist in distributive education, in a comprehensive study of the development of distributive education pointed out that the George-Deen Act required states, as a condition for receiving federal aid, to offer this type of training to no one under fourteen years of age, to require students participating in the program to attend school at least fifteen hours a week throughout the training period and to devote at least two periods each day to regular instruction relating to and based upon the working experience of the student, and to require such students to spend at least fifteen hours per week at work.22

22 Ibid.
The first course of study for the high schools of Louisiana in which provision was made for cooperative part-time training in distributive education and in office occupations was that of 1947. Several schools, however, had been granted permission to make this type of training available to students prior to 1947. Distributive education conducted in Louisiana in accordance with the provisions of the George-Deen Act was made possible in 1937, but little progress was made until the session of 1940-1941 when a state supervisor for the program was appointed.\textsuperscript{23} One cooperative part-time training program was started in February of 1942 in the high schools of Shreveport and enrolled twenty-four students. Other programs were budgeted for the next school year.\textsuperscript{24}

In the course of study of 1947, as well as in the course of study of 1952, there were no special subjects which were required or which might be elected by students participating in the cooperative part-time training. It was stated in the course of study of 1947 that a student could earn a maximum of four units in the cooperative part-time training program in either distributive education or in office occupations by devoting for two school years at least one and one-half hours of class work daily to related and technical subjects and one-half of each school day to work experience. Students engaged in this program were required to be at least sixteen years of age.

In the course of study of 1952 students were required to devote one hour to class work daily and an average of fifteen hours a week to work experience in the two-year program; and one and one-half hours to class

\textsuperscript{23}Ninety-Second Annual Report for the Session 1940-1941, op. cit., p. 82.

\textsuperscript{24}\textit{Ibid.}
work daily and the same amount of time to work experience in a one-year program in distributive education. The maximum credit one could earn in the cooperative part-time program in office occupations was reduced to two units which could be earned in the senior year.

The course of study in the cooperative program was organized to provide units of group instruction and individual instruction which paralleled the progress of each student. A course was worked out for each student by the coordinator, who was required to be qualified in the field of distributive education or vocational business education, in collaboration with the employer who cooperated in training the student. The course was adjusted to the needs of the student by the coordinator after he determined, through frequent visits to the training establishment, what instruction was needed to aid the progress of the students. Units in the course, which were adapted to the needs of students in each class in distributive education, were: First year—school-store relationships, professional selling, store mathematics, effective speech, store organization, consumer economics, merchandise information, individual problems. Second year—economics of distribution, retail merchandising, advertising display, store operation, control and records, human relations, personnel management, laws affecting retailing, merchandise information, and individual problems.25

Extent to Which Cooperative Part-Time Training Programs Offered by Louisiana High Schools

The numbers of high schools offering cooperative part-time training

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programs and the percentages of all participating in certain years between 1940 and 1956 are shown in Table XVIII.

II. DEVELOPMENT OF THE CURRICULUM FOR AGRICULTURAL EDUCATION

Evolution of A Program of Studies for Agricultural Education

Agricultural courses were authorized for state-approved high schools for the first time by the course of study of 1909. To understand how and why agricultural courses were added to the high-school course of study, it is appropriate that consideration be given to the efforts during the preceding decades of certain persons and groups advocating agriculture in public schools.

Interest in agricultural education fostered. As early as 1889 State Superintendent of Education Joseph A. Breaux indicated the need for agriculture in the schools by the following remarks at a convention of the Louisiana Education Association:

... It is undeniable that in this state agriculture is in a crude and imperfect condition. It is its most important industry, and yet, how incomplete in all its details. Only a fractional portion of the lands is in cultivation, and often, how poorly cultivated!

Improved machinery is almost entirely neglected. The modern improvements in implements of husbandry are not used—if used, only exceptionally. In our ignorance, we expect rich harvest without intelligent labor. Improved machinery and implements have become such agencies that intelligent education is necessary to direct and develop the great industries. It may be said that it is not possible in the public schools to give such training directly as is necessary to develop the different industries—that this belongs properly to technical training schools; to schools where lessons in manual training are given. This may be true in the main. It is regretted that lessons in the science of agriculture cannot be given. ...26

Superintendent Calhoun (1896-1904) recommended to the State Board of

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<table>
<thead>
<tr>
<th>School Year</th>
<th>Number Offering Cooperative Part-time Training in Business Education*</th>
<th>Percentage Offering Cooperative Part-time Training in Business Education*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940-1941</td>
<td>1</td>
<td>0.26</td>
</tr>
<tr>
<td>1941-1942</td>
<td>2</td>
<td>0.52</td>
</tr>
<tr>
<td>1942-1943</td>
<td>7</td>
<td>1.82</td>
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<td>1946-1947</td>
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<td>1947-1948</td>
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<td>1949-1950</td>
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<td>1950-1951</td>
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<td>1951-1952</td>
<td>18</td>
<td>4.88</td>
</tr>
<tr>
<td>1952-1953</td>
<td>16</td>
<td>4.41</td>
</tr>
<tr>
<td>1955-1956</td>
<td>18</td>
<td>5.06</td>
</tr>
</tbody>
</table>

*Statistics for 1940-1953 obtained from annual reports of State Department of Education of Louisiana. Statistics for 1955-1956 compiled from annual reports of high-school principals on file in high-school section of the State Department of Education of Louisiana.
Education in 1903 that a course of instruction in agriculture be authorized for grammar and high schools. He pointed out that horticulture and agriculture study were commanding the attention of educators. He also indicated that agriculture in our public schools had begun in an extra-curricular way in Caddo Parish, where the parish school board had directed every school to have a garden.27

Advocating more school gardens, J. W. Oxford of Pine, Louisiana expressed the views of many educators as follows:

The demand comes from far and near for some plan to check the exodus from the country to the city. I believe that the school garden, with its instructions in farming in the rural schools offers the solution for this great problem.

To be a successful farmer today means that a man must not be content to plant and reap as his father did before him, but that he must study the conditions of his soil and his climate, and if necessary discard as unprofitable the crops which have been raised in his locality from time immemorial and substitute those which scientific experiments have demonstrated are the greatest money makers...

This education should be given him by the rural schools, and this is rendered possible by means of the school garden. When the school garden is made to serve this purpose, I believe it will secure a high state of prosperity and contentment in rural life.

Secretary Wilson, of the Department of Agriculture, is at the present making every effort to promote an efficient organization of agricultural high schools, consolidated with common schools, to secure a high state of prosperity and contentment in rural life. It is in my opinion that it is along these lines that the great educational effort of the immediate future is to be made.28

Another factor which fostered interest in agricultural education was the initiation of corn clubs in rural schools. In the spring of 1906,

27 "Minutes of the State Board of Education for August 11, 1903" (Unpublished, State Department of Education of Louisiana, Baton Rouge.)

boys' corn clubs were organised in Avoyelles Parish under the direction of V. L. Roy. In this regard, Dr. W. R. Dodson, Dean of the College of Agriculture and Director of the Experiment Station at Louisiana State University, made the following remarks to a meeting of parish superintendents and school board members:

In 1907, a movement was started in a definite way to organise clubs in country schools for specific agricultural study. In the early spring of 1906, boys' corn clubs were organised in Avoyelles Parish under the supervision of V. L. Roy taking the lead. The writer and Professor Roy spent several days going from school to school, talking to the boys, ending with a grand rally, a basket lunch, and a whole day spent in teaching and planning for the corn club work; one hundred ninety-eight boys joined the club that day. Eight other superintendents took up the same work the same year but less energetically. The State Department of Agriculture furnished seed corn, the Experiment Station supervised the work. In 1909, the work was greatly extended . . .

With the work has grown the agricultural schools, fathered chiefly by Superintendent Harris. The activities enumerated have largely changed the attitude of the people. They are ready for an extension of the work. . . to introduce agriculture, domestic science, etc., in the consolidated schools, to have special men travel from school to school to give short courses in agriculture to farmers and otherwise help in getting useful information to the people.

The State Normal has organised a department for equipping teachers. Pending legislation contemplates material aid in providing efficient teachers.

. . . . The men who are doing things in Louisiana educationally today have been the men most heartily supporting it. Mr. T. H. Harris has been a big factor in pushing the work forward. Mr. V. L. Roy has grown with it. Mr. Bateman's activity in this work no doubt qualified him for promotion to the head of the Extension Department of the University. Mr. Brown was one of the most earnest workers for the improvement of country conditions, and won his right to promotion. Mr. Favrot was one of the first organisers of special agriculture study clubs in the school while he was parish superintendent. . . .

Interest in agricultural education was fostered also by agricultural demonstration trains which were promoted by Roy and Dodson.30

The first agricultural curriculum. The following subjects comprised the offerings in the agricultural area in the first agricultural curriculum: agricultural botany, agricultural zoology, breeds and breeding, agricultural physics, agricultural chemistry, and field work.

High-School Inspector Weber secured the cooperation of Dr. W. R. Dodson and Professor Albert F. Kidder of the Louisiana State University Experimental Station in working out definite, specific syllabi for the agricultural courses. Dr. Weber pointed out that the four-year course in agriculture introduced in 1909 should have equal recognition from the State Department of Education with the other courses provided the teacher have a Bachelor of Science Degree in agriculture, teach agricultural sciences in the high school, supervise the school gardening, and work in conjunction with and under the direction of the experimental station connected with the Louisiana State University.31

In his second annual report Weber indicated as follows that the agricultural course had been inaugurated:

One of the most promising features of the year's developments in secondary education is the formulation of an agricultural course and the establishment of one high school in which the agricultural course is being inaugurated. The provision that the teacher of agricultural sciences must hold a B.S.A. degree from an approved agricultural college ought to give immediate prestige to agricultural courses. . . . I am reliably informed that the state is soon


to have a competent man to give teacher training courses in agriculture in the state university and to supervise all phases of agriculture taught in the public schools. By the institution of agricultural courses in high school and by making practical applications in all high-school subjects, students in country high schools will be educated to live at home and the dignity of farming will be raised.32

Reasons for introduction of agriculture in the curriculum. The addition of agricultural subjects to the high-school curriculum in Louisiana was due to the following influences: (1) The trend toward agricultural and industrial education in high schools in the eastern and northern states had spread to Louisiana. This is evidenced by a report of the Committee on Industrial Education in Schools for Rural Communities of the National Education Association.33 (2) Many school officials desired to reduce drop-outs by introducing courses which would overcome the indifference of pupils by making school so attractive that pupils would want to come to school.34 (3) The desire to improve agricultural conditions in the state through the diffusion of agricultural information in the public schools was deemed to be essential. Professor Dodson of Louisiana State University pointed out that scientific experimentation and research of the previous twenty years made it imperative that farmers be educated in this regard. The farmers were losing much money because they lacked information regarding such procedures as fighting cattle tick and saving molasses which could be turned into stock feed.35 (4) Many

32 Ibid., p. 224.
33 National Education Association, Report of the Committee on Industrial Education in Schools for Rural Communities (National Education Association, 1905), pp. 52-92.
educators accepted the view that the main function of the public schools was to meet the needs of the masses who would not go to college. The latter view was expressed by V. L. Roy, who contended that changes to the course of study constituted the most important problem calling for solution by educators of Louisiana. He stressed that education was no longer for the classes but for the masses, and advocated ridding the curriculum of much of the data foreign to the child and introducing material concerned with the present time and local environment. As a specific example, he stated that it would be better for a pupil to study the mosquitoes of Louisiana rather than to learn which is the highest peak in Russia.36

Teachers advocate agricultural education. As further indication of the widespread interest in agricultural and other vocational education, the following resolution adopted by public school teachers at their annual meeting in 1910 is presented below:

FIRST. The individual's development is perfectly consistent with his surroundings, and whatever the character of such surroundings, he is more largely, more dependent upon them for his daily thought and growth than he is upon the predetermined and impersonal subject matter of the text-book, however essential and absolutely necessary to his social welfare they may be. Moreover, his future success will be largely influenced and his future needs materially provided for or increased by his present surroundings.

SECOND. It becomes apparent, then, that it is as much the especial business of the school man to organize and direct the child's actual present life, in so far as possible, as it is to offer him books and formal instruction. His future life is to be vocational; and whether his vocation be a trade or a profession, agriculture, or commerce, it can never be removed from, but must always remain closely allied with the physical pursuits of life. Consequently, a proper organization of school life must establish a rational balance of formal instruction and individual opportunities. To this end, do the elements of domestic science, manual training, agriculture, etc., lend themselves in so far as they become purposeful

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in the child's life. Provision for such education must, of necessity, be extremely limited in the country school of one room. We feel, therefore, that more extended provision should be made wherever it is reasonably possible, Therefore

Be it Resolved, That we most heartily commend the efforts of the State and Parish Superintendents to establish agricultural high schools and consolidated schools (elementary and high) throughout the State, for through such organization, we hope ultimately to see such a system of industrial education promoted as shall utilize present opportunity, and, in a measure, provide for future needs.37

Law-makers require agriculture education. The General Assembly indicated its views on the importance of agricultural education by the approval of Act Number 306 in July, 1910 requiring that agriculture be taught in all elementary and secondary schools of the state:

Requiring that agriculture or horticulture including home economics, shall be taught in all the elementary and secondary schools of the State of Louisiana.

Section 1, Be it enacted by the General Assembly of the State of Louisiana, that in addition to the branches in which instruction is now given in the public schools of the State of Louisiana, instruction shall also be given in all the elementary and secondary schools of the State in the principles of agriculture or horticulture and in farm or farm economy.

Section 2. Be it further enacted, etc., that all laws or parts of laws in conflict with the provisions of this Act be and the same are hereby repealed.38

First inspector of agricultural education. V. L. Roy, who had advocated agricultural education in the public high schools for a number of years, was appointed as inspector of agricultural education on September 1, 1909. His employment was the result of an agreement entered into by the

37 Ibid., pp. 34-5.

Louisiana State University Experimental Station, The United States Department of Agriculture, and the State Department of Agriculture. The purpose of his work was to promote agricultural education in the public schools by the diffusion of agricultural information to boys in the public schools of Louisiana.\textsuperscript{39}

In a report to Superintendent Harris in 1910, Roy presented the following statements regarding progress in agricultural education:

There are now in progress in Louisiana seven agricultural high schools. The courses of study run parallel with other courses (literary and commercial) and cover four years. The agricultural subjects comprised are elementary agriculture, gardening, soils and fertilizers, breeds of live stock, stock raising and feeding, poultry raising, dairying, field and forage crops; and agricultural botany, zoology, physics, and chemistry. Each student is required to do field or garden work from six to ten hours per week.\textsuperscript{40}

\textbf{Course of study for agriculture of 1910.} A new course of study prepared by Roy for departments of agriculture in public high schools was placed in effect at the beginning of the 1910-1911 school session. Included in it were the following subjects: agriculture, botany, shop and field practice, zoology, farm crops, horticulture, entomology, chemistry, farm animals, poultry, physics, dairying, farm bookkeeping, soils and fertilizers, farm management, and rural law.

\textbf{Agricultural subjects offered from 1912 to 1925.} In the course of study of 1912 State High-School Inspector Leo Favrot listed the following subjects in the high-school agricultural curriculum: agriculture, field and shop, farm crops, farm animals, soils and fertilizers, rural law and farm management, farm bookkeeping, and secondary arithmetic. W. H. Balis, supervisor of agricultural education in 1912, assisted in drafting

\textsuperscript{39}Biennial Report of the State Superintendent of Public Education to the Governor and to the General Assembly, 1908-1909, op. cit., p. 254.

\textsuperscript{40}Ibid., pp. 261-2.
the above course of study.

The number of agricultural offerings was reduced to four courses in the course of study of 1916. The subjects offered were agriculture, field crops, animal husbandry, and soils and fertilizers. P. L. Guilbeau, state supervisor of agricultural education from 1914 to 1931, assisted in developing the above course of study in agriculture.

Similarities between agricultural offerings in Louisiana high schools and recommendations of Committee on Industrial Education in Schools for Rural Communities. It is difficult to show definitely what factors motivated the high-school inspectors in their selection of specific agricultural subjects to be offered in the high schools since no reference could be found in a course of study or elsewhere in which a high-school inspector acknowledged a source for the agricultural subjects chosen to be offered. Many references were made to bulletins of the state and federal agricultural departments concerning sources of information which might be useful in carrying out the objectives of the various courses; however, these did not account for the specific subjects being offered.

In view of the close contact which High-School Inspectors Weber, Favrot, and Ives had with national developments in education, it is likely that the recommendations of the Committee on Industrial Education in Schools for Rural Communities, issued in 1905, were followed. This committee was appointed in July, 1903 to undertake an investigation in the field of industrial education in schools of rural communities, and to recommend to the National Education Association what subjects should be offered in public schools. In the report of the committee, issued in 1905, a large number of agricultural subjects were recommended.\textsuperscript{41} In

\textsuperscript{41}National Education Association, Report of the Committee on Industrial Education in Schools for Rural Communities \textit{op. cit.}, pp. 1-97.
addition to many suggested subjects it was recommended in the report that the courses offered should include a treatment of the following topics: the soil, plant life, animal life, and economics of agriculture. No course offered in the agricultural courses of study in Louisiana from 1909 through 1925 was other than one set forth in the committee's recommendations.

