A STUDY TO DETERMINE A SOUND PROGRAM OF
PRE-SERVICE EDUCATION FOR TEACHERS
FOR LIFE ADJUSTMENT SCHOOLS

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A STUDY TO DETERMINE A SOUND PROGRAM OF
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FOR LIFE ADJUSTMENT SCHOOLS

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas
August, 1950
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CHAPTER I

INTRODUCTION

Statement of Problem

This is a study to determine a sound method of preservice education for teachers of life adjustment schools. For many years some of the leading educators have seen the need to revise the public schools to improve the quality of living in a democratic society. With the assumption that this change is necessary in order to equip the individuals with the tools for making adjustments to existing and impending life situations, a new type of teacher may be required. For the improvement of teachers and leaders, the schools, colleges, and departments of education must assume major responsibilities, for through them will come practically all of the teachers and administrators who will have a part in determining the course of education.

Delimitations of Problem

Many secondary schools have future-teachers organizations, and many higher institutions that are primarily concerned with other professions have as a small side line a teacher education program. This study will be limited to those institutions of higher learning that are primarily
concerned with teacher education or have a part of their school dedicated to teacher education.

Sources of Data

Studies made by the American Association of Teachers Colleges, the Commission on Teacher Education of the American Council on Education, and the John Dewey Society will be used greatly for this study. Bulletins, pamphlets, and periodicals on life adjustment education published by the Federal Security Agency and numerous state departments of education will be sources of data. The books, periodicals, bulletins, and pamphlets in the libraries of North Texas State College and Texas State College for Women will be used extensively.

Methods of Procedures

The end objective of teacher education institutions is to train and equip the teacher with the tools or knowledge of those tools necessary for developing the elementary and secondary school pupils into the type of individual that is desired by the society in which he lives. In the reorganization of teacher education methods, it is necessary to start with the desired end-result and proceed in reverse step in order to determine the method of obtaining the desired result.
The type of individual that is most desirable in our American society will necessarily be a product of our democratic philosophy of life. It is important, therefore, for the purpose of this study that a sound philosophy be developed. Since the American society is based on democratic principles, the philosophy by which its citizens will be educated must also be a direct outgrowth of democratic principles.

This problem will progress from a sound set of democratic principles from which will be determined a philosophy of life that is a direct result of those democratic principles. The philosophy of life will dictate the type of citizen that is most desirable in a democratic society.

After the type of citizen that is most desirable has been determined, it will be necessary to present the needs of the individual in becoming a well adjusted citizen. A modern psychology of learning must be presented in order to secure the best methods for development.

The best methods for educating the child for life adjustment in a democratic society will determine the types of schools and learning situations that must be provided for his development. The resulting type of school and learning situation will demand a certain type of teacher. The type of teacher education institution necessary to
produce a teacher that would function adequately in this system will be determined.

Chapter I gives the statement of the problem, delimitations of problem, sources of data, methods of procedure, and related studies.

Chapter II will be a study to determine the type of individual that is most desirable as a citizen in a democratic society.

Chapter III will determine the needs of youth in becoming a good citizen and how these needs may best be met according to a sound psychology of learning. A survey of proposed life adjustment education will be made and a curriculum for life adjustment education will be recommended.

Chapter IV will be concerned with the type of teacher that is necessary to function successfully in life adjustment schools and how these teachers may be developed.

Conclusions and recommendations will be presented in Chapter V.

Related Studies

Clifford D. Allen, in an unpublished master's thesis, made a study to determine the sound steps or procedures for

the administrator to follow in organizing a community school. His conclusions are:

1. A community school should be organized when there is an existing need.
2. To discover the need of a community school is a local situation. It may be pointed out by specialists, but it must be recognized by the people of the community.
3. A survey of resources and limitations of the community should be made by local people, preferably by the students of the existing school.
4. A committee of key persons should be called together to study the results of the survey.
5. The cooperation of the school staff and the community leaders should be enlisted after complete, unbiased presentation of the situation has been made to the people whose aid is sought.
6. All of the available community personnel and resources should be utilized before outside help is solicited.
7. A coordinating council composed of equal representation from all of the various agencies of the community should be organized.
8. The organization of the coordinating council should guarantee to all members of the community the right to share in determining purposes and policies of the school.
9. A detailed plan, well understood and acceptable to all participating in the program, should be developed.
10. The plan should have as its central purpose the welfare of all the people.
11. The coordinating should encourage and sponsor a large number of interest groups, each of which will be an important part of the whole organization.
12. Interest groups should be organized for effective assumption of their special responsibilities, they should understand the specific responsibilities of the other groups, and should have and make use of channels of communication with each other.
13. The director of the school must be willing to realize that the job belongs primarily to the school itself. He should be willing to share his authority with staff members, committee members, parents, and students.
14. The program of the community school should involve activity, both physical and mental.
15. The program for the community should include some projects which can be accomplished with ease so that the satisfaction of success can be felt.

16. Plans should be made for the community school to begin its responsibility for better living with the immediate school environment.

