# The Importance of People

Column Editor: William Van Til
Contributor: Harold R. Bottrell

## The C's Have It

*We all know of the 3 R's. Recently we have been learning of a 4th R—relationships. Now come the 5 C's.*

*This month's columnist, Harold R. Bottrell, coined the 5 C's while on one of the longest jaunts for teaching a weekly extramural class known to American education. This is the 436-mile round trip between the sponsoring University of Houston and the extramural center of Corpus Christi. These Texans will be teaching extramural courses in Chicago next!*

*Successfully using the 5 C's of group discussion isn't easy. A friend of mine put his finger on hard and easy teaching techniques when he said, "I was completely unprepared for teaching my graduate course today. I'd been off on a field trip. Didn't give a thought to the class 'til five minutes before the bell rang. Then there was only one thing to do, of course. So I lectured."*

*Hal Bottrell, assistant professor at the University of Houston, prefers the hard but rewarding way of the 5 C's.*

William Van Til

THE meeting had ended, but the post mortem yakety-yakety-yak continued in animated clusters in the back of the room. Participants crowded out into the corridor, and moved on toward the coffee shop. A passer-by was overheard saying to his companion, "I wonder what was going on in there? You can sure tell they feel good about it, whatever it was."

In the coffee shop, Beth Townes, Sue Peters and Jack North, coffee before them and cigarettes comfortably going, were listening to Paul Matthews. ". . . I tell you that was the slickest, the smoothest job of getting a group up and going that I ever saw, and I'm no novice. I'm not going to forget that meeting. Fact is, I just can't seem to get it out of my mind."

And from Jack, "Yeah. It got me, too. I really feel good about that one. But right now I suggest that the best things in life begin with C. Coffee and cigarettes."

"And conversation," added Sue. "You know what? I have a feeling we ought to run it by again to see how it happened."

Jack chuckled, "To C how it happened?" Everyone jeered. "O.K. I give up. I really think we should review it."

Beth chimed in, "I'm doing it anyway. Let's do it out loud."

Paul led off. "What we want to look at, as Sue said, is how we operated. What about steps? Everything seemed to have a flow. But there may be some steps we can identify."

"Well," offered Sue, "there was a clear statement by the chairman of why we were there and what we had said we wanted to do. Then everybody told what the problem meant to him—the old 'go-around' device, you know."

Jack picked it up. "The arrangement of the room was O.K. That helped."

Beth, with a mild grimace, rejoined, "I know this sounds just like a woman, but wasn't there a nice warm atmosphere in there? That's not very clear. . . ."

Leaning forward, Paul said, "Oh, yes, it is. Social climate, mutual respect,

good listening—all those things make a good atmosphere."

And Sue added to the picture with, "It was like an inventory, wasn't it? People, problems. Who are we? What do we do? What would we like to know?"

Jack observed, "Right along in there I began to sense that we were looking upon one another as resources. It seemed that we were getting ready to do something important together."

"Jack, that helps me," said Paul. "The lack of pressure (or maybe the kind of pressure created) seems mighty important to me."

Beth, the quietest member of the group, began making notes.

## 'Step 1—CENSUS:

*Inventory of people, problems, resources.'*

Sue, putting down her empty coffee cup, said, "Gee, that was some list of problems and topics we got, wasn't it?"

Jack agreed enthusiastically, "You said it. But did you notice the way those people put the things together that belonged together? I've never seen anything like the way everything seemed to become clarified. Everybody was helping everybody else all over the place."

Paul nodded his agreement and added, "We sure found that we had a lot to think with as well as a lot to think about. What could we call that—group self-exploration, considered effort, dynamic interaction. . . ?"

Beth, writing again, said almost to herself, "I think I have that down—go ahead."

## 'Step 2—CONSIDER:

*Group explores further its problems and resources with the considering point of view.'*

Observed Sue, "It seems to me that the pace stepped up along about here.

The little warning signs of impatience seemed to go down as we became more and more agreed on what the group wanted to do."

Jack added, "Uh-huh. It was remarkable how easily the group was able to decide the order of importance of the problems."

And Paul summed it up by saying, "And you could tell that the group felt that everybody approved of the choices made."

Beth added to her notes. . . .

## 'Step 3—CONSENSUS:

*Group arrives at common agreement on its problems and commits itself to working together on them.'*

As Paul lighted another cigarette he remarked, "The more I think about it the more I see how that group grew its own pattern." After a moment he added, "I said 'grew,' didn't I? I'll buy that. Grew is exactly the word I want."

Sue joined in. "If I ever saw participation and contribution in a group become one and the same thing, that was it. I feel good just remembering how I lost myself and found myself, too."

Jack tossed in, "The old teamwork where everybody observes 'the ground rules'; that's what it means to me."

And Beth, smiling, bent over her notes again. . . .

## 'Step 4—COOPERATION:

*Group develops its pattern of participation and contribution; establishes "ground rules."'*

"Well, that about does it," commented Sue. "I'd better go up to my room and get that stuff I promised the folks from Corpus Christi."

"Wait a minute," Paul interrupted. "We're forgetting something, Sue, and what you just said reminded me. One of the big reasons we feel so darned good about that meeting is that all of

us know what we are going to do next!"

Beth added to her notes. . . .

### 'Step 5—CALENDAR:

Working schedule *of goals and activities.'*

Jack, pushing back his chair, remarked, "Well, as I said, there's nothing like coffee and cigarettes. . . ."

Beth, straightening up from her notes, added, "And the five C's of a good group meeting!"

Her notes passed quickly from Paul to Sue to Jack, who spoke for all of them as he said, "The five C's! Census. Consider. Consensus. Cooperation. Calendar. That does it! Anybody have time for more of the sixth C—coffee?"

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## Curriculum Research

Column Editor: C. W. Hunnicutt
Contributor: Walter J. Moore

### Three Studies Useful in Curriculum Revision

IN recent months writers in the curriculum field, noting the scarcity of basic information, have called for organized research. They have urged the development of cooperative efforts at the local, state or regional levels in promoting curriculum development and change. Recent contributors to this column have suggested among other things that one very essential step in advancing curricular knowledge would be the collecting of data on the core curriculum on a nation-wide basis in order to "identify possible centers for more intensive study."[1] Curriculum workers in many sections of the country have pondered the influences upon curriculums of regional customs and attitudes, of income level, social status, race, and so on. From many local areas have come calls for assistance by faculty groups embarked upon the improvement of curricular offerings in their schools.

How may the research findings that do exist be best used by local groups? Where may such groups gain the necessary perspective, find the definite assistance which they need in meeting and solving the local problems? Three recent publications fill some of the gaps and a thoughtful consideration of these may prove rewarding. The first study, *Core Curriculum in Public High Schools: An Inquiry into Practices, 1949* (U. S. Office of Ed., Bul. 1950, No. 5, p. 15), by Grace S. Wright, was reviewed in the January 1951 issue of *Educational Leadership* (Vol. VIII, No. 4, p. 257). The value of this study lies in its appeal to local groups engaged in curriculum work. It provides data on the distribution of schools in which core programs are being carried on; tells of the types of schools, the grades in which the core programs are provided, the subject combinations represented by the cores reported and time allotments for cores; and presents comments by principals in the reporting schools. Study of the data reveals that some definite local and state patterns are discernible. These patterns appear to emerge

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[1] William M. Alexander and J. Galen Saylor, "Needed: Organized Research in General Education," *Educational Leadership*, Vol. VIII, Oct. 1950, p. 53.