**Agriculture in the course of study of 1925.** The suggestions of the committee mentioned above were followed rather closely in the course of study of 1925. Most of the courses bore the exact titles as those indicated by the committee's recommendations. The subjects offered in the course of study of 1925 for the agricultural curriculum were principles of plant culture, soils and fertilizers, animal husbandry, milk production, poultry keeping, horticulture, field crops, farm management, elements of rural economics, and farm engineering.

**Development of vocational agriculture.** When agricultural education was first being introduced in the high schools, Dr. Craighead, President of Tulane University, in the following remarks voiced the opinion of a small group who felt that the teaching of agriculture should be postponed:

> . . . I think it is a good thing to have an agricultural course. It ought to be made a great success, if I know anything about conditions in the South. The chief difficulty is going to be to secure the right kind of teaching force. Just at present it is going to be almost impossible to do this. The whole problem will resolve itself into how to get a good, successful teacher who can do this agricultural work. We should wait a little while longer, until we are sure of success, before we make this attempt.42

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That agricultural education was not faring very well in the schools was indicated by Superintendent Harris in 1913 as follows:

For three years the State has been fostering and aiding departments of agriculture in the public schools. When this work was inaugurated, I hoped and believed that it would prove a great stimulus to a better agriculture in the state. The results, however, have not been very gratifying. With a few brilliant exceptions, the departments have not accomplished the good that was expected of them. They have not justified the confidence and respect of the public nor the expenditures of money required to maintain them....

The object of this letter is to urge you to throw into this agricultural work the best of your brains and effort and to make it a success. Unless this is done, the public will soon demand, and rightly so, the abandonment of this type of school work.43

The first agricultural high schools were supported entirely by local funds. V. L. Roy reported that this placed a financial burden on local communities. Since such instruction was of state-wide interest and value, it should receive state support. The General Assembly in 1910 appropriated money to aid agricultural departments at the local level. Roy was one of the staunchest advocates for federal assistance to agricultural education in 1915, when a national movement was underway by labor leaders, educators, and others for federal aid to vocational education.

The federal government provided monetary assistance to states through the passage of the National Vocational Act, known as the Smith-Hughes Act, in 1917. The purpose of this law as related to agriculture is mentioned in the following excerpt from the law:

That in order to receive the benefits of such appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, the state board of any state shall provide in

43Circular Letter Number 27 dated October 8, 1913 of the State Department of Education of Louisiana.
its plan for agricultural education; that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon, or who are preparing to enter upon, the work of the farm or of the farm home.44

Louisiana accepted the provisions of this law in 1918. The law provided that the State should set up a state board of vocational education and that through responsible parties working under the state board, a state plan for the administration of the funds should be set up. The Legislature established the means by which the members of the State Board of Education became members of the State Board for Vocational Education. The state superintendent of public education became the state director of vocational education. The state director designated a supervisor of the vocational agricultural schools and through him the funds available under the provisions of the Smith-Hughes Act were distributed to the various parishes on their applications.45

The State Department of Education encouraged schools having agricultural departments to meet the provisions of the Smith-Hughes Act so as to obtain federal assistance. By 1925 there were only two public schools in the state offering agricultural subjects which were not receiving federal aid. In his annual report for school session 1924-1925 Superintendent Harris stated:

We are confining agricultural vocational work to the Smith-Hughes schools. . . . One-half of the salaries of teachers of

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agriculture in the Smith-Hughes schools is paid out of federal funds, and the courses of study pursued must meet certain requirements laid down by the federal authorities.46

Beginning of teacher-prepared curricula. The practice of having each teacher of agriculture prepare his own course of study for approval by the State Department of Education was undertaken in earnest in 1926. This was done in keeping with a provision of the Smith-Hughes Act which stated that the course of study must be designed to meet the needs of persons fourteen years of age or over who had entered upon or who were preparing to enter upon the work of the farm.

Guilbeau, the state supervisor of agricultural education, indicated that the practice of teachers preparing the course of study to meet the needs and interests of individual pupils was in vogue:

A one-year teaching program has been formulated by each teacher for his community. Definite objectives have been set up and each teacher during the coming year will work toward the accomplishment of these objectives. It is the purpose of the supervisor to require each teacher also to submit a well-defined five-year program.47

Two years later Guilbeau required each teacher of vocational agriculture in Louisiana to formulate a plan of work and to submit it to his office for final approval. In the preparation of the plan each agricultural teacher was further required to select an advisory board of some of his most influential and progressive patrons to advise with him about the needs of the community and to help him in outlining and in carrying


out his agricultural program. 48

An agricultural curriculum prepared by each teacher of agriculture. S. M. Jackson, who assumed the position of state supervisor of vocational agriculture in 1931, continued the practice of having the agriculture teacher prepare the course of study. This was brought out clearly in the course of study of 1933:

The term "Course of Study in Vocational Agriculture" is used advisedly for the four years of work in the high schools and, if it is properly organized, it is not four courses but a continuation of the same course over a period of four years.

The responsibility for course building rests with the teacher of vocational agriculture. The teacher must prepare the course in order that it may meet the needs of a particular group of pupils in his community. The National Vocational Education Act (Smith-Hughes Law) states that the course must be designed to . . . "meet the needs of persons fourteen years of age or over, who have entered upon, or who are preparing to enter upon, the work of the farm." Briefly, this means that the course must serve a group of boys whose aim is to prepare themselves for the vocation of farming. 49

No attempt will be made in this study to show precisely what was offered in vocational agriculture throughout the state since there might have been as many different courses of study as there were teachers of vocational agriculture. The state supervisor of vocational agriculture gave the following instructions to guide teachers in the selection of content for their course of study:

The content of a course of study in vocational agriculture should be derived largely from the type, or types, of farming


49 Courses of Study for Louisiana High Schools, Bulletin Number 259 of State Department of Education of Louisiana op. cit., p. 171.
prevailing in the locality, and be built upon a selective basis
to represent a fair composite of the farming programs of the mem-
bers of the class. The idea which should be kept constantly in
mind is that the instruction of each boy in the class should be
based on the activities in which he can engage in the type of
farming for which he is receiving training.

Courses of study must be balanced as to the emphasis given to
the various parts.

Courses of study must be flexible enough to meet the instruc-
tional demands growing out of the students' supervised farm-practice
programs and to continue to grow year after year during use.

The different parts of the course should be so correlated and
interrelated that cross references may be made in teaching to save
time and establish relationships.

Courses of study must utilize the most effective methods of
presentation consistent with the time available and local oppor-
tunity. The approach to the teaching of the activities included
in the students' farming programs should be through the needs of
the students for working data in dealing effectively with oper-
ative and management problems.

In building the course of study in vocational agriculture, it
should be kept in mind at all times that the work in agriculture
should meet as nearly as possible the needs and interests of the
individual pupils. The pupils' needs and interests will be cen-
tered largely around the particular agriculture practiced in the
school's patronage area and inasmuch as the agriculture in the
various communities in Louisiana varies, the material which should
be selected for the course of study will vary in different schools.
The teacher should concern himself with promoting the growth of his
pupils in those skills, knowledges, attitudes, and interests of
value to successful farmers rather than with the mere dissemination
of agricultural information. His teaching should be sound from an
economic standpoint and include only those things which are vital
for vocational success. Good organization in teaching depends
upon what the pupil can learn and not upon what the teacher can
teach.50

In addition to the above instructions to teachers, the state super-
visor of vocational agriculture informed teachers of agriculture that
supervised farm practice was still required:

Supervised application of vocational instruction is required
of all pupils enrolled in courses in vocational agriculture under

50Ibid., pp. 172-3.
The National Vocational Education Act.

The supervised farm-practice program of the individual student is the backbone of vocational education in agriculture. Classroom instruction and supervised farm practice should be welded together so that they are, in reality, one and the same. Instruction begins and ends with the supervised farm practice program.51

The preparation of an individual course of study by the teacher of agriculture to meet the needs and interests of each pupil has persisted to the present time.

Curricular Requirements in Agriculture

The maximum number of units permitted to be offered toward graduation has never exceeded four. In order to meet college entrance requirements, students enrolled in the agricultural curriculum with the intent to attend college were permitted to take foreign languages or some other needed subjects during one or two years in place of agricultural subjects. Thus, the minimum requirement of students in the agricultural curriculum has been either two or three units.

Extent to Which High Schools Have Offered Agricultural Courses, 1906-1955

The numbers and percentages of high schools in Louisiana offering agriculture courses at intervals from 1910 to 1956 are shown in Table XIX.

III. DEVELOPMENT OF THE CURRICULUM FOR HOME ECONOMICS

The Evolution of A Program of Studies For Home Economics

The first state-approved course of study for home economics was presented to public school personnel in 1910. A few schools had offered home economics in 1908 and 1909 as an extra-curricular offering. The Ouachita Parish High School in Monroe was the first public school in

51Ibid., pp. 173-4.
# TABLE XIX

NUMBERS AND PERCENTAGES OF STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OFFERING AGRICULTURAL SUBJECTS AT INTERVALS FROM 1910 TO 1956

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of State-Approved White Public High Schools Offering Agricultural Subjects</th>
<th>Percentage of Total State-Approved White Public High Schools Offering Agricultural Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910-1911</td>
<td>25</td>
<td>24.75</td>
</tr>
<tr>
<td>1915-1916</td>
<td>35</td>
<td>21.60</td>
</tr>
<tr>
<td>1920-1921</td>
<td>39</td>
<td>18.66</td>
</tr>
<tr>
<td>1925-1926</td>
<td>35</td>
<td>11.01</td>
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<tr>
<td>1930-1931</td>
<td>57</td>
<td>15.70</td>
</tr>
<tr>
<td>1935-1936</td>
<td>94</td>
<td>25.61</td>
</tr>
<tr>
<td>1940-1941</td>
<td>213</td>
<td>61.38</td>
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<tr>
<td>1945-1946</td>
<td>178</td>
<td>48.11</td>
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<tr>
<td>1950-1951</td>
<td>235</td>
<td>65.10</td>
</tr>
<tr>
<td>1955-1956</td>
<td>226</td>
<td>63.48</td>
</tr>
</tbody>
</table>

*Statistics for 1910-1951 obtained from annual reports of State Department of Education of Louisiana. Statistics for 1955-1956 compiled from annual reports of high-school principals on file in high-school section of the State Department of Education of Louisiana.
the state to offer home economics. Classes in this subject were started in September, 1908, and girls from the fifth grade through high school were required to take the work. This beginning met with disapproval from the parents as the State Department of Education did not give credit for the courses, and it was said to be only a "fad" that taught girls to make "fudge and rag dolls."52

By placing home economics in the high-school curriculum, Louisiana was keeping in line with the national trend. Schools in other sections of the country, particularly in the north-central region, were teaching home economics during the first decade of this century. In 1903, the National Education Association appointed a committee to investigate industrial education, including home economics, in schools for rural communities; and to make recommendations as to the curriculum for such industrial fields as agriculture, domestic economy, manual training, and domestic art. The underlying motive for this investigation was to aid in making education in rural areas more practical so as to meet the needs and interests of rural youth and to educate youth for rural life. W. M. Hays, assistant secretary of the United States Department of Agriculture in 1903, expressed the purpose as follows:

Heretofore our entire school system has looked toward city life. Not only the city graded schools, city high schools, and state universities, but the non-public schools, and even the rural schools, have given an educational trend toward the city. The teachers, the textbooks, the ideals, emphasize the city professions, while the important everyday affairs of the farm and the farm home, by sheer neglect, have been discredited even in the rural schools.

Congress, in starting a system of agricultural colleges, took

the lead in inaugurating a separate system of country life education. The fifty agricultural colleges have become so many infection points.

If rural schools can be organized into larger units, with one teacher adapted to teaching agriculture and another to teaching home economics, the boys can learn how better to plant and manage farms, and the girls how better to conduct the farm home. . . . A woman assistant trained to teach home economics, with the small equipment necessary for teaching cooking, sewing, home decoration, etc., could in like manner place home economics alongside the three R's for the girls. . . .

The General Assembly in 1910 enacted a law requiring home economics instruction in the public schools of Louisiana.54

The first course of study in home economics. W. L. Roy, supervisor of agricultural schools, submitted the first home economics course of study on August 23, 1910, for use during the 1910-1911 school session. It provided for home economics subjects in each of the four years of high school. The subjects were sewing, cooking, food study, physiology, home nursing, dietetics and household management.

The course of study submitted by Roy followed rather closely the recommendations given below of the Committee on Industrial Education in Schools for Rural Communities:

Textile fabrics for wearing apparel and for decorative purposes. Work under this topic may involve instruction and practice in sewing, dressmaking and the making of other articles of wearing apparel; millinery; a study of the quality of textile fabrics and their adaptation to certain uses and conditions; harmony of design, color, and material in clothing and for decorative home furnishing.

Food materials and food. — The proper treatment of this topic demands a study of food values, nutritive and economic; selection and care of food materials; preparation of foods, plain, invalid,

53 National Education Association, Report of the Committee on Industrial Education in Schools for Rural Communities, op. cit., pp. 94-5.

54 Acts Passed by the General Assembly of the State of Louisiana at the Regular Session, 1910, loc. cit.
and fancy cooking; serving of foods; equipment of dining room and kitchen utensils; practical work in laboratory, kitchen, and dining room, with a study of reasons for processes employed.

**Household economy and management.**—Under this topic the following subjects should be studied both from a theoretical and a practical standpoint: Furnishing and care of house; house sanitation; emergencies and home nursing; laundry work; true economy in marketing and in the management of household affairs; household accounts.

**Science.** Under this head, such elementary work should be given in chemistry, biology, physics, physiology, and hygiene, as may aid in the mastery of the preceding topics.

Further evidence that Louisiana looked to another section of the country for assistance in starting domestic economy in our public schools is the statement of Roy that the syllabi of the first courses in home economics were prepared by Theo Fenton, supervisor of home economics in schools of Madison, Wisconsin.

Credit towards high-school graduation was now given for successful completion of home economics subjects, so many schools introduced or made preparations to establish the course. In 1912 schools meeting state requirements in teaching home economics were given state assistance on a par with agricultural schools. The supervision of domestic science departments was placed under the Extension Department of the Louisiana State University.

**Home economics curriculum of 1912.** The first separate home economics curriculum which presented home economics subjects along with academic

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55 National Education Association, Report of the Committee on Industrial Education in Schools for Rural Communities, op. cit., p. 20.

56 W. L. Roy, Course of Study for Departments of Agriculture and Home Economics in Louisiana High Schools, 1910-1913, op. cit., p. 1.

57 "Minutes of the State Board of Education for April 15, 1912" (unpublished, State Department of Education of Louisiana, Baton Rouge), p. 207.
subjects in orderly sequence for the four years of high school was set forth in the course of study of 1912. High-School Inspector Favrot indicated that patrons of the public schools had demanded vocational courses in high school and wanted courses involving manual activities and a content of information immediately and practically serviceable. Furthermore, the civilisation of the time made an urgent demand upon public education to hold boys and girls in school so that they might become better and more efficient citizens. The provisions in the course of study of 1912 were essentially the same as those in the course of study of 1910. The only new subject was poultry and dairy.

Home economics subjects offered 1913-1916. In 1913 Elizabeth Kelley, supervisor of home economics in the public schools, requested high schools to adhere to the following requirements: eighth grade—sewing and textiles, three double periods a week; ninth grade—cooking and study of foods, five double periods a week; tenth grade—sewing and textiles, five double periods a week; eleventh grade—housewifery, five double periods a week. She stated that the secondary programs of which she had knowledge indicated that home economics was a side issue, and the teacher of the home economics department was required to devote most of her time to other subjects. If schools did not schedule the required home economics subjects for the required time, no state aid would be given.

Another course of study for home economics was issued in 1914 by R. Myrtelle Billings, who succeeded Elizabeth Kelley as state supervisor of

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58 Leo M. Favrot, Supplement to and Revision of the State Course of Study for High Schools of Louisiana (Baton Rouge: Ramires-Jones Printing Company, 1912), p. 3.

59 Circular Letter Number 38 of the State Department of Education of Louisiana, Undated, 1913.
home economics. In the years ahead the course of study in home economics was to be in a continuous state of experimentation and revision. The reason for the frequency of change to the home economics curriculum, as well as its purpose, was revealed in the following statement of Billings:

Courses in home economics as found in curricula of the schools of today are not resultants of accident but of evolution, the purpose of which is to bring the public schools into closer and more vital touch with the conditions of our present-day civilization, and to meet more fully the demands of this civilization.

To fit for life, to make the individual intellectually, socially, morally, and industrially efficient is the all-important function of the education of today. The school must produce not merely a good man or woman, but a good man or woman good for something. Formerly a girl was taught in the home to cook, spin, weave, sew, and make garments, but modern life, with its many complexities, has made this impossible, so the school must provide this training.

Provision was made in the course of study of 1914 for three years of cooking and sewing and one year of household management which included the house, sanitation, water supply, laundering, personal and household accounts, home-nursing, and invalid cookery.

