CHILD LIFE AND THE CURRICULUM
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By

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Recent developments in home and community life insistently demand that children and adults be efficient in all wholesome activities. A higher order of service is required, and a more economical expenditure of time and energy is imperative. The elementary school cannot escape similar requirements. To present the reasonableness of a considerable change in the curriculum and to indicate the possibility of greater service on the part of the school is the purpose of author and publishers in issuing *Child Life and the Curriculum*.
PREFACE

Bobby was one of my foremost pupils in a village high school. He was fourteen years old but small in stature. At times his face was radiant with boyish joy; at other times his face bore the serious demeanor of a judge. Bobby was one of the very first to reach the playground at recess time. After recess he was among the first to open his books for study. He played with those younger than himself because the younger ones played the more. In the classroom he worked with those older than himself because with these his good mind had more companionship. He was punctual, regular, and reliable in both work and play.

But before the close of the year a marked change took place in Bobby. He played less and studied less. Something was wrong with the boy — or with the school.

As his teacher, I had come directly from a classical college. I required all my students to take Latin and mathematics. English grammar and history also were emphasized. Hard work and vigorous drill characterized my school policy.

I wondered what caused the change in Bobby.

One day three of my grade teachers reported to me that Fred, known in the school and in the town as "the worst boy in school," had been asked by Bobby to join his gang. He declined, saying that that gang was too bad for him. My Bobby's gang too bad for Fred? Thus through Fred it was discovered that Bobby was the leader of a gang which had as one of its purposes: How to make swearing easy. These boys held regular and irregular meetings in a little covered bridge near the pastor's house. There they exercised in their self-chosen art.

Explanation of the changed attitude of my favorite student was now clear. The usual play at recess had not provided the needed activity. The serious school studies had

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