17. The curriculum of the community school should be sufficiently comprehensive and reliable to facilitate the realization of its purpose.

18. The community school should develop and use distinctive types of teaching materials.

19. The community school should maintain democratic pupil-teacher-administrator relationship.

20. The community school buildings, equipment, and grounds should be so designed and constructed and used as to make it possible to provide for children, youth, and adults those experiences in community living which are not adequately provided by other agencies.

21. The community school should develop continuous evaluation in terms of the quality of living for pupils, teachers, and administrators for the total school program and for the community.²

Allen's thesis is pertinent to the present study in that it is concerned with the organization of a community school. The present study will have to determine a sound program of public school education before it can determine a program of teacher education. Allen's thesis differs from the present study in that it is concerned with the organization of a community school, and not with the training of teachers for a sound program of public school education.

Frances Geraldine Voss made a study to determine a sound program for organizing the needs of youth and the curriculum in the secondary school.

²Ibid.
She made the following conclusions and recommendations as a result of the study:

1. All youth need:
   a. To develop and maintain good health and physical fitness.
   b. To be instructed in the proper use of leisure time.
   c. A range of personal interests, for esthetic satisfactions.
   d. To grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.
   e. The required knowledge and skills in fundamentals (reading, writing, etc.).
   f. A workable philosophy of life.
   g. To understand the significance of the family for the individual and for society and the conditions conducive to successful family life.
   h. To know how to make and hold friends.
   i. To know about boy-girl relationships.
   j. To know about sex relationships.
   k. To develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
   l. To know how to maintain democratic family relationships.
   m. To develop standards of personal conduct—finding what kinds of things others in their group think are moral and immoral.
   n. To understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
   o. To cultivate the willingness and the ability to cooperate effectively in democratic institutions.
   p. To develop the ability to comprehend and to use the most effective and reliable methods in the solution of social and civic problems.
   q. To understand democracy.
   r. To know how to participate in civic affairs intelligently.
   s. To know about finances—cash, credit, and installment buying—which to use and when.
   t. Opportunity to earn money.
v. To develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experiences as well as education in the skills and knowledge of their proposed occupations.

w. To know how to purchase and use goods and services intelligently.

2. From our study we say that the needs of youth can be grouped under four areas of living:
   a. Living in the home
   b. Leisure or recreational living
   c. Making a living (vocation)
   d. Living in the community

3. It seems to be possible to give the student training in meeting his need in one or more of the areas of living.

4. Those needs that do not overlap seem to represent purpose areas. Needs that can be met by a number of purpose areas probably represent tools or instruments of living rather than final purposes. We have four purposes or purpose areas identical with the areas of living.

5. It seems to be possible to give the youth training in meeting more of his needs in the area of community living than in any other area. The area of home living runs a close second. The areas "making a living" and "recreational living" give training in meeting the same number of needs.

6. All of the standard criteria can be met under the area of community living but not under any other area.

Recommendations

It is recommended that the curriculum of the secondary school be reorganized around the needs of youth, and since the needs of youth can be grouped under or around four purpose areas of living—living in the home, leisure or recreational living, making a living (vocation), and living in the community—it is recommended that these areas be utilized as a working basis for organizing the curriculum.

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Voss's conclusions and recommendations are pertinent to the present study in that they organize the needs of youth and recommend areas for organizing the curriculum. The present study will have to organize the needs of youth and determine areas of the curriculum before it can determine a sound program of teacher training. Voss's thesis differs from the present study in that Voss is concerned only with the needs of youth, and not the preparation of teachers for function in schools that satisfy the needs of youth.

The Education of Teachers--as Viewed by the Profession, which was prepared by the Bowling Green Conference, is closely related to the present study. The Conference presented a volume that reflects studied judgment of professional leaders regarding the nature and content of pre-service programs for the education of teachers.

To facilitate cooperation and coordination in the study, the Conference groups were organized into four sections, studying major areas as follows: organization and administration of teacher education, student personnel in colleges for teacher education, general education of teachers, and professional education of teachers.¹

Some of the recommendations of this volume are pertinent to the present study and will be used in Chapters IV and V. The volume prepared by the Bowling Green Conference differs from the present study in its procedure of study. The Conference started its study with teacher education. The present study will start with determining the type of school in which the teacher will be trained to function; the study will then proceed to determine the type of teacher education program that will produce teachers to function in the given type of school.
CHAPTER II

A DEMOCRATIC PHILOSOPHY: ITS PRINCIPLES AND PRODUCTS

This chapter will be concerned with developing a democratic philosophy of education based on democratic principles, and determining the type of citizen that is most desired in a democratic society. The democratic principles, philosophy, and type of individual will be used as criteria in later chapters.

The word philosophy has been very loosely used by many writers. The terms educational philosophy, economical philosophy, and philosophy of foreign affairs are widely used in thinking, talking, and writing. There is only one philosophy—the philosophy of life. A philosophy of life will determine all thinking and acting in all life situations. The degree and type of educational participation on the part of a teacher will depend on his philosophy of life.