Vocational home economics as a result of Federal Legislation. The Smith-Hughes Act of 1917, which made appropriations for trade and industrial education, agricultural education and education in home economics, was an impetus to the home economics movement. Superintendent Harris had indicated in 1916 that the enrollment in agricultural and home economics subjects in many high schools was so small that for reasons of economy certain schools would have to alternate these subjects by teaching them every other year. Cleora C. Helbing, state supervisor of home economics

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61 Ibid., pp. 7-8.

in 1917, was responsible for initiating the vocational home economics program in compliance with the federal law so that the state would get federal aid.

The limited funds available from the Smith-Hughes Act made it possible for only six of the 217 home economics departments to receive federal aid during the period from 1918 to 1925. The George-Reed Act of 1929 provided larger federal appropriations for home economics education, so more high schools shared in the national homemaking program. The federal funds made available for vocational home economics through the above laws made it necessary to arrange a program of work according to the following suggestions:

Program I. Home-economics classes shall be scheduled for five ninety-minute periods per week, one-fifth of which time may be devoted to home-project work. In addition, it is required that the related sciences (general science and biology) be taught for five sixty-minute periods per week to the girls in segregated classes.

Program II. At least 120 minutes daily shall be given to home economics and related subjects, with a minimum of sixty minutes daily to home economics, and the remainder of the time to related subjects in segregated classes.

Program III. Ninety-minute periods daily shall be devoted to home economics with related science paralleling or preceding and taught in close correlation with home-making problems.

New courses of study for home economics were prepared and issued in 1924 by Cleora C. Helbing and in 1929 by Clyde Mobley.

Democratic process begun in making home economics curriculum. Beginning with the course of study of 1924, the democratic practice of curriculum

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63 Kathryn Gregg, op. cit., p. 4, citing personal interview with Clyde Mobley, January 16, 1936.

making was used. Acknowledgment was made to Margaret Weeks and Jane V. Rice of State Normal College; Helen Graham and Corabel Weimer of Louisiana Polytechnic Institute; Mattie R. Sebastian of Louisiana State University, and the home economics classes of the summer session of the above-named institutions for their helpfulness in preparing the suggested outlines for home economics in the public schools of Louisiana in 1924.65

 Provision was made in the course of study of 1924 for a maximum of four units in clothing, foods and cookery, home care of the sick, winter clothing, home management, food and nutrition, and advanced clothing. From the time of this course of study to the present, students pursuing the home economics curriculum were required to take home economics for the first two years of the high-school course and were encouraged to take home economics during the last two years.

 Since 1925 it has been customary for group conferences to be held annually throughout the state to discuss the home economics program of work for the year and individual problems. This practice has resulted in numerous courses of study and suggested units for presenting the home economics content. From this time until the present, the course of study in home economics has been a result of the consensus of these annual conferences. The requirements of the federal laws pertaining to home economics in the schools, the views of leaders in home economics education at the national level and in other parts of the country, and the changes in social and economic life have had an influence on the home economics educators of our state in the preparation of the course of study for home economics for the high schools of Louisiana.

Course of study of 1929 for home economics. During the summer of 1927 plans were made for revising the course of study in home economics. In order to get the opinions of teachers and to carry on experiments with the suggested plans, a tentative outline was prepared and put into use during the early part of the school year 1927-1928. The results of the suggested program based upon abilities to be developed and objectives to be accomplished were compiled by a committee during the spring of 1928. After it was considered further by teachers, this compilation emerged as the course of study of 1929. This course of study was the result of the united efforts of a large group of home economics teachers working in cooperation with the State Department of Education. In promulgating the course of study, Superintendent Harris commented as follows:

The material in this pamphlet represents an attempt on the part of the Home Economics Division of the State Department of Education to bring the course of study in home economics up to date. We hope and believe that it responds to the demands of the teachers in home economics whose opinions are based upon modern conditions and the needs of homes in our advanced civilization.

The course of study of 1929 provided for four years of home economics for girls and introduced a course in home economics for boys. Home Economics I included health and personal hygiene, clothing and textiles, care of the home, beautification of home grounds, and food and nutrition. Home Economics II included family and community relationships, food and nutrition, health and hygiene, art in relation to home economics, clothing and textiles, and child care and training. Home Economics III

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included the home and its management, child care and training, food and
nutrition, and clothing and related subjects. Home Economics IV con-
tained art related to home making, advanced clothing and costume design,
advanced food and nutrition, and home nursing.

The course in home economics for boys was added to the curriculum
as a result of popular demand. This fact is pointed out by the follow-
ing comments:

There has been an increasing number of requests for information
regarding some phase of home-economics training for boys. This
fact, and the exchange of classes by the agriculture or science
teachers with the home-economics teachers once a week, has made
it expedient to offer suggestions for special problems for boys. 68

Included in this course were many topics, such as food and health habits,
table etiquette, food preparation, home beautification, duties of a host,
everyday manners and courtesies, and first aid. Acknowledgement was
made to Maude Firth, director of home economics in Tulsa, Oklahoma for
permission to use the course which she had prepared for boys. 69

Course of study of 1933 in home economics. In the course of study
of 1933 the problems, subject matter, and accompanying learning activi-
ties suggested in the course of study of 1929 were organized around the
needs of the girl, the family, and the home. An attempt was made to
present, coordinate, and integrate those problems dealing with everyday
living and to develop in the high-school girl some appreciations and
skills, and the ability to solve problems which would be most helpful
to the homemaker. 70 In this course of study there were four years of

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68 Ibid., p. 138.
69 Ibid.
70 Courses of Study for Louisiana High Schools, Bulletin Number 259 of
State Department of Education of Louisiana op. cit., p. 154.
home economics subjects as follows: Home economics I—health and personal hygiene, sleeping garments and undergarments, garments suitable for household duties, care of the home, beautification of home grounds, food and nutrition; home economics II—family and community relationships, food and nutrition, health and hygiene, art in relation to home economics, clothing and textiles, and child care and training; home economics III—the home and management, child care and training, food and nutrition, clothing and related problems; and home economics IV—advanced clothing and related art, advanced food and nutrition, and home nursing.

Course of study of 1935 in home economics. Another course of study in home economics was issued in 1935. The course of study of 1933 had been under consideration since it was promulgated. During the two-year period from 1933 to 1935, eight special conferences were held in the four state colleges of Louisiana for the purpose of studying objectives, units of work, and plans of teaching. Several committees were appointed in 1933 to study proposed plans compiled for the various units in the eighth and ninth grades, and to make reports a year later. These reports and other proposed revisions for the tenth and eleventh grades were given consideration in the conferences held in the summer of 1934. The results were compiled and distributed in time for the 1934-1935 school session. During the spring of 1935 fifteen committees were organized to revise objectives and content in accordance with results obtained from previous studies and with present needs. After the committees compiled their reports, the chairmen met with a representative of the State Department of Education for further study on various units and objectives. In making this revision consideration was given to changing needs of people in relation to social and economic problems, and to general educational trends and practices. Many teachers from throughout the state contributed to
This course of study, like that of 1933, was made up of numerous units of study rather than a specific subject for each semester or each year. Some of the units of study bore the same titles as did some of those in the course of study of 1933, others bore titles which were different but which meant the same thing; for example, health and personal hygiene was called health and grooming. A new unit in 1935 was vocational guidance in home economics. Included in the course of study of 1935 was a unit on daily living problems for boys.

Course of study of 1938 in home economics. The practice of frequently changing the home economics curriculum continued. In 1938 another course of study was issued. It was based on the observations of supervisors and teachers, and the activities and reports of a large number of teachers who had given careful consideration to the suggested plan for teaching students as outlined in the course of study of 1935.

Teachers of home economics in the state served on committees concerned with various phases of home economics instruction. They would submit units of work listing objectives, problems, projects, and experiences. Apparently, enough of these units were selected by a consensus of teachers under the direction of the head of the home economics division of the State Department of Education to utilize the thirty-six weeks of the school year for four years. Thirty-two of the

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proposed units were compiled and published as the course of study in home economics for 1938. Most of the units were the same in nature as those in the course of study of 1935, but bore different titles. One new unit was social-family relationships.

Course of study of 1943 in home economics. The next course of study in home economics was published in 1943. It was the result of the assiduous work of home economics teachers of the state under the direction of the home economics division of the State Department of Education. It was a course of study in homemaking which reflected the "best learning possibilities for children in the senior high-school grades." 73

The state committee for homemaking met for two days in 1944 to discuss problems in curriculum study and revision. Beulah I. Coon of the United States Office of Education served as discussion leader and consultant. A report of this meeting, with suggestions for general participation in studying curricular problems, was sent to teachers in January, 1945. A second meeting in June, 1945 was attended by sixteen high-school teachers, who served as co-chairmen of eleven committees; and eight college teachers and five supervisors, who served as consultants at local and state levels. This group worked for three days in reviewing materials submitted by 155 teachers through chairmen in forty-one parishes. The efforts of the state committee for homemaking resulted in the preparation of a chart showing the scope of home economics for grades seven through twelve and units of instruction which had been

planned and tried out by teachers during the previous year.\textsuperscript{74}

The above units plus others distributed in 1946 served as teachers' instructional guides from 1945 to 1948. During this period the state curriculum committee held annual meetings to continue studying materials and continue plans for preparing a new course of study. In addition, some of the state chairmen held meetings for their respective committees to complete units of instruction.\textsuperscript{75}

In 1948 a suggested scope of the homemaking program was promulgated. It listed the following areas of instruction in homemaking: clothing and fabrics, food and nutrition, personal and family living, and child development and the home.

The suggestion was made that teachers "teach human relationships, management of time, use of money, consumer buying, and art in connection with each unit of work."\textsuperscript{76} Most of the units were the same topics which had appeared in preceding courses of study although under slightly different titles in most cases. Among the new units noted was personality development, which included boy and girl relationships. More stress was placed on special problems in family living.

The underlying philosophy for such rapid changes in the home economics curriculum was indicated by the State Director of Elementary and Secondary Education and by the State Superintendent of Education. R. R. Ewers indicated it as follows:

\begin{itemize}
\item \textsuperscript{74} Progress Report of State Curriculum Committee in Homemaking, Bulletin Number 575 of State Department of Education of Louisiana (Baton Rouge: State Department of Education of Louisiana, 1945), p. 7.
\item \textsuperscript{75} Education for Home and Family Living, Bulletin Number 651 of State Department of Education of Louisiana (Baton Rouge: State Department of Education of Louisiana), p. iv.
\item \textsuperscript{76} Ibid., p. 3.
\end{itemize}
The curriculum of our schools is a persistent problem of education. During recent years there has been a definite effort on the part of schools to implement the philosophy initiated by John Dewey during the latter part of the Nineteenth Century which philosophy held that education should be linked with life.

Although the present course of study for homemaking classes in Louisiana schools has up to the present time met admirably the needs of teachers in this field, obviously new trends and conditions have suggested a complete revision of this material. Superintendent Cox gave his views regarding curriculum change as follows:

The curriculum of our schools is not static but a living, dynamic experience of continuous growth of children. To provide the richest and fullest development of the pupils, the school curriculum must be revised from time to time to be in line with their present and future needs. Perhaps there is no area of the school program which is more sensitive to the tacit demands of modern science and social welfare than that which deals primarily with homemaking.

Home and family living added in 1952. One of the units which had appeared in several home economics courses of study was home and family living. In the course of study of 1952, this unit was listed as a special course. The reason given for introducing this course was that many high schools throughout the nation were offering opportunities for youth to study problems vital in their daily lives and problems they would meet in setting up their own homes. The State Department of Education adopted as a goal to work toward home and family living and homemaking education for every boy and girl in high school.

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77 Progress Report of State Curriculum Committee in Homemaking, op. cit., p. 4.
78 Supplementary Progress Report of State Curriculum Committee in Homemaking, op. cit., p. 3.
The Extent to Which High Schools Have Offered Home Economics Subjects

The numbers and percentages of high schools offering home economics courses at intervals between 1910 and 1956 are presented in Table XX.

IV. DEVELOPMENT OF THE CURRICULUM FOR INDUSTRIAL EDUCATION

Evolution of A Program of Studies for Industrial Education

Industrial education today in the high schools of Louisiana embraces two over-lapping areas of study, namely, trade and industrial education and industrial arts education. Since these two subject fields are similar and since they evolved from the same manual training subjects, they will be treated together in this section.

Although manual training courses in woodwork and mechanical drawing were offered in a few schools of Louisiana prior to 1912, it was not until the course of study of 1912 that such courses appeared in a prescribed course of study. As was the case in other vocational subjects, industrial education entered the high-school curriculum of Louisiana as the result of a movement which had started in this country in the New England States and had spread to Louisiana.

Factors leading to the introduction of industrial subjects in the curriculum. The increase of industries in Louisiana which brought about a movement of people from rural to urban areas, the desire to eliminate drop-outs and to keep pupils in school longer, the educational philosophy of meeting the individual needs, interests, and abilities of pupils, and the demand of patrons of the schools for courses of a practical nature are factors which led to the introduction of industrial subjects in the prescribed high-school curriculum in Louisiana.

The views of several educators of Louisiana concerning the need for industrial education will be presented to substantiate the above remarks:
<table>
<thead>
<tr>
<th>School Year</th>
<th>Numbers of State-Approved White Public High Schools Offering Home Economics Courses*</th>
<th>Percentages of Total State-Approved White Public High Schools Offering Home Economics Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1910-1911</td>
<td>12</td>
<td>11.88</td>
</tr>
<tr>
<td>1915-1916</td>
<td>116</td>
<td>91.69</td>
</tr>
<tr>
<td>1923-1924</td>
<td>218</td>
<td>73.15</td>
</tr>
<tr>
<td>1925-1926</td>
<td>233</td>
<td>73.27</td>
</tr>
<tr>
<td>1930-1931</td>
<td>253</td>
<td>69.70</td>
</tr>
<tr>
<td>1935-1936</td>
<td>280</td>
<td>76.29</td>
</tr>
<tr>
<td>1940-1941</td>
<td>347</td>
<td>89.90</td>
</tr>
<tr>
<td>1945-1946</td>
<td>342</td>
<td>92.43</td>
</tr>
<tr>
<td>1950-1951</td>
<td>355</td>
<td>98.34</td>
</tr>
<tr>
<td>1955-1956</td>
<td>342</td>
<td>96.35</td>
</tr>
</tbody>
</table>

*Statistics for 1910-1951 obtained from annual reports of State Department of Education. Statistics for 1955-1956 compiled from annual reports of high-school principals on file in high-school section of the State Department of Education of Louisiana.
Statement of C. C. Henson to the fifth annual meeting of the Louisiana School Board Association on April 15, 1910:

Within the last fifty years a vast change has taken place in our industrial order. The household and neighborhood system of productive labor is no more. The center of gravity in our industrial society has shifted from the home to the factory. Today, industry is centralized. The division of labor and the concentration of industry have created the factory; and the factory system of production has eliminated the household methods of work. Today, the home cannot give industrial training if it wants to. The question then arises: Should not the school attempt to do for boys and girls in a small measure, at least, what the home formerly did in a large measure? In other words, should we not supplement a curriculum of books with a curriculum of occupations.

Statement of Superintendant T. M. Wade of Tensas Parish to a joint meeting of parish superintendents and parish school board members on January 8, 1912:

The demand for vocational education under school conditions is a widespread one, and is rooted in the social change of the age. Rightly organized, vocational education will prove a profitable investment for society.

Statement of President V. L. Roy of Louisiana State Normal School to a joint meeting of parish superintendents and parish school board members on January 8, 1912:

It is not essential at this time to present an elaborate argument on behalf of the importance of industrial education. It suffices to say that this is an industrial age; that in all the history of the world the importance of the industries has never been so fully realized; that in order to make the school the medium for relating the life of the child to the world in which he lives it is necessary that industrial training be offered in the schools; that there is as much of true education in the study of industries and in general industrial training as there is in the study of the humanities.

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81 Joint Meeting of Parish Superintendents and Members of Parish School Boards (Baton Rouge: Ramires-Jones, 1912), pp. 9-11.
82 Ibid., pp. 17-24.
Statement of Professor W. B. Hale of Louisiana Industrial School at Ruston to a joint meeting of parish superintendents and parish school board members on January 8, 1912:

The necessity of industrial education is made clear by the fact that about ninety percent of the people of this country belong to the producing class.83

Statement of State High-School Inspector Leo Favrot in the introduction to the course of study of 1912:

There is a distinct demand for a broader and more flexible course of study in our high schools. This demand comes mainly from two sources. In the first place, our patrons are demanding vocational courses in our high schools. They are asking for manual activities and for a content of information immediately and practically serviceable. In the second place, our present-day civilization makes an urgent demand upon us to hold our boys and girls in school to the end that they may become better and more efficient citizens.84

Events leading to the introduction of manual training in the course of study in 1912. During the 1909-1910 school session, the state high-school inspector reported that several schools notably Shreveport, Jennings, and Donaldsonville would be prepared by the next year to equip their schools to inaugurate a course in manual training. The high-school inspector reported the next year that courses in manual training had been organized at Shreveport, Monroe, and Donaldsonville; and that the lack of a thoroughly organized course prevented its immediate introduction in many places.85

At the annual meeting in April, 1910 of the Louisiana School Board Association, the introduction of industrial education in the public schools

83Ibid., p. 24.
84Leo M. Favrot, op. cit., p. 6.
received considerable attention. A committee composed of H. C. Bond, director of manual training, Lafayette, Louisiana; J. H. Bres, superintendent of schools of West Baton Rouge Parish; and C. J. Brown, state elementary school supervisor, were appointed to investigate industrial work being done in schools in other states of the Union. C. J. Brown sent the following letter to the state superintendent of education in the other states:

H. C. Bond, Director of Manual Training, Lafayette, Louisiana; J. H. Bres, Superintendent of West Baton Rouge Parish, Port Allen, Louisiana; and myself were appointed to a committee, a short time ago, by our State School Board Association to investigate the industrial work now being done in the other states in the Union. Will you kindly send to each of our addresses any publications or any information along this line which you may be able to furnish us? Any suggestions as to where we could get additional information in your state would, also, be gratefully received.86

As further evidence that Louisiana was following the national movement of placing industrial education in the schools is the letter of State High-School Inspector Favrot to principals of high schools in various parts of the United States:

In response to a request made of your state superintendent to designate the high schools in your state offering courses in the industrial branches, I received your name and that of your school. We desire to examine the courses in industrial branches in several states with a view to improving and organizing similar courses in our own state high schools. If, therefore, you issue a catalogue or literature of any kind describing the work done in your high school in manual training, domestic science, art, agriculture, or commerce, I should greatly appreciate your sending me a copy.87

The high-school principals at their annual conference for the 1911-1912 school session advocated the organization of an industrial curriculum to include manual training and shop work. This suggestion was passed on to High-School Inspector Favrot for his consideration when he would draft

86Circular Letter dated March 3, 1911 of State Department of Education of Louisiana.

87Circular Letter dated January 25, 1912 of the State Department of Education of Louisiana.
the course of study of 1912.

Manual training introduced in the course of study of 1912. In the course of study of 1912 were provisions for elective manual training courses in bench work and joinery, joinery and cabinet work, and mechanical drawing. The following instruction and exercises in woodwork and drawing were included in the course in manual training: (1) lessons in kinds and qualities of wood, care of tools, etc; (2) instruction and exercises in free-hand and mechanical drawing of objects used as exercises; (3) instruction and exercises in bench work in wood-sawing, planing, tenons, mortises, and joinery; and (4) project work.88

Few changes in industrial education prior to 1933. In the course of study of 1916 and in each course of study until 1929 were two units in manual training, one in woodwork and one in mechanical drawing. These courses were elective except in the course of study of 1925, which introduced a special manual training curriculum and made it mandatory that all students pursuing this curriculum earn two units in manual training as a requirement for graduation.

In the course of study of 1929 the subject entitled "Woodwork" was changed to "Shopwork" and schools were authorized to offer two years of shopwork and two years of mechanical drawing. Those pursuing the manual training curriculum were required to take two years of manual training but could offer a maximum of four units toward meeting graduation requirements.

Expansion of industrial education begun in 1933. There were two distinct changes in the industrial education curriculum of the course of study of 1933. First, the broadening of the industrial education curriculum was begun. Prior to the course of study of 1933, industrial education

88 Favrot, Leo M., op. cit., p. 23.
was limited to woodwork and mechanical drawing. Three new industrial courses were added to the curriculum in 1933. These were general shop, elementary electricity, and motor mechanics. Secondly, the long familiar term "manual training" was replaced by the term "industrial arts." This was in line with a national movement. Each of these changes needs to be discussed at greater length for it is at this point that the development of industrial education in the high schools of Louisiana was begun in two separate ways, namely, industrial arts and trade and industrial education.

**Reasons for new industrial courses added in 1933.** High-School Supervisor Trudeau explained in a letter of August 24, 1932, his reasons for requesting new industrial courses in the high-school curriculum. The increase in the number of subjects in the industrial field were intended to meet the existing economic and industrial conditions in a number of Louisiana communities. Furthermore, he stated that the old course of study was too restrictive, that there was a widespread demand for richer course of study, and that the new industrial courses were elective and not required. 89

The general shop course was designed to give the fundamentals of and to serve as an introduction to various practical trades, such as woodwork, machine shop, mechanical drawing, electrical shop, motor mechanics, and forging. The widespread use of automobiles and other machinery having motors was an added factor leading to the introduction of motor mechanics. This course provided instruction in the care and upkeep of automobiles, buses, trucks, tractors, and farm machinery engines. The ever-increasing

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use of electricity in the homes, business, industry, transportation, and communication, and the fact that so many people were employed in work requiring some knowledge of the fundamentals of electricity influenced the introduction in the high-school curriculum of the course in elementary electricity.\textsuperscript{90}

**Industrial arts and trade schools.** During the two decades prior to 1933, when the industrial arts curriculum was initiated, the concept of industrial arts was being developed. The advocates of industrial arts thought that the vocational objective of manual training should be subordinated to a cultural aim. Other educators felt that manual training in the public schools was not preparing workers to meet the needs of industry and business, and that separate industrial schools apart from the high school should be established.

Those favoring industrial arts as cultural subjects and as a part of general education contended that the trades were so numerous that they could not all be taught in the school shop. Their point of view was expressed by Stombaugh:

> Significant in this movement has been the tendency to shift the emphasis from the acquisition of tool skills and the knowledge of processes to the content of the subject. The idea has developed that the trades are so numerous that it is impossible within the province of the school shop to teach all of their processes. The school is largely limited to hand skills because of economic factors, and the age and ability of pupils. Through the introduction of machinery and specialization in industry, trades are constantly changing, and these hand skills are now little in demand. Therefore the school shop is becoming more of a laboratory in which the pupil may get first-hand information about materials and in which he can explore those fields that appeal to his interests.

> In this movement it is to be noted the tendency from teacher dictated problems fully explained toward pupil selected problems demanding some thought and self-direction on the part of the pupil.

\textsuperscript{90}Course of Study for Louisiana High Schools, Bulletin Number 259 of State Department of Education of Louisiana, op. cit., pp. 207-20.
In keeping with the tendency toward enriched content in industrial arts work is the movement to shorten the class period and place the work on an equivalent credit basis with the other school subjects.\textsuperscript{91}

An important factor leading to the trade school movement, the effect of which was felt in the high-school curriculum in Louisiana in 1935 when students were allowed high-school credit for courses pursued in trade schools, was the report of the Massachusetts Commission on Industrial and Technical Education in 1906. This report was widely disseminated and quoted frequently throughout the United States. It had a definite influence in promoting a movement for vocational education in public schools. The commission recommended that, in addition to the elements of industrial training taught in the public schools, there should be set up distinctive industrial schools separated entirely from the public school system to further this elementary teaching.\textsuperscript{92}

In the remainder of this section the development of the curriculum will be presented for two phases of industrial education: industrial arts, which was taught in the public high schools; and trade and industrial education, which was taught in special trade schools. The curriculum of the latter will be considered only insofar as it pertained to students of the state-approved high schools.

**Development of industrial arts curriculum.** High schools were authorized in the course of study of 1937 to offer the same industrial courses which were in the course of study of 1933 plus two new courses—machine


shop and sheet metal work. In the industrial arts curriculum of 1933
one was permitted to earn a maximum of four units but was required to
earn at least two units in industrial arts subjects as a graduation re-
quirement. In the industrial arts curriculum of 1937 a maximum of four
units in the industrial arts courses could still be counted toward grad-
uation; however, there was no minimum requirement of all students
pursuing that curriculum.

A special program in industrial arts education at the high-school
level was submitted to high-school teachers in 1946. Superintendent
Coxe pointed out that industrial arts as an integral part of general edu-
cation was growing rapidly in Louisiana. So many requests from parish
superintendents, principals, and teachers had been received that it was
necessary to employ a full-time supervisor of industrial arts education
and to prepare a special bulletin for the guidance of school personnel.
The work of H. C. Thomas, state supervisor of industrial arts education,
in preparing the course of study of 1946 was acknowledged, as were the
efforts of teachers, supervisors, and members of the faculties of state
teacher-training institutions.93

In the industrial arts curriculum of 1946 there was a radical depar-
ture from the two previous curricula. Provisions were not made for
specific subjects. Instead, numerous suggested areas or units were listed
in the industrial arts program of studies and students were permitted to
elect as many as four units toward meeting graduation requirements. The
suggested areas were auto mechanics, bookbinding, braiding and knotting,

93H. C. Thomas, A Tentative Program in Industrial Arts on the
Secondary Level. Bulletin Number 627 of State Department of Education
of Louisiana (Baton Rouge: State Department of Education of Louisiana,
camp and outdoor cooking, ceramics, electricity and radio, home gardening, home mechanics, general shop, principles of interior decoration, leather craft, mechanical drawing, general metals, photography, plastics, plumbing, printing, woodworking, courtesy, textiles for men's wear, and selecting a wardrobe.

Two factors which contributed to the variety of industrial arts courses which high schools could offer were the industrial expansion in Louisiana and the suggestions at the national level regarding an industrial arts program. The following reasons for increasing the industrial arts offerings were given by Thomas:

Louisiana is at the present time embarking on an extensive program of industrial expansion. This means that the schools must train the youth of the state to face and solve new types of problems. . . .

That industrial arts was considered as a phase of general education is revealed by the following definition appearing in the industrial arts curriculum of 1946:

Industrial arts is a phase of general education that concerns itself with the materials, processes, and products of manufacture and with the contribution of those engaged in industry. The learnings come through the pupils experience with tools and materials and through his study of resultant conditions of life. It is a curriculum area rather than a subject or a course, being comparable in this respect to the language arts.

An indication that the state program was influenced by thought at the national level is the fact that nine objectives listed in the course of study for the state were identical with a list of objectives for the industrial arts published by the American Vocational Association.

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94 Ibid., p. 8.
95 Ibid., p. 9.
Another program of studies for industrial arts was issued by the
State Department of Education in 1952. Thomas pointed out that many
new industries had moved into Louisiana since the last program of studies
was issued and that the anticipated decentralization of industry in the
nation would probably bring much more in the future years. This new in-
dustry meant new problems for high-school students, problems which the
high schools should train youth to face and solve satisfactorily. In
listing the suggested areas constituting the industrial arts program
Thomas omitted braiding and knotting, camp and outdoor cooking, home
gardening, principles of interior decorating, courtesy, textiles for
men's wear, and selecting a wardrobe, which had appeared in the indus-
trial arts program issued in 1946. The only new suggested area was model
aircraft. That this suggested area would train youth to face and solve
satisfactorily the new problems brought on by industry is doubtful. How-
ever, the program did stipulate that courses additional to the ones listed
would be permitted provided that the outlines of the proposed courses were
submitted to and approved by the State Department of Education.

Development of industrial offerings for high-school students in trade
schools. Industrial courses, in addition to those offered in the indus-
trial arts curriculum, which high-school students might pursue and earn
credits toward graduation are given by trade schools. The trade schools
at the present time do not normally grant high-school credits. However,
cooperative arrangements may be worked out by the high-school principal
with the director of the trade school so that students who are in regular

97 H. O. Thomas, Industrial Arts for Secondary Schools, Bulletin
Number 730 of State Department of Education of Louisiana (Baton Rouge:
attendance in a high school may enroll on a part-time basis for credit in trade school courses. 98

Trade schools promoted by federal legislation. The demand for trade and industrial education in the public schools came from educators as well as from labor leaders. V. L. Roy, who on several previous occasions had expressed favor for vocational education in public schools, introduced the following resolution, which was approved in 1915 at a meeting of parish school board members and parish superintendents:

Whereas, the educators of the United States are generally favorable to the principle of national appropriations in aid of vocational education in the several states; and,

Whereas, in the entire history of our country, no such opportunity has ever arisen as it now exists for the United States to assume a commanding position in industry and commerce among the world nations; and,

Whereas, such aid as proposed in the bill of the National Commission on Aid to Vocational Education will act as a great impetus to the development of agriculture and industry in our country; be it

Resolved by the Louisiana Association of Parish School Boards and Superintendents, That said bill be hereby endorsed and be it further

Resolved, That the Senators and Representatives of Louisiana be urged to give the said bill their loyal support. 99

The National Vocational Education Act passed in 1917 was accepted by the Legislature in 1918. 100 This law made federal funds available to Louisi-


ana for the subsidy of trade and industrial education. A survey was made in 1918 to determine if there was a need for trade education in Louisiana. J. E. Lombard, who was state supervisor of trade and industrial schools in 1918, sent a questionnaire to employers in which he asked them if they were interested in a plan under which the school system would train young people for industries requiring skilled labor and, if interested, to designate in which trades they desired youth to be trained. The questionnaires were sent to the parish superintendents for distribution. The following letter accompanied the questionnaires:

The school must train its pupils to render maximum service to the community and to obtain the maximum reward for their services. Therefore, it is incumbent upon the school system in each community to learn the local needs and activities so that it may supply such opportunity for school training as seems to be in demand.

Industrial surveys of small cities and towns indicate an imperfectly supplied demand for carpenters, painters, blacksmith, sheet metal workers, machinists, auto-mechanics, printers, plumbers, telegraphers, foundry men, electrical repair men, electrical power operators, electrical wire men, and electrical trouble chasers.

May it not be possible that failure of the schools to note such demands and failure to provide in their courses for some preparation for service in such lines of skilled labor is part of the cause for the marked falling off in numbers enrolled in the lower grades and especially in the high school?

In the establishment of industrial classes the Federal Government, through funds made available by the Smith-Hughes Act, will give money paying part of the salary of teachers of such classes.

I am handing you herewith a copy of a form for a questionnaire to be sent to factory managers or other employers of labor. Suitable replies should form a basis for estimating the extent and character of the demand for industrial training in any of the towns of your parish that you would like to examine with regard to such needs. Also, herewith please find a copy of another form for a questionnaire for use by the employer in dealing with the employee. The employer should return to you both his own reply and the individual replies from the laborers so that further detailed study of the conditions revealed may be made.

In determining the question whether there should be a class or not, the need for such a class is the chief point to consider. It
is just as wrong to train more carpenters than the community can absorb as it is to train none. For a small town a general industrial class from which a pupil may pass without difficulty into any one of several allied industries is perhaps the best kind of a class to consider.

If you are interested in this project for any of the towns of your parish, apply the questionnaire method and communicate with the writer for further particulars as to the kinds of classes that may be formed and the conditions under which Federal aid may be secured. 101

The first trade schools in Louisiana. The first trade school for male students in Louisiana was the Isaac Delgado Central Trades School in New Orleans which opened on August 21, 1921. The building and equipment were financed largely with funds received from the will of Isaac Delgado, who left to the City of New Orleans a substantial sum for use in the establishment of a trade school. 102

The following statements reveal the status of trade schools in 1923:

The greater part of trade education aside from the commercial courses, is offered in two schools located in New Orleans, namely, the Delgado Central Trade School for boys and men and the Nicholls Trade School for girls. Both of these institutions are reaching large numbers and they are giving instruction in practical courses designed to fit those pursuing them to make an honorable living in a useful trade. Its admirable courses have recently been called to the attention of school officials throughout the State, with the result that young men from a number of country parishes have enrolled as students. 103

The Sullivan Memorial Trade School began operations in Bogalusa in 1931, and the Shreveport Trade School opened in 1936. 104

101 Circular Letter Number 705 dated October 15, 1918 of the State Department of Education of Louisiana.
102 Harris, op. cit., pp. 97-8.
High-school credit given for trade school work. In the state superintendent's report for the 1937-1938 session it was revealed that four additional trade schools to be located at Winnfield, Opelousas, Crowley, and Lake Charles, and one under construction at Natchitoches would, when completed, provide a total of nine trade schools geographically located to take care of the needs of boys and girls in industrial education. It was also pointed out in the report that, with the exception of the schools located in New Orleans and Shreveport, the trade schools would attempt to work out a program with the local public school authorities whereby a boy going to high school might, at the same time, enroll in a trade school and earn high-school credits. As much as seven and one-half high-school credits toward graduation were allowed through trade school work. It was stipulated in the federal law which subsidized trade education that no person would be permitted to enroll in trade school unless he could arrange his time that he could spend not less than a full continuous three-hour period in the trade school at work on the trade which he selected as a vocation. Trade school work was limited to the student's last two years in high school. This meant that the high-school principal and the trade school director had to arrange for the high-school student to spend part of his day at the trade school and part of his day at the high school.

The courses offered in trade schools in 1937 included agriculture, automobile repair, bricklaying, carpentry, commercial subjects, cabinet making, drafting, electricity, machine shop practice, plumbing, woodwork-

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106 Ibid., p. 37.
ing, and welding. The choice of the courses offered was based on the
trade training demanded by the communities in the area of the trade
school.