Philosophy might be defined as a set of values that determines the behavior of the individual. It is very important that each person develop a well thought through philosophy of life early in life. This philosophy should be consistent in every life situation.
A desirable philosophy of life, however, will not allow contradictory thinking and acting in various situations. It will have the scope to cover all existing and impending life situations. This philosophy will be dynamic—one which is forever building and improving. It will be so formulated that it will change with social progress and conform to newly proved psychology. A good philosophy of life, then, is a carefully thought through set of values that will enable the individual to behave consistently toward things in the world.

A philosophy of life that meets the above qualifications will reduce to a minimum personal frustration caused by indecision and inconsistency. It will produce an interaction between all the behaviors of the individual to the extent of a well integrated personality.

It is generally accepted that all behavior is a result of the individual's past experiences. In the light of the above premise it is logical that the thinking involved in developing a philosophy is based on the past experiences of the individual formulating the philosophy. It might be said, then, that a philosophy is the product of the society in which it was built.

The society, for which a philosophy is built, will determine the extent to which a philosophy is dynamic. A totalitarian state is necessarily static, and a philosophy
that is built in a totalitarian society and based on that type of thinking will also be static. The interaction between philosophy and society of that nature will produce only static results.

On the other hand, a democratic state is necessarily a dynamic state. If a philosophy is built in that democratic state, which is based on democratic thinking for the promotion of democratic principles, it will also be dynamic. The interaction between the democratic society and democratic philosophy will produce an improved democratic society, which will in turn produce a change in philosophy. This unending cycle will produce a constantly improving standard of living and way of life.

There are two ways of building a philosophy: (1) merely accepting one of some type, or come what may, (2) critical analysis of the source of democratic society.

The form of government in the United States is based on democratic principles and ideals. The society that that form of government has produced is essentially based on democracy. Yet, not all the practices in that society conform to the democratic principles. It is, therefore, important to analyse very carefully our society and social heritage for those things of worth in developing a philosophy. All phases of our society that do not agree with accepted democratic principles must be discarded and a
philosophy must be built on those remaining things that conform to democracy. A philosophy, then, must be based on sound democratic principles. This, in turn, will advance the society toward more democratic practices.

In order to have a democratic philosophy, a person must thoroughly familiarize himself with democratic principles. Many authors have published their ideas of the principles of democracy, some of which will be listed in this thesis. It is important that a person read and understand principles of democracy as given by leading social scientists. It is necessary that a person accept those principles as his own before he can truly develop a democratic philosophy.

In his book, *The New Democracy and the New Despotism*, Charles E. Merriam defines democracy as a form of political association in which the general control and direction of the political policy of the commonwealth is habitually determined by the bulk of the community in accordance with appropriate understandings and procedures providing for popular participation and consent.¹

Merriam lists five basic assumptions of democracy:

1. The essential dignity of man, the importance of protecting and cultivating his personality on a fraternal rather than a differential principle, and the elimination of special privileges based upon

unwarranted or exaggerated emphasis on the human differentials.

2. Confidence in a constant drive toward the perfectibility of mankind.

3. The assumption that the gains of commonwealth are essentially mass gains and should be diffused as promptly as possible throughout the community without too great delay or too wide a spread in differentials.

4. The desirability of popular decision in the last analysis on basic questions of social direction and policy, and of recognized procedures for the expression of such decisions and their validation in policy.

5. Confidence in the possibility of conscious social change accomplished through the process of consent rather than by the methods of violence.2

The Dignity of Man

"An assumption of the doctrine of democracy is that of the essential dignity of all men and the importance of protecting and cultivating personality primarily on a fraternal rather than on a differential basis."3

We are committed to freedom and equality, to economic as well as social and political rights. The welfare of the individual is of primary importance in our society. Each individual is considered to be of essential worth. Each individual is believed to have within himself resources for creative expression which he has a right and responsibility to develop. We believe that the greatest resource of any nation resides in the potentialities of all of its people. This means the recognition and appreciation of the worth of every individual at each stage of his growth and development. "Equal men," each having opportunity to assume the rights and responsibilities that are his, is a first essential in our society.4

2Ibid.

3Ibid., p. 12.

4Florence B. Stratemeyer, et. al., Developing a Curriculum for Modern Living, p. 44.
Each person is born with his own particular set of potentialities. No two individuals, with the possible exception of identical twins, have the same potentials. It is their inherit right to have the opportunity to develop their potentials. It is the duty and responsibility of the society to provide the opportunities for each individual to exercise his right of developing his potentialities.

The teacher and student should explore and analyse all phases of the individual's environment in natural and social resources and utilize those things of worth for developing the individual for a functioning, contributing member of our democratic society.

The individual must be led to understand and accept responsibilities and obligations that go with the rights that are his. If a society has provided the rights and opportunities for development, then the individual is indebted to that society and must fulfill the obligation by becoming a contributing member of that society by promoting its advancement at every opportunity.