Number of trade school courses increased. By 1940, the program of
studies in the trade schools had been expanded considerably. New courses
added were air conditioning, architectural drawing, aeroplane mechanics,
commercial cooking, cosmetic therapy, commercial art, costume design,
dressmaking, diesel engineering, firemanship, interior decorating, manic-
curing, millinery, printing, power sewing, paper hanging, refrigeration,
radio repairing, sign painting, stewardship, sheet metal work, tearoom
management, and textiles. Agriculture was dropped from the trade school
offerings.

An advisory committee representing labor, management, and education
functioned to improve the course of study and to promote understanding
among the various groups.

In 1945, a bulletin of the State Department of Education was distrib-
buted giving guiding principles regarding trade school courses taken by
high-school students. It was prescribed in the bulletin that trade
school courses be counted as electives and that units earned therein
be considered as majors or minors. A maximum of six high-school units
might be earned, including those earned in industrial arts courses;
however, four of these units had to be in shop work and two in studies
related to the shop work.

107 Ibid., p. 38.

Number 458 of the State Department of Education of Louisiana (Baton Rouge:
State Department of Education of Louisiana, 1941), p. 115.
In the course of study of 1947 the above regulations were continued in effect and the courses were listed from which a student might select two units related to the trade in which he would earn four units through shop work. These courses were related trade mathematics, related trade science, related trade drawing, bookkeeping, shorthand, typewriting, commercial law, office practice, industrial history and industrial economics.

In the course of study of 1952 business English, salesmanship, and business structures were added to the list of related subjects that might be studied by high-school students. Additional courses offered in trade school programs in 1953 were barbering, cabinetmaking, house building, oil well drilling, practical nursing, tractor repair and maintenance, upholstering, watchmaking, and shoe repairing. 109

Cooperative part-time training in trade and industrial education.
The cooperative part-time training program in trade and industrial occupations was introduced in the high schools of Louisiana on February 1, 1937. 110 The first mention in an annual report of the state superintendent of education of cooperative part-time training in trade and industrial occupations in the high-schools of Louisiana was in the report for the 1938-1939 school session. The following remarks were in this report:

Another activity, carried on by five coordinators geographically located throughout the State to give us best coverage, and working out of our office, has to do with the placement of students in school, in industry on a part-time basis. This work is limited to the larger communities, as it is only here that you will find firms large enough to justify the employment of students for part-time work.


110 Statement of Dr. Gordon Hampton, personal interview, Baton Rouge, Louisiana, June 14, 1957.
This program supplements the work of our trade schools. Our records show that one hundred and fifty students are placed in different trades throughout the State, working on a part-time basis for which they receive compensation, and at the same time are keeping up with their academic high-school subjects, all of which are especially selected to relate to their part-time employment and broaden their knowledge about the vocation at which they are working as apprentices.\textsuperscript{111}

The course of study of 1947 was the first state course of study in which provision was made for cooperative part-time training in the trade and industrial occupations. It was stipulated therein that a student sixteen years or older and in his junior or senior year of high school could earn a maximum of four units toward graduation by being employed for a minimum of twenty hours per school week in an establishment cooperating in providing the training, and by spending one and one-half hours daily for thirty-six weeks in class-work in related studies. A special teacher qualified under the state plan for trade and industrial education would teach, coordinate, and supervise the work of the cooperative part-time students. This arrangement was supported by federal funds for vocational education. This type of curricular offering is available at the present time.

\textit{Extent to Which Trade and Industrial Subjects Offered at Intervals From 1910 to 1956.}\textsuperscript{112}

During the 1910-1911 school session, three high schools offered manual arts. In 1914-1915, 476 pupils of the 10,633 high-school enrollment studied woodwork and/or mechanical drawing. This was 4.4 percent


\textsuperscript{112} Annual Reports of State Superintendent of Education of Louisiana, 1910-1953.
of the total enrollment. During the 1935-1936 session, ten of the 360 high schools offered one or more of the industrial arts subjects. In 1946, approximately sixteen parishes offered courses in industrial arts. By 1949, approximately one-half of the total number of local school systems offered industrial arts. By the end of the 1952-1953 school year, fifty parishes and/or city school systems had one or more industrial arts departments and there were 11,130 high-school students, or 15.5 percent of the total enrollment, studying industrial arts courses. During the 1955-1956 school session eighty-seven high schools, or 24.4 percent, of the 356 state-approved public high schools for white youths, offered from one to eighteen units in industrial arts with a majority offering four or more units.\textsuperscript{113}

Special trade schools numbered three in 1936. By 1940, there were eight, ten in 1945, thirteen in 1950 and twenty-four in 1953.\textsuperscript{114} Fifty, or fourteen percent, of the 356 high schools during the 1955-1956 school session made provisions for its students to earn credits toward graduation by taking courses in trade schools in the area.\textsuperscript{115}

\textsuperscript{113}Compiled from annual reports of high-school principals on file in high-school section of State Department of Education of Louisiana.

\textsuperscript{114}\textit{Louisiana State-Operated Trade Schools}, \textit{op. cit.}, p. 5.

\textsuperscript{115}Compiled from annual reports of high-school principals on file in high-school section of State Department of Education of Louisiana.
CHAPTER V

THE DEVELOPMENT OF THE CURRICULUM IN THE FINE ARTS FOR THE STATE-APPROVED
WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA, 1906-1955

Music and art comprise the fine-arts group. Since music and art were considered together in the courses of study prior to 1929 the development of the curriculum prior to 1929 for these subject groups will be presented collectively. The development of the curriculum after 1929 will be treated separately for music and art. The music and art offerings in each course of study will be contrasted with the one immediately preceding it to ascertain when new subjects were added to or existing subjects were dropped from the curriculum. The findings arrived at as a result of a study of the instructions accompanying each curriculum, the circular letters of the State Department of Education, the annual reports of the state superintendent of public education, the proceedings of the State Board of Education, and periodical literature of the period will be summarized to show influences upon this aspect of the development of the high-school curriculum. The extent to which high schools offered music and art subjects at intervals from 1910 to 1956 will be indicated by means of statistics obtained from the records of the State Department of Education.

Music has developed in the state-approved public high schools for white youths from a simple course in 1906 including voice training, independent sight singing, and part songs to an enriched curriculum in 1956 comprising mixed chorus (a capella choir), boys' chorus, girls' chorus, general music, voice class, vocal ensemble, music history and apprecia-
tion, fundamentals of music, band, orchestra, applied music, piano class, instrumental technique class and instrumental ensemble class. In 1906 all students were required to take the music course along with art and physical culture two times weekly throughout the high-school program. In 1956 all music courses were elective and a student could earn a maximum of four units in music toward meeting graduation requirements. The art curriculum for high schools has been developed from an incidental treatment of drawing correlated with other subjects in 1906 to an elective four-year art program in 1956.

I. THE DEVELOPMENT OF THE CURRICULUM FOR MUSIC AND ART FROM 1906 TO 1929

Music and art in the course of study of 1905. Included in the course of study of 1905 was a course entitled "The Arts." All students were required to take this course two periods weekly during each year in high school. Oral reading and dramatic art, music, drawing, and physical culture were included in the course. Music included voice training, independent sight singing, and part songs. Art consisted of drawing which was correlated with other school work. The music and art offerings in the course of study of 1905 were in line with the Committee of Ten's recommendation that the omission of music, drawing, and elocution from the programs offered by the Committee was not intended to imply that these subjects ought not receive systematic attention. It was merely thought best to leave it to local school officials to determine, without suggestions from the Committee, how these subjects should be introduced into the program of studies.¹

Music and art in the course of study of 1909. It was required in the course of study of 1909 that one hour weekly be devoted to music and one hour weekly to drawing by all students in each of the three curricula offered. No credit was given for the music and drawing courses. Emphasis was placed in music on chorus singing; all students were encouraged to take part in chorus work. Schools were encouraged to arouse added interest in music by the formation of glee clubs, boys’ choruses, and girls’ choruses.

Dr. Weber expressed his views on the drawing course as follows:

It is felt that a course in art study for the high school should be general enough in its character to equip, as far as possible, the student who may have but one year of high-school training with an understanding of such art principles as will have a direct bearing on his life. Every person of education should understand something of the growth of plants and flowers; of landscape shapes and effects; of the representation of the forms, proportions, and colors of objects; of the language of constructive drawing, and of the commoner geometric problems; and finally of the principles of design, which are universal in their application. This reasoning is from the standpoint of general education.

The State Department of Education required that an expert teacher be employed to supervise and teach music and drawing. It was not specifically stated that music and art should be taught by the same teacher, but since the requirement came together, local school officials assumed that teachers should be found who could teach both subjects. The result of attempting to get the necessary qualifications in one teacher ended in the employment of art teachers who knew little about music and of music


teachers who knew little about art. In addition many of the teachers were brought in from the northern states and did not adjust well to the southern environment. As a consequence opposition to the music and art program developed and many school systems, in spite of the requirement, did not employ music and art teachers.\(^4\)

State High-School Inspector Favrot showed his concern over this situation by asking all high-school principals if they were following the state course of study in music and drawing; and if not, to explain why they were not following it.\(^5\) The high-school inspector reported two months later that there were ninety music teachers in the ninety-eight state-approved public high schools for white youths.\(^6\)

**Little development in music and art curriculum prior to 1927.** All students were required by the course of study of 1912 to take music and drawing for two periods weekly during each year of the high-school program. These required courses in music and drawing were not of an advanced nature and were considered largely recreational. For this reason, no credit was given for the courses.\(^7\)

The change from music and art as required subjects to elective subjects came about as a result of a canvass by Superintendent Harris of the opinions of high-school principals regarding the following matter:


\(^5\)Circular Letter dated January 6, 1911 of the State Department of Education of Louisiana.

\(^6\)Circular Letter dated March 2, 1911 of the State Department of Education of Louisiana.

\(^7\)Leo Favrot, Supplement to and Revision of the State Course of Study for High Schools of Louisiana (Baton Rouge: Ramires-Jones Printing Company, 1912), p. 7.
Music and drawing are required subjects in all the high-school courses, to be taught either by specialists or regular members of the faculty. Do you favor making these subjects elective, and allowing one credit for the two when the four years' course is completed under the direction of a specialist? 

Apparently high-school principals favored the state superintendent's proposal, for the next year Superintendent Harris informed the high-school administrators that music and art were elective courses; and that if a special teacher was employed to teach music or art, credits would be given on the same principle as in any other subject.

That music in the public high schools in 1913 was not faring well is revealed in the following remarks of Superintendent Harris:

At this time comparatively few of our high schools employ special teachers for singing, or make any specific provision to carry on this very important feature of education. The explanation usually offered for neglect of music in our schools is that funds are not available to employ the needed teachers.

Principals that have had an opportunity to test the fact state that there is a marked difference in the school atmosphere as between schools with departments of music and those without; that in the former case the school runs more smoothly, that there is a spirit of cheer and cooperation to a larger degree than in the latter.

If for any reason a special teacher of music has not been employed, some member of the high-school faculty can no doubt direct the group singing with fair results. We hope to find everywhere that our schools during the coming session will be giving attention to singing as a regular school exercise.

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8Circular Letter Number 36 dated November 21, 1913 of the State Department of Education of Louisiana.


For several years prior to 1920 patrons of the high-school and high-school principals had sought credit for piano music under private teachers. The State Department of Education would not act favorably on the matter because of the uncertainty as to the content of the courses being taught. In 1920 the State Department of Education decided to allow one high-school unit toward graduation for work in piano music under private teachers provided that the Progressive Series of Piano Lessons or its equivalent was used, and that it was shown that the teacher had suitable training. In the course of study of 1922 two units were permitted to be offered toward high-school graduation for work in piano music under private teachers. The practice of allowing credits for private piano instruction was stopped in 1925. High-School Inspector Trudeau explained that it was practically impossible to conduct this type of work properly without the aid of a state supervisor of music, whose employment at that time was not practicable. He pointed out that there was no common basis on which to determine the question of the proper certification of teachers and that there existed no uniformity in such matters as length of time of music lessons, length of time of practice, and number of lessons per week.

No credit was allowed for music in the course of study of 1925. The only mention made of music was that fifteen to twenty minutes should be set aside two or three times weekly for group singing. No mention was

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made of art in the course of study of 1925.

Music and art in the course of study of 1929. The meager music program suggested in the course of study of 1925 and the lack of an art program apparently met with disfavor. In 1927 action was begun to give music and art a more significant place in the curriculum by High-School Inspector Trudeau. The following circular letter was sent to parish superintendents and high-school principals:

I wish to get the benefit of your judgment on the advisability of including music and art in the high-school work of the state. Should it seem wise to add these subjects to our present schedule of studies, none but professionally trained teachers, holding Louisiana state certificates shall be employed for this work, and no courses in these subjects will be permitted at all unless they have first been approved by the State Board of Education.

Do you think such courses should be offered? If so, should we allow one unit for music and one unit for art? (The time element for each being thirty minutes per week for thirty-six weeks.) Or, should we allow a half unit each for half the time? Should instrumental music be included? If so, what instruments? If these subjects are taught, what subjects in the high-school courses should be dropped? Give briefly any other views you hold on this subject.14

In order to get further assistance from school personnel in curriculum making, Mr. Trudeau sent to parish superintendents and high-school principals a copy of a proposed two-year course in music and art. He requested that they give him their views with respect to the proposed music and art courses before he presented the proposed changes to the State Board of Education for approval.15 In July, 1927, Mr. Trudeau informed high-school administrators of the following provisions approved by the State Board of Education with regard to music and art offerings:

14Circular Letter Number 2320 dated April 22, 1927 of the State Department of Education of Louisiana.

15Circular Letter Number 2330 dated May 4, 1927 of State Department of Education of Louisiana.
The State Department of Education will accept credit in music of art offered by high-school students, provided that the amount of such credit offered is not less than one high-school unit, nor more than two, and provided further that the work done shall be of approved quality. (Not more than two units in music; not more than two units in art; not more than two units allowed in music and art combined.)

In music, the course shall include practical music—vocal or instrumental, ear training, harmony, history of music, and music appreciation. In art, the course shall include any acceptable combination of drawing and design, history of art, art appreciation, and applied art. 16

Schools offering music or art for high-school unit credit were required to submit to the State Department of Education a detailed outline of the courses offered, showing all phases of the subject taught, time devoted to each phase, and the name and qualifications of the teacher. 17

In addition to obtaining the views of school personnel in constructing the music curriculum, the state high-school inspector adopted suggestions of the Commission on Reorganization of Secondary Education. Each of the music courses in the music curriculum of 1927 was recommended for a high school program of studies in the above report. 18 The music courses approved in 1927 by the State Board of Education were included in the state course of study of 1929.

II. DEVELOPMENT OF THE CURRICULUM FOR MUSIC FROM 1929 TO 1956

Evolution of the Course of Study in Music

Influence of Federated Music Clubs of Louisiana on music curriculum. The Federated Music Clubs of Louisiana were organized in 1928. They adopted as their slogan "Music in Every School." They began to implement

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16 Circular Letter Number 2356 dated July 27, 1927 of State Department of Education of Louisiana

17 Ibid.

their slogan by talking with Superintendent Harris to see what he could do. He said that the matter was one for the individual parish superintendents to settle. The parish superintendents interviewed gave lack of funds for special music teachers as the reason for not having music in every school.19

On November 25, 1929, the State Board of Education appointed a special committee composed of Dr. M. E. Saucier as chairman, Dr. A. B. Dinwiddle, and Mrs. Cleanore E. Meade to study the question of what should be done in the public schools of Louisiana in the matter of teaching music. Dr. Saucier recommended to the State Board at a meeting on January 20, 1930, that teacher-training institutions under the control of the State Board of Education be required to teach the rudiments of music and singing of appropriate songs to all prospective teachers in the elementary field; that the parish superintendents and principals be urged and instructed to require elementary teachers to instruct their classes in the rudiments of music and to give them daily practice in singing appropriate songs, provided the teachers were competent to do so; and that the school officials having large cities in their parishes be encouraged to employ specialists in music and require them to give the music instruction in the high-school classes, and to supervise the teaching of music in the grades. The State Board adopted these recommendations.20

In 1930 the Federated Music Clubs of Louisiana appointed a committee to prepare a course of study for music. This committee was composed of the


20 Circular Letter Number 2736 dated January 23, 1930 of the State Department of Education of Louisiana.
deans of the schools of music of the colleges of Louisiana. Leon Ryder Maxwell of Newcomb, Francis Wheeler of Centenary, and H. V. Stopher of Louisiana State University prepared the course of study. They recommended that school music be taught in the first three grades as was done in other states considered to have a good music program. The upper grades and high schools should start with music appreciation and operettas. In subsequent years sight singing, music fundamentals and other courses could be added. This approach was considered by these music educators to be gradual and practical. The State Board of Education, however, considered the plan too elaborate and far-reaching and did not adopt the suggested plan. The Federated Music Clubs of Louisiana did not abandon their efforts to get music in every school. They presented to parish school boards and superintendents petitions signed by parents and taxpayers who wished music to become a more integral part of the school system. 21

Music offerings expanded in 1933. The music courses which state-approved high schools might offer were increased in number in the course of study of 1933 in which the following courses were authorized: fundamentals of music (ear training, dictation and sight singing), music appreciation, chorus, glee club, choral group, orchestra, band, theory and harmony, and outside music study. A total of seven and one-half units could be offered by a school; however, a maximum of two units in music could be counted toward graduation.

Apparently the efforts of the Federated Music Clubs of Louisiana were yielding results as High-School Supervisor Truieu stated to the State Board of Education on August 24, 1932, that a reason for requesting the broadened course of study in music was the widespread demand for a

21Smith, op. cit., p. 80.
richer course in music.\textsuperscript{22}

The offerings provided in the course of study of 1933 were the same as those set forth in the recommendations of the report of the Commission on the Reorganization of Secondary Education of 1917. An acknowledgment of these recommendations was made in the course of study of 1933.\textsuperscript{23}

More stress on music education advocated by Senator Huey P. Long.

A great impetus to the music program in the schools was given by Senator Huey P. Long at a meeting of the State Board of Education on July 23, 1934. Senator Long stated that he was under the impression that the subject of music was being neglected in Louisiana. He suggested that the State Board of Education would be wise to establish in the State Department of Education a department of music with a thoroughly competent person at its head to work under the direction of the state superintendent in devising proper courses in music, and in stimulating interest throughout the state in music. Superintendent Harris expressed the opinion that there was great merit in Senator Long's viewpoint. He stated that Louisiana was probably excelled by no other state in the music ability of its people but that the subject had been neglected on account of inadequate funds. He stated that the State Board had pursued the policy of expending funds upon the "bread and butter" subjects to the neglect of cultural courses such as music and art. He recommended that the department of music be authorized and said that it could be financed


\textsuperscript{23}Course of Study for Louisiana High Schools, 1933, Bulletin Number 259 of the State Department of Education of Louisiana (New Orleans: Thomas J. Moran's Sons, 1933), p. 223.
for a year or two at least out of a balance in the malt fund. 24

On motion of Dr. Glenn J. Smith, seconded by George T. Madison, the division of music in the State Department of Education was created and the State Superintendent of Education was instructed to take the necessary action to put it into operation by the employment of a director and the preparation of a course of study. 25

The actual establishment of a division of music in the State Department of Education was effected by Superintendent Harris in September of 1934. He indicated this fact in his annual report for the session 1933–1934:

In the early part of September a division of music was added in the State Department of Education. Samuel Burns of Ohio was employed for this new field, with instructions to take the lead in the introduction of public-school music in the schools of the State. The addition was announced to school officials of the State in a circular in which I gave the essential facts as follows:

A month or so ago the State Board of Education created a department of music in the State Department of Education, and instructed me to employ a director to head the department. I have employed Mr. Samuel Burns, who has today entered upon his duties. His training and experience are as follows: B. A. degree, Oberlin College, Ohio; M. S. degree, Northwestern University, Chicago; work practically completed for doctor's degree, Teachers College, Columbia University, New York. Experience—ten or fifteen years of teaching in college summer schools, public schools, and for the last several years director of music in public schools of Medina County, Ohio.

Mr. Burns will spend a few weeks getting his bearings and meeting school officials and teachers throughout the State. Afterwards, he will map out a definite program. As he comes around, I hope you will extend to him the hand of cordial welcome and any cooperation possible.

My feeling is that the department of music will prove a very


25 Ibid., p. 12.
important one. I know that there is an abundance of music ability among the people of the State. . . .

Work of State Supervisor of Music Burns. In April of 1935 Burns set forth organizational plans for music instruction in the schools of Louisiana. He informed local school officials in broad outline the bases for setting up an effective school music program comprising vocal work and instrumental work including ensembles, orchestra, and band.\(^27\) The first state supervisor of music education in Louisiana regarded the teaching of instrumental music "as much a part of the public school's function as is the teaching of English, history, or any other subject. . . ."\(^28\)

In August of 1935 Burns promulgated preliminary announcements of a music course of study for the high schools of Louisiana. In it provision was made in most instances for the same music offerings which were in the course of study of 1933. Additions in the vocal music group included "a capella choirs" and vocal ensembles. In the instrumental music group, schools could offer for credit selective instrumental classes in strings, woodwinds, and quartettes. Also, provision was made for a course in general music, which was intended for the mass of students. The latter course included music appreciation and singing.\(^29\) Two units remained the


\(^{28}\)Ibid., p. 17.

maximum number of credits in music which could count toward meeting requirements for graduation.

**Music in the course of study of 1937.** In the course of study of 1937 the number of units in music which a high school might offer was raised from seven and one-half units to 27.2 units, and the maximum units a student might count toward graduation was increased from two to four units. Burns indicated these facts as follows:

Changes in the regulations regarding music study in the high school made during the school year 1936-1937 and announced in Bulletin Number 337 (Louisiana High-School Standards), will doubtlessly lead to a great expansion in music offerings in Louisiana high schools. Heretofore, only two units of credit out of the sixteen required for graduation could be offered in music. Under the new regulations, four units may be offered in music. This new ruling will make it possible for high schools to offer a major in music, permitting a student to graduate with twelve academic units and four in music.30

The following music subjects listed in four categories were authorized to be offered by state-approved high schools: (1) vocal music—general music, glee club (boys or girls), mixed chorus, vocal ensemble, and applied music in class lessons or private lessons; (2) music appreciation and history; (3) instrumental music—band, orchestra, and applied music in class lessons or private lessons; and (4) music theory—elementary theory and music reading, and advance theory and harmony.

**Curriculum study groups and the music curriculum.** During the spring of 1941, Lloyd V. Funchess, who had relieved Mr. Burns as state supervisor of music during the 1937-1938 school session, distributed to teachers of music a course of study in music and asked the teachers to make suggestions and criticisms which might serve as a basis for further study.

and consideration. Acknowledgment was made to members of a curriculum study class at Louisiana State University, summer school session of 1940, and to those other teachers in the field who gave assistance. Members of the class were Francis Bulber, chairman, Mary Carey, Cornelia Cooke, John D. Greene, Leila Opdenweyer, R. D. Rusca, Elizabeth S. Russell, Marvin Wigginton, and Johnny Zinna. They drew upon the courses of study in music of Missouri, Montana, California, Texas, North Carolina, and Pennsylvania in the preparation of the music curriculum of 1941.

The music courses suggested for grades eight through eleven were divided into five groups: (1) vocal and instrumental classes—voice classes, beginning instrumental classes (band), and advanced instrumental classes; (2) private instruction; (3) general classes—general music, music appreciation and history, and theoretical studies in music; (4) vocal organizations—boys' and girls' glee clubs, mixed chorus, a capella choir, and vocal ensembles; and (5) instrumental organizations—first and second band, first and second orchestra, and instrumental ensembles.

The criticisms and suggestions of teachers, as well as the efforts of the curriculum study class at Louisiana State University, summer session of 1941, were utilized in the preparation of still another tentative course of study in music. In promulgating this course of study in September, 1941, Funchess stated:

... It is the result of a cooperative effort including the school teachers of the State and specialists in the field of music. It is in answer to the urgent need for new curricular materials and is designed to give direction and meaning to the teaching of music in the schools of Louisiana. During the spring of 1941, the

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31Lloyd V. Funchess and Walter E. Purdy, Course of Study in Music, Bulletin Number 447 of the State Department of Education of Louisiana (Baton Rouge: State Department of Education of Louisiana, 1941), p. 5.
32Ibid., p. 12.
33Ibid., pp. 22-3.
State Department of Education published a preliminary bulletin pertaining to the music program of elementary and secondary schools. Teachers and administrators were requested to give serious consideration to its contents and were asked to offer constructive criticisms and additional suggestions. The response to this request was forthcoming and the contents of this new bulletin have been prepared with these suggestions in mind.

It is not intended that the material of this bulletin shall constitute a course of study in any particular school or parish, but rather to aid teachers in developing their own course of study. Neither is this bulletin intended to prescribe the order of teaching any phase of the subject. It is believed that any organization or sequence which provides effective learning situations is desirable.

This bulletin is not intended to be a final course of study... Teachers and others are encouraged to make constructive criticisms.

This tentative course of study provided for substantially the same offerings as did the course of study of 1937. Students were allowed a maximum of four units to count toward graduation but not over three units could be in any one field of music.

Music in the course of study of 1947. In the course of study of 1947 were listed the same music courses as were in the course of study of 1937. There were a few changes in regard to the maximum number of units which could be offered in certain music courses. In the course of study of 1937 three units in private music lessons in piano or orchestral instruments and three units in private singing lessons were authorized; in the course of study of 1947 only two units were authorized in these subjects. In the course of study of 1937 two units each in band and orchestra were allowed; in the course of study of 1947 the maximum units authorized were increased to four for band and three for orchestra. 

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34Course of Study in Music, Bulletin Number 468 of the State Department of Education of Louisiana (Baton Rouge: State Department of Education of Louisiana, 1941), pp. 5-6.
dents who planned to offer the maximum of four units in music toward
graduation were encouraged but not required to earn these credits in
more than one field of music.

Music in the course of study of 1951. During October of 1947 a
series of ten meetings was held for the purpose of determining the needs
of the music curriculum for the new twelve-grade program. The re-
results of this series of meetings were used by the state supervisor of
music in preparing a tentative outline of a course of study in music
which was presented in mimeographed form to teachers for additional study
and comment. The results of the study and comments by teachers were used
as a basis for organizing a formal curriculum study program. The first
step in this direction was the work of the curriculum study class held
on the campus of Louisiana State University during the summer session of
1948. Funchess encouraged music teachers to enroll in this course
since the groundwork for a tentative course of study in music for the
twelve-grade program would be prepared in this course, and he was in-
terested in having the benefit of the thinking of all music teachers.

In 1951 a program of music education for the schools of Louisiana
was issued by the State Department of Education. Acknowledgment was made
of the efforts of the state music curriculum study committee composed of
superintendents, principals and music teachers. The music curriculum
included the following offerings: assembly singing (an opportunity for

Number 658 of the State Department of Education of Louisiana (Baton Rouge:

36 Ibid.

37 One-Hundred and Second Annual Report for Session 1950-1951, Bulletin
Number 736 of State Department of Education of Louisiana (Baton Rouge:
students to sing in large groups), mixed chorus (a capella choir), boys' chorus, girls' chorus, general music, voice class, vocal ensemble, music history and appreciation, fundamentals of music, band, orchestra, applied music, piano class, instrumental technique class, and instrumental ensemble class. 38

The offerings authorized in the course of study of 1951 were essentially the same as those in the courses of study of 1937 and 1947 although the titles of a few courses were changed. Glee club was referred to as chorus and the course in elementary music theory and music reading was referred to as fundamentals of music. The course of study of 1941 did not include the course in advanced theory and harmony which had been offered in previous courses of study. It was indicated in the music curriculum of 1951 that drum majoring, baton twirling and related activities did not entitle a student to music credit. The subjects set forth in this curriculum were promulgated in the general course of study of 1952.

The Extent to Which High Schools Have Offered Music Courses.

During the 1910-1911 school session, there were ninety music teachers in the ninety-eight state-approved public high schools. 39 During the 1914-1915 school session, fifty-eight out of 137 state-approved public high schools for white youths, or forty-two percent of the total, offered singing. 40 State High-School Inspector Ives reported that twenty high schools,


39 Circular Letter dated March 2, 1911 of State Department of Education of Louisiana.

or approximately ten percent of the 194 state-approved high schools, offered music during the 1918-1919 school session. In the 1934-1935 school session, when the division of music in the State Department of Education was established, there were less than twenty-five teachers of music in ten parishes which had organized music programs. During the 1935-1936 school year, twenty-four, or seven percent of the state-approved high schools for white youths, offered from one-fourth to two units in music. The period from 1935 to 1941 was marked by a rapid growth in music offerings by high-schools throughout the state. In 1936-1937, there were approximately one-hundred high-school bands. This number had increased to about three hundred by the close of the 1940-1941 school session. Likewise, glee clubs increased from about two hundred in 1937-1938 to about five hundred by the end of the 1940-1941 session. With the exception of two, all of the sixty-four parishes and three city school systems of Louisiana had made a beginning with the music program by the end of the 1940-1941 school session. During the 1955-1956 school session, 247 of the 356 state-approved public high schools for white youths, or sixty-nine percent, offered from one-half to eighteen

43 Compiled from annual reports of high-school principals on file in high-school section of State Department of Education.
46 Ibid.
units in music courses. About sixty percent of the schools offering music provided youths with the opportunity to obtain four or more units in music. 47

III. THE DEVELOPMENT OF THE CURRICULUM FOR ART EDUCATION, 1929-1955

Evolution of a Program of Studies in Art

Two-year art program. In the course of study of 1929 were included the recommendations of High-School Supervisor Trudeau which had been adopted by the State Board of Education in 1927. Two units in art comprising drawing and design, history of art, art appreciation and applied art constituted the provisions for art in the course of study of 1929.

In August of 1932 Trudeau gave to the State Board of Education the following reasons for desiring an expanded art program: (1) The old course was too restrictive; (2) The demand was generally widespread for a richer course; and (3) The courses were elective and not prescribed. 48 Among those demanding an enriched course in art were the home economics teachers and the Parent-Teachers Association. 49 The State Board approved the suggestions of the high-school supervisor regarding art in the high-school curriculum. These suggestions appeared in the course of study of 1933 as Art I (creative art and history of art) and Art II (art appreciation). Students were permitted to earn a maximum of two units in art

47 Compiled from the annual reports of high-school principals on file in the high-school section of the State Department of Education of Louisiana.


49 Statement of John E. Coxe, personal interview, Baton Rouge, Louisiana, June 1, 1957.
subjects toward graduation. The high-school division acknowledged its indebtedness to Miss Helen Carter and to Mrs. John E. Coxe for their cooperation in preparing the course of study in art.

Four-year art program. The two-year art program remained in effect until the 1950-1951 session when the State Board of Education approved two additional units in art which could be offered by state-approved high schools. Two students of Mrs. John A. Collier, teacher of art in 1950 at the Baton Rouge Senior High School, were studying art in excess of the two-year program. Mrs. Collier thought that these students should obtain credit for this extra study. She wrote a letter to Mrs. Irma Sompayrac Willard, art consultant with the State Department of Education, requesting additional credit beyond the two units permitted by existing regulations. Mrs. Willard referred the request to State High-School Supervisor Raphiel Teagle. The matter was presented to the State Board of Education which passed the following resolution on December 18, 1950:

WHEREAS, The State Board of Education recognized the importance of art instruction in the development of the desired aesthetic and cultural qualities of the individual; and WHEREAS, art in instruction may provide opportunities for many high school students to develop their special talents; and WHEREAS, the field of art offers many vocational possibilities in adult life, therefore be it RE-SOLVED that the State Department of Education be authorized to include four years of art instruction in the high-school curriculum of Louisiana under the following conditions:

1. That the courses shall be designated as Art I, Art II, Art III, and Art IV; and

2. That each course shall be designated as an elective subject offering one unit maximum credit toward meeting requirements for high-school graduation; and


3. That each course shall be offered on the basis of a laboratory subject, a minimum of 300 minutes per week throughout the year constituting a unit in time. This requirement may be met by five sixty-minute periods per week.

BE IT FURTHER RESOLVED, That all previous resolutions in conflict with the provisions of this resolution are hereby rescinded.52

The course of study of 1952 made suggestions for four units in art. Art I was designed to be an exploratory or survey course as well as to give students an understanding of the art heritage and opportunities for creative work. Suggested units were art as a vocation, the evolution of a costume, how civilization has affected the design of useful objects, works of well-known artists past and present, evolution of advertising and of cartooning. Art II had for its purpose the development of an increased understanding of how the arts facilitated contemporary living. Units suggested for the accomplishment of this purpose were sculpture and architecture, costume, creative design for hand and machine arts, interior decorating, commercial art, realistic and non-objective painting. Art III considered art as a life career, as a means of improving everyday living through knowledge of the art needs of the home and community. Recommended units were art of the ages, costume design and illustration, creative design for industrial arts, and painting. Units suggested in Art IV, which had the same purposes as Art III, were American art, advertising art, stagecraft, interior decorating, and sculpture.53


The art program set forth in the course of study of 1952 was prepared by Mrs. Willard. A full-time consultant on art in the State Department of Education was employed for the first time in September of 1948. In September of 1949, Mrs. Willard assumed this position and is presently engaged in the supervision and promotion of art in the public schools of Louisiana. The above program reflects the wide training and experience which the state art consultant acquired in schools in the East as well as in Louisiana. The course of study in art at Tulane University was one source for the art program mentioned above.

Extent to Which High Schools Have Offered Art Courses

The state high-school inspector reported that fifty out of 137 state-approved public high schools offered drawing during the 1914-1915 school year. This was approximately thirty-six percent of the high schools. During the 1918-1919 school year, twenty of the 134 state-approved public high schools had courses in drawing. This was slightly over ten percent of the total number of high schools. During the 1935-1936 school session, only four high schools, or one percent of the total number of state-approved public high schools for white youths offered at least one art course. During the 1955-1956 session twenty-six high schools, or 7.3 percent of the 356 state-approved high schools for white youths offered from one-half to five units in art. Twelve of these schools offered four units and one offered five units.

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57 Compiled from annual reports of high-school principals on file in high-school section of the State Department of Education of Louisiana.
58 Ibid.
CHAPTER VI

THE DEVELOPMENT OF THE CURRICULUM IN HEALTH, PHYSICAL AND SAFETY EDUCATION
FOR STATE-APPROVED WHITE PUBLIC HIGH SCHOOLS OF LOUISIANA, 1906-1955

The curriculum for health, physical and safety education for state-approved public high schools for white youths has developed from physical culture as a recreational pursuit which was to be correlated with other school work in 1906 to a broadened curriculum including physical education, health education, safety education, first aid, and driver education and traffic safety in 1956.

Curricular developments in health and physical education will be considered together; developments in safety education will be presented in a separate section.

I. THE DEVELOPMENT OF THE CURRICULUM FOR HEALTH AND PHYSICAL EDUCATION

Physical training prior to 1918. In the course of study of 1905 it was prescribed that physical culture be taught throughout the three years of high school as a part of a course entitled "The Arts." Physical culture was offered twice weekly with music and art.¹

Although no mention was made of physical education in the course of study issued by the first state high-school inspector in 1909 there were some educators who desired that this subject be a part of the secondary curriculum. J. E. Lombard indicated this desire as follows:

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Physical training, organised play and athletics for school children have received sufficient endorsement recently at the hands of prominent educators to relieve any discussion of these subjects of the need for a special plea on their behalf. . . .²

He pointed out that school athletic work had been in progress in New Orleans since March 8, 1908.

The high-school principals of Louisiana at their annual conference in December of 1908 agreed that an aid to the solution of the problem of keeping boys in school longer was the introduction of athletics. The larger boys might be induced to remain in school in order to be able to participate in athletic games and contests. The consensus was that principals should encourage athletics and make the school a place of interest. In this way they could put some responsibility upon the larger boys and make them feel they were an important factor in the school program.³

Some high-school principals and high-school teachers enrolled in the Louisiana State University Summer School of 1911 approved a resolution advocating the introduction of physical education in the high-school curriculum. The following names appeared below the resolution: C. E. Carnes, J. B. Snell, Ward Anderson, E. D. Shaw, and W. J. Dunn. High-School Inspector Leo Favrot endorsed this resolution, which appears below:

We, the principals and high-school teachers in session at the Louisiana State University Summer School, beg to make the follow-


ing recommendations for physical education in the high schools:

1. Every high school should offer some form of physical training and set aside daily the morning or afternoon recess periods, or some other period at least thirty minutes in length, for such games and exercises as baseball, football, basketball, track, or field sports, setting-up exercises, wand drills, hoop drills, dumb-bell drills, hand-ball and similar games.

2. We recommend that every student in the school shall be required to participate daily in some form of out-door exercise. In addition the high-school principals and teachers recommended interscholastic sports and athletics.

This resolution apparently influenced Mr. Favrot to include physical training in the course of study of 1912. It was required that physical training be engaged in by students in all high schools. No credit was allowed since physical training was deemed to be largely recreational in its nature.

The requirement in the course of study of 1912 that all high schools should offer physical education was not followed in every case. In order to encourage more schools to provide physical training and in the interest of more general physical training among children in high schools, the high-school inspector with the assistance of John Lombard instituted in 1915 tests of athletic abilities and skills for high-school students. A plan was worked out whereby the Times-Picayune of New Orleans would award badges to those students completing successfully the tests. Mr. Ives brought this matter to the attention of high-school personnel in the fol-

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4Circular Letter dated October 18, 1911 of State Department of Education of Louisiana.

5Ibid.

6Leo M. Favrot, Supplement to and Revision of the State Course of Study for High Schools of Louisiana (Baton Rouge: Ramirez-Jones Printing Company, 1912), p. 7.
Following letter:

Through the cooperation of the Times-Picayune of New Orleans, we are prepared to present a plan for the encouragement of athletics among the school boys of average strength and skill.

Believing that this plan offers an opportunity to encourage wholesome athletic training among the school boys of the state, the Times-Picayune very generously agrees to furnish the badges to be awarded. This paper will conduct a column in the Sunday issue giving matter connected with the tests, and in this column will be published the names of the schools and the winners of badges.  

Approximately one month later Mr. Ives encouraged high schools to participate in the athletic program and praised the plan as presenting an opportunity for getting started a movement for physical development in schools where boys had been more or less indifferent to such things, and to develop much additional interest in larger schools where ordinary athletic contests had received attention. 

Reporting on the 1914-1915 school session, High-School Inspector Ives stated that 755 boys had won badges for completing successfully the athletic tests and that the Times-Picayune had agreed to extend the privileges to the girls for whom special exercises would be provided. 

During the 1916-1917 school year, approximately one thousand girls earned badges for completing the fifty miles of walking required. 

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7 Circular Letter Number 191 dated March 16, 1915 of State Department of Education of Louisiana.  
8 Circular Letter Number 197 dated April 7, 1915 of State Department of Education of Louisiana.  
above program was still in operation in 1920. No reference to it could be found in any report of the State Department of Education after 1920.

In the course of study of 1916 no mention of physical education was made. High School Inspector Ives indicated the status of physical education in 1917 as follows:

Our schools have pursued a policy of "laissez faire" in the matter of physical education because both the public and the teachers (and, we may add, the school officials) have not felt any serious responsibility to do more than to see that the school grounds and school plant were sanitary and that suitable light, heat, ventilation and water were provided. Physiology and hygiene have been included among school studies, but mainly they have been taught as other texts are taught: to have the students acquire the facts and principles given as such, rather than to make the main use of these subjects that of having children acquire sound health habits.\(^{11}\)

The high-school inspector felt that the schools needed "a more lively sense of responsibility and opportunity in regard to physical education."\(^{12}\) He listed the following specific steps which schools could take to improve physical and health education:

1. Give formal instruction in physiology and hygiene with emphasis upon health habits.

2. Secure medical inspection and provide a system of check to insure that defects are given proper treatment.

3. Instruction in home and community sanitation.

4. A community campaign to secure screened houses to keep out flies and mosquitoes as preventives of typhoid fever and malaria.

5. A program of physical training by means of calisthenic drills, outdoor setting-up exercises, and out-door gymnasium apparatus.

6. Supervised play, games and sports, school rallies, etc.\(^{13}\)

\(^{11}\)Ibid., p. 15.

\(^{12}\)Ibid., p. 16.

\(^{13}\)Ibid.
Work of John Lombard in Physical Training 1918-1926. John Lombard became the first state director of physical training in February of 1918. He urged high schools to provide for physical training in various forms suited to school use and, if possible, to secure someone who could devote full time to physical education. If it were not feasible to have a full-time teacher of physical education, schools were encouraged to use any member of their faculty to provide for whatever forms of physical education they were able to direct. He suggested that schools utilise the services of those veterans of World War I who were returning to the teaching profession in organizing the older boys of the schools for such athletic sports as were used in the physical training of the army. 14

That the efforts of the state director of physical education were fruitful is indicated in the following letter to Lombard from Superintendent P. H. Griffith of East Baton Rouge Parish:

I am taking this method of expressing my appreciation of the willing and effective assistance that you have given the teachers of Baton Rouge in their efforts to teach the children suitable physical training exercises. By the results obtained thus far, you have convinced all of the teachers, and me along with them, to a belief in the idea that any intelligent teacher, whether she has had training for the work or not, can give physical training lessons successfully. The results produced during the first term of the present session are convincing evidence that special training for this work is not essential to satisfactory teaching and that any interested teacher can do this work in a reasonably acceptable manner.

In addition to the increased vitality produced by twenty minutes of wholesome exercise in the open air, the orderly marching in and out of the building during school hours, the prompt execution of commands given on the drill grounds and the systematic playing of games under the direction of the teacher have produced an improvement in classroom discipline and study habits.

14 Circular Letter Number 773 of February 25, 1919 of the State Department of Education of Louisiana.
We feel that the work here has gone beyond the experimental stage, and that hereafter there will be little or no difficulty met in maintaining physical training as one of the required and effectively taught subjects in our course of study.15

The State Department of Education authorized credit for physical education beginning with the 1919-1920 school session. It is likely that the national trend influenced state school officials in this innovation. Superintendent Harris had returned the previous year from the annual meeting of the Department of Superintendence of the National Education Association, where the importance of physical education in the schools was stressed and the consensus was that physical training should be made to rank with the usual school subjects.16 Superintendent Harris informed school personnel of this change in the high-school curriculum as follows:

... In our state very little attention of a systematic nature has hitherto been given to physical training in our high schools. We have promoted games and contests, which was a good thing to do in itself, but only those in the highest rank of physical fitness took part in such exercises. We need a more comprehensive program—one that takes into account all students, both boys and girls. It is such a scheme that Mr. J. E. Lombard, State Physical Training Director, is attempting to establish. Some of our high schools have made plans to carry out his direction by securing instructors. We are urging upon our high schools the grave importance of giving that attention to physical training its value deserves. We hope in a reasonable time to be able to report that all our high schools have on their faculties persons competent to direct physical training.

Beginning with session 1919-1920 we shall allow one unit of high-school credit for systematic physical training pursued through the four years at high schools with a minimum of twenty minutes a day.17

15 Circular Letter Number 946 dated December 29, 1919 of the State Department of Education of Louisiana.

16 Circular Letter Number 760 dated March 5, 1919 of the State Department of Education of Louisiana.

In May, 1920, the state director of physical training informed high-school principals that one unit would be offered to students who devoted twenty minutes daily to suitably directed play and physical training provided that a full record of the facts be forwarded with the student's application for graduation.\textsuperscript{18} The physical training record sheet on which the data were to be recorded included traditional games, folk dances, organized team games and athletic sports, freehand gymnastics, setting-up exercises and dumb bell exercises among the types of physical training which could be engaged in for credit.\textsuperscript{19}

It was provided in the course of study of 1922 that physical training should be conducted separately for boys and girls at the high-school level, and that the boys should be directed by a male teacher and the girls by a female teacher. Schools that employed specially prepared physical training teachers were permitted reasonable freedom in the preparation of plans for the physical training course and schools not having specially trained physical training teachers were advised to apply for the advice and guidance of the State Department of Education. Physical training plans aimed at unit credit had to be submitted in writing for the approval of the high-school inspector. The following suggested program was issued by Mr. Lombard:

For Boys—Military Setting-up Drill, Mass Games and Athletics, Baseball, Volley Ball, Indoor Baseball (played out-of-doors), Basket-ball, Swimming and Life Saving, Scouting, Tennis.

For Girls—Setting-up Drill, Folk Dancing, Scouting or Camp Fire Girls, Swimming and Life Saving, Basket-ball, Volley Ball, Indoor Baseball (played out-of-doors), Mass Games, Group Ath-

\textsuperscript{18}Circular Letter Number 1022 dated May 4, 1920 of the State Department of Education of Louisiana.

\textsuperscript{19}Ibid.
In the course of study of 1925 credit was allowed only for the academic courses and the well-established vocational courses. Physical education was encouraged in all high schools but a high-school unit for physical training was not allowed. The recommended program for boys included: (1) Setting-up drills, five to ten minutes daily. As a guide it suggested "Extracts from the Manual of U. S. Army Physical Training," with stress on the drills for recruits; (2) Recreational activities and games, ten to fifteen minutes daily. Among those listed were baseball, basketball, tennis, volleyball, high jump, pole vault, and running. The program for girls was the same as the program suggested in 1922. In addition provision was made in the course of study of 1925 for health training. There was a list of suggestions which were worthy of attention and which could be accomplished on bad days when the daily physical training program could not be undertaken. These suggestions included measurement of weight and height and comparing with previous measurements to check proper development, principles of nutrition, care of eyes and teeth, value of rest, value of fresh air, hygiene of athletics, and a periodical check-up on health habits.

In this course of study reference was made to two national sources. These were Suggestions for A Physical Education Program for Small Secondary Schools of the United States Bureau of Education of 1923, and Physical Education of Louisiana, State Course of Study for High Schools of Louisiana, 1922 (Baton Rouge: Ramirez-Jones Printing Company, 1922), pp. 7-9.


22 Ibid., p. 77.
Education in Secondary Schools, which was a report in 1917 of the Commission on the Reorganization of Secondary Education of the National Education Association.23

Little development in health and education curriculum from 1926 to 1935. The physical education program outlined in the course of study of 1925 served as a guide for school personnel for a decade. From June of 1926, when Lombard became the director of certification in the State Department of Education, until January of 1935 there was no state director of physical training. Consequently, there was little development in organized physical education in the public high schools of Louisiana during the period from 1926 to 1935. Another cause of the failure in the development of organized physical education during this period in addition to the lack of state-wide supervision of the program was the shortage of adequately trained teachers. Physical training learned in the army supplemented by competitive athletics learned in competition at college was the limit of a great many physical education programs in high schools. The program of varsity athletics for the few was the principal physical education program in most of the high schools during this period.24

Work of Jess Hair in regard to the health and physical education curriculum. Beginning in January, 1935, a division of physical education was established in the State Department of Education and a director was employed for this new work.25 Superintendent Harris explained that the

23 Ibid., p. 78.


new division would be concerned with at least two aspects of physical
education—that of health education and that of physical exercises. He
stated that the former would receive major stress but that the latter
aspect would not be neglected. J. W. Hair was employed to head the phy-
sical education division. Hair had pursued courses toward his doctor's
degree at Louisiana State University specialising in physical education
and had had successful teaching and coaching experience.26

Superintendent Harris notified school personnel of the establishment
of the requirement that all students take physical education by the fol-
lowing circular letter:

In beginning the 1935-1936 school year, we are stressing the
importance of health and physical program for all the children.
A number of points to be observed in the carrying out of this
program in every school in the State follow: (1) A Manual for
Health and Physical Education for teachers should be off the
press by September 10. Order one copy for each teacher now.
This manual outlines the program of health and physical edu-
cation that will be required of every high-school student for
graduation. (2) 120 minutes as a minimum will be required, for
which one-fourth credit will be given yearly, making one full
credit for the four-years' work. This time limit may be arrang-
ed by two hour periods weekly or by one twenty-five minute period
daily. . . . 27

A few months after his appointment as state supervisor of health and
physical education Hair reported that the subject of health and physical
education was not placed and taught as an organized unit in the curriculum.
He stated that a curriculum study was underway which should result in a
course of study for health and physical education.28

26 Ibid., pp. 29-30.
27 Circular Letter Number 498 dated August 1, 1935 of the State
Department of Education of Louisiana.
Number 296 of the State Department of Education of Louisiana (New Orleans:
During the fall of 1935, the course of study in health and physical education was promulgated to school personnel. Superintendent Harris thought that this course of study would do much in the promotion of health and physical education. The following persons assisted Hair in the developing of this curriculum: J. E. Lombard, J. W. Brouillette, A. M. Hopper, S. T. Burns, and Clyde Mobley of the State Department of Education; Mrs. Thelma Kyser and Melba Bouanchaud of Louisiana State Normal; Hugh D. McLaurin, Mrs. Vesta R. Bourgeois and Mrs. Joyce H. Dalferes of Southwestern Louisiana Institute; Christine Moon of Louisiana Polytechnic Institute; Mrs. Janice Lyons and Dr. Paul C. Young of Louisiana State University; and Marie Finney, educational representative of the RCA-Victor Division, Camden, New Jersey.\(^2\)\(^9\) In preparing the course of study, the state supervisor of health and physical education drew from procedures used in the public school systems of other states. Acknowledgments were given to the Departments of Public Instruction of Wisconsin, Pennsylvania, Alabama, Florida, and Ohio. He also stated that in the preparation of the course of study, every effort had been made to bring physical education into accord with the then existing philosophy of general education.\(^3\)\(^0\)

In this course of study an attempt was made to provide a program of health and physical education for all students and not just for the athletes. Intramural athletics for all and special plays and games for the handicapped were provided for in the course of study. The health program was correlated with the physical education so that illness and injury might be prevented as much as possible. Provision was made for instruction in safety education. Periods of time to be devoted to physical

\(^2\)\(^9\)Jess W. Hair, \textit{op. cit.}, p. 5.

\(^3\)\(^0\)\textit{Ibid.}
education were established. A period of twenty-five minutes daily or two one-hour periods weekly or three forty-five minute periods weekly was prescribed. Many sports and games from which schools could select were listed in the program of studies and a four-year program for boys and a four-year program for girls were recommended. Many topics and pamphlets were listed which could be used for health education, which was to be correlated with the physical education.\(^ {31} \)

In the general course of study of 1937 it was required that all candidates for graduation from high school must offer a unit in health and physical education beginning with the session of 1938-1939. It was more specific than the course of study of 1935 as to the proportion of time to be devoted to health and to physical training. Three plans were specified, any one of which would permit high schools following it to meet the 120 minutes per week minimum time requirement for instruction in health and physical education. These are listed below:

1. Two sixty-minute periods per week, with one-half of one of these periods devoted to Health Education.

2. Three forty-minute periods per week, two periods being devoted to Physical Activities, and one period to Health Education.

3. Five twenty-five minute periods per week, four periods being devoted to Physical Activities, and one period to Health Education.\(^ {32} \)

Hair reported in 1937 that all high schools were meeting the minimum 120 minutes weekly in an organized and supervised program in health and physical education. Two schools, Fair Park High School and Byrd High School, offered Junior R. O. T. C. for which boys could receive one-half

\(^ {31} \)Ibid., pp. 67-111.

\(^ {32} \)Louisiana High School Standards Organization and Administration, Bulletin Number 337 of the State Department of Education of Louisiana (New Orleans: Thomas J. Moran's Sons, 1937), p. 47.
unit of the one unit required in health and physical education.\textsuperscript{33}

Curriculum changes in health and physical education since 1946. In the course of study of 1947 the required course in health and physical education was changed to health, physical, and safety education. Elective courses in health and safety education were authorized in the ninth or tenth grades for one-half unit credit and in the eleventh or twelfth grades for one-half unit credit. A preliminary draft of a course of study for this course was prepared at a health education workshop sponsored by the State Department of Health, the State Department of Education and Louisiana State University during the summer of 1946. Participants in this workshop were school administrators, teachers, nurses, doctors, nutritionists, and representatives of other agencies. The constructive criticisms and suggestions after two years of use of this course of study for health and safety education for secondary schools were considered and utilized in the course of study for health and safety education for secondary schools issued in 1951.\textsuperscript{34} In the latter course of study were four plans for distributing time between physical education on the one hand and health and safety education on the other. Suggested units were listed for the ninth and tenth grades, and others for the eleventh and twelfth grades; and suggestions were given regarding which units were to be taught in each of the four plans. Emphasis was placed on the needs and interests of individual students as the basis for instruction.\textsuperscript{35}


\textsuperscript{35}Ibid., pp. 19-144.
The one unit required course in health, physical, and safety education and the elective course in health and safety education continued as the authorized health and physical education offerings until the 1953-1954 school session. In November of 1952 the State Board of Education changed the required course of health, physical and safety education to merely physical education, and provided for elective courses in health education. One health education course could be taken in the ninth or tenth grade for one-half unit credit and the other in the eleventh or twelfth grade for one-half unit credit. Both courses could be offered toward meeting graduation requirements in addition to the required course in physical education. A reason for these changes in the health and physical education offerings was to provide for more adequate care of the physical development of students by allowing more time for physical development activities. The teaching of various phases of health was encouraged in other courses, such as general science, biology, civics, and home economics. The elective courses in health education were intended for those who desired a more thorough study of health. Moreover, the title of the course in health, physical, and safety education was a misnomer in that many schools in actual practice devoted all or nearly all of the time to physical activities and little or none of the time to health and safety education.

A course of study for physical education in secondary schools was prepared at a physical education workshop sponsored cooperatively by

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37 Statement of Mr. Raphiel Teagle, personal interview, Baton Rouge, Louisiana, June 3, 1957.
Louisiana State University, the State Department of Health, and the State Department of Education. The workshop was held in May of 1952 at Louisiana State University. A suggested time allotment of activities for a weekly and a yearly program for boys and girls for each grade in high school was given. The activities consisted of recreational and individual activities, such as bowling and horseshoes; team sports, gymnastics, track and field, rhythms; and preventive, corrective and conditioning activities.

II. THE DEVELOPMENT OF THE CURRICULUM IN SAFETY EDUCATION

Safety education includes driver education and traffic safety and first aid. Two factors instrumental in the introduction of safety education in the high-school curriculum were the need to do something about reducing injuries and deaths caused by accidents, primarily traffic accidents; and the national trend toward teaching driver education in high schools. Superintendent Harris in 1935 indicated the need for traffic safety education as follows:

I am inclined to believe that one of the most important duties of education at this time is to teach children and adults how to minimize the death toll from traffic accidents. The figures for the nation read like war bulletins. Almost every day some one personally known to us is a traffic-accident victim. Children and adults are struck and killed or desperately hurt as they walk across the streets; cars collide on the highways, run into parked cars or trucks, fail to clear railroad tracks in front of oncoming trains, run into cattle on the roads, and in every other conceivable way wound and kill people. The facts are appalling and the conditions grow worse from day to day. And we shall have to do something about it. The teaching of safety rules to the children

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38 A Tentative Guide in Physical Education for Secondary Schools, 1953

39 Ibid., pp. 13-173.
Colonel E. P. Roy, head of the division of safety of the State Department of Education from 1936 to 1940, stated the national trend toward driver education in high schools as follows:

Some few years ago driver education was inaugurated in certain high schools, particularly in city school systems of states over the nation, more or less as an experiment for the purpose of teaching high-school students as they became of legal driving age the fundamentals of good driving and was adopted on the basis of sportsmanship. High-school students were given scholastic credit for this course. The driver education was originated by Professor Amos E. Neyhart of Pennsylvania State University with the idea in mind that young people could be taught good habits in the operation of a motor vehicle before they could acquire bad habits if they could be taught driver training as they became of legal driving age and before they could learn bad habits in the operation of a motor vehicle...

Jess Hair, supervisor of health, and physical education in the State Department of Education in 1936, pointed out that a course of study in safety was inaugurated in the schools because of the great traffic problem and increased hazards brought about by the rapid economic and sociological developments of that time. He notified school personnel that the State Department of Education would require after the opening of schools for the 1936-1937 session that at least one twenty-five minute period per week of the time allotted to health and physical education be devoted to safety education in the high schools.

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43 Ibid., pp. 5-6.
For assistance in preparing the first course of study in safety education, Hair acknowledged the work of the safety education classes in Louisiana State University, which included the following persons: P. A. Koonce, supervisor of schools in Natchitoches Parish; Carmen Bordelon of Marksville; Vera Heard of Vernon Parish; Helene Lussan of St. Charles Parish; Ivy David of Pointe Coupee Parish; Maude Renfree of East Feliciana Parish; A. G. Rogillio of West Feliciana Parish; Ina Merle Thomas of Ouachita Parish; and C. F. Woodcock, undergraduate student at Louisiana State University. . . .44

In the course of study in safety education were units on safety education in regard to fires, first aid, buses, highways, homes, and occupations.45 Hair devoted a section of the course of study in safety education to traffic safety and driving for Louisiana high schools. At that time driver education had not been introduced into the curriculum. The state supervisor of health and physical education stated that the section dealing with driver education was purely suggestive and was intended to stimulate the thought of interested persons. In his comments on driver education were the following remarks:

The question of when and how our boys and girls are being taught to drive a motor vehicle is of vital importance to everybody. . . . Would it not be wise and expedient to teach a course in our high schools in driving motor vehicles?46

Work of Colonel E. P. Roy in safety education. By a resolution of the State Board of Education of August 1, 1937, the division of safety was created primarily for the purpose of improving the conditions of the

44Ibid., pp. 3-4.
45Ibid., np. 33-60.
46Ibid., pp. 61-67.
transportation of Louisiana's school children. Consequently, the first project of the division of safety was that of transportation. At its head, Superintendent Harris placed Colonel E. P. Roy who had been connected for a long time with the Highway Commission and with the State Police Department. He was selected to head the safety division because of the interest and efficiency he had demonstrated in the matter of safety of school children while connected with the Highway Commission and the State Police Department.

In October of 1937 Colonel Roy advanced the idea of introducing driving education in high schools of Louisiana. He felt that such a course would lead to safer drivers and a reduction in motor vehicle accidents. It was necessary, however, to train teachers for this work and to obtain dual-control automobiles so that the instructor would be able to take control of the car in an emergency regardless of the action of the driver. Colonel Roy arranged with dealers for dual-control cars which were used in teaching high-school students how to drive. A few months later Superintendent Harris reported that a system of automobile driving had been organized and was being extended throughout the state. In May of 1938 some five thousand high-school children in Louisiana were being instructed in driver training in the high schools. Colonel Roy

51 Eighty-Eighth Annual Report for the Session 1936-1937, op. cit., p. 34.
52 Circular Letter Number 1059 dated May 24, 1938 of the State Department of Education of Louisiana.
left the division of safety in the State Department of Education in 1940. At that time in the State Department of Education there was a decrease in interest in the driver education program.53

Work of Forrest Gaines in safety education. From 1940 until 1948, the driver education program developed little. Safety education was encouraged in connection with the required course in health and physical education. In the course of study of 1947 provisions were made for elective courses in driver education and in health and safety education. The driver education course was valued at one-half unit credit. The health and safety education course could be elected in the ninth or tenth grade for one-half unit credit and in the eleventh or twelfth grade for one-half unit credit. Permission was given for a student to earn one full unit in these courses in addition to the required unit in health, physical, and safety education.

On February 15, 1948, the State Department of Education employed Forrest Gaines as a full-time supervisor of safety education. Since the second semester was well underway, Gaines devoted his time to establishing plans and policies rather than attempting to develop a safety program in the schools. Since much interest had been aroused in driver education and training at the high-school level as a result of the Governor's Highway Safety Conference of 1947, plans were made for training high-school teachers in driver education during the summer months. During the summer of 1948, Gaines taught driver education and traffic courses for high-school teachers at Northwestern State College, Natchitoches and at Louisiana State University. The course at Northwestern State College

was made possible through the cooperation of New York University Center for Safety Education, the Louisiana Parent-Teachers Association, and the State Department of Education. The course at Louisiana State University was sponsored by Louisiana State University, the American Automobile Association, and the State Department of Education. The Louisiana Department of Public Safety cooperated by making available scholarships and a dual-control automobile for training purposes.54

The growth in driver education is revealed by the following figures: During the 1949-1950 school year, forty-four high schools, or twelve percent of the total number of state-approved public high schools, offered driver education. Twelve offered classroom instruction only; thirty-two offered practice driving in addition to the classroom instruction.55 During the 1953-1954 school year, sixty-seven high schools, or nineteen percent of the state-approved public high schools, participated in the driver education and traffic safety programs.56 During the 1955-1956 school year, the number of high schools offering driver education increased to 155, approximately forty-three percent of the total number of state-approved public high schools. Of this number, 110 provided both classroom instruction and practice driving and forty-five offered classroom instruction only.57

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55Obtained from the records on file in the office of the State Supervisor of Safety Education of the State Department of Education of Louisiana.


57Obtained from the records on file in the office of the State Supervisor of Safety Education of the State Department of Education of Louisiana.
At the beginning of the 1953-1954 session, the course in driver education was changed in title to "Driver Education and Traffic Safety."

In November, 1952, the State Board of Education authorized the following elective courses in the field of safety education: safety education and first aid (one-half credit), safety education (one-fourth credit), first aid (one-fourth credit) and driver education and traffic safety (one-half credit.) A maximum of one unit could be offered as a requirement for graduation. These authorizations were made in order to provide every youth with a maximum opportunity to gain an enriched program of high-school education, and to provide students with more opportunities for the achievement of desired educational growth and development.58

APPENDIX
# APPENDIX A

HIGH-SCHOOL COURSE RECOMMENDED BY PROFESSOR ALCEE FORTIER IN 1896

## First Year - First Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Grammar</td>
<td>5</td>
</tr>
<tr>
<td>English Dictation and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Algebra and Arithmetic (review)</td>
<td>5</td>
</tr>
<tr>
<td>United States History or</td>
<td>3</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>5</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
</tr>
<tr>
<td>Drawing and Singing</td>
<td></td>
</tr>
</tbody>
</table>

## Second Term - Same as above

## Second Year - First Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>English Dictation and Composition</td>
<td>2</td>
</tr>
<tr>
<td>English Literature</td>
<td>2</td>
</tr>
<tr>
<td>Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Arithmetic (review)</td>
<td>1</td>
</tr>
<tr>
<td>United States History</td>
<td>3</td>
</tr>
<tr>
<td>Physics and</td>
<td>3</td>
</tr>
<tr>
<td>French or</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
</tr>
<tr>
<td>Drawing and Singing</td>
<td></td>
</tr>
</tbody>
</table>

Second Term as above except General History for United States History

## Third Year - First Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>5</td>
</tr>
<tr>
<td>English Dictation and Composition</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Algebra (review)</td>
<td>1</td>
</tr>
<tr>
<td>General History</td>
<td>3</td>
</tr>
<tr>
<td>Civil Government</td>
<td>2</td>
</tr>
<tr>
<td>Physiology and</td>
<td>3</td>
</tr>
<tr>
<td>French or</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
</tr>
</tbody>
</table>

Second Term same as above
Fourth Year - First Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature</td>
<td>5</td>
</tr>
<tr>
<td>English Rhetoric and Composition</td>
<td>5</td>
</tr>
<tr>
<td>Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Algebra (review)</td>
<td>1</td>
</tr>
<tr>
<td>General History (review)</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry and</td>
<td>3</td>
</tr>
<tr>
<td>French or</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
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</tbody>
</table>

Fourth Year - Second Term

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as in first term</td>
<td>10</td>
</tr>
<tr>
<td>Algebra and Geometry reviewed</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics or Commercial Arithmetic and Bookkeeping</td>
<td>5</td>
</tr>
<tr>
<td>General History (review)</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry and</td>
<td>3</td>
</tr>
<tr>
<td>French or</td>
<td>3</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
</tr>
</tbody>
</table>

Notes on the Course (by Alcee Fortier)

1. The number of recitations per week should under no circumstances, exceed 25, of 45 minutes each.

2. The running of Algebra and Arithmetic together, each five times a week, gives too much time relatively to Mathematics. Except by way of review, Arithmetic ought to be finished in the Grammar School grades.

3. Latin should be taught four years. In two years it is impossible for students to be prepared for college. Except in case of unusually bright pupils, those that study Latin should be excused from the natural sciences. Students who mean to enter college should not study the natural sciences in school, unless the school is very abundantly supplied with apparatus. Here "book" study of the natural sciences is condemned by the best authorities. In my opinion it is better than none and those who cannot attend college should have it.

4. French is taught in nearly every high school in the United States and should, by all means, be taught in Louisiana.

5. Trigonometry, Geology, Zoology, and Botany are out of place in a High School Curriculum. The crying complaint over the whole country is that the schools, by attempting more than they can do well, do nothing thoroughly.
6. In the last term of the fourth year, it is much better to spend the time in making Algebra and Geometry reviews than in passing into Trigonometry; and for students who will not attend college it is better to give the time to Commercial Arithmetic and Bookkeeping.
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B. PARTS OF SERIES


C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


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D. PERIODICALS


E. UNPUBLISHED MATERIALS


Unnumbered Circular Letter dated January 6, 1911.

Unnumbered Circular Letter dated March 2, 1911.


Unnumbered Circular Letter dated September 5, 1911.

Unnumbered Circular Letter dated October 5, 1911.

Unnumbered Circular Letter dated October 18, 1911.

Unnumbered Circular Letter dated November 2, 1911.
Unnumbered Circular Letter (Issued between January 5 and February 1, 1912.)

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Circular Letter Number 36 dated November 21, 1913.
Circular Letter Number 38 (Issued in November or December, 1913.)
Circular Letter Number 119 dated September 12, 1914.
Circular Letter 197 dated April 7, 1915.
Circular Letter Number 654 dated June 4, 1918.
Circular Letter Number 679 dated September 4, 1918.
Circular Letter Number 685 dated September 9, 1918.
Circular Letter Number 705 dated October 15, 1918.
Circular Letter Number 780 dated March 5, 1919.
Circular Letter Number 946 dated December 29, 1919.
Circular Letter Number 1081 dated August 6, 1920.
Circular Letter Number 1082 dated August 6, 1920.
Circular Letter Number 1083 dated August 6, 1920.
Circular Letter Number 1333 dated October 8, 1921.
Circular Letter Number 1492 dated July 28, 1922.
Circular Letter Number 1415 (undated, 1922).
Circular Letter Number 1780 dated January 25, 1925.
Circular Letter Number 2098 dated September 16, 1925.
Circular Letter Number 2112 dated October 6, 1925.
Circular Letter Number 2320 dated May 4, 1927.
Circular Letter Number 498 dated August 1, 1935.
Circular Letter Number 697 dated September 16, 1936.
Circular Letter Number 1059 dated May 24, 1938.
Circular Letter number 1060 dated May 25, 1938.
Circular Letter Number 1086 dated July 12, 1938.

State Department of Education of Louisiana. "Minutes of the State Board of Education, April, 1869 to April, 1916." (On file in the State Department of Education of Louisiana, State Capitol.)


F. LAWS


The author was born November 14, 1919, in Baton Rouge, Louisiana. He was graduated from Louisiana State University in 1941 with a B. S. degree. He served on active duty with the United States Navy from 1942 to 1946 as a general line officer. He was a member of the faculty of Destrehan High School, St. Charles Parish in October, 1950, when he was recalled to active duty. He served until 1952 as operations officer of a destroyer and a destroyer division during the Korean War. He received his M. A. degree from Louisiana State University in 1953. He has been a member of the faculty of the Baton Rouge High School since 1952.
EXAMINATION AND THESIS REPORT

Candidate: Charles Maeswurde

Major Field: Education

Title of Thesis: The Development of the Curriculum for State-Approved White Public High Schools of Louisiana

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

W. A. Fiskens

W. B. Sraaender

D. P. Nash

[Signatures]

Date of Examination:

July 24, 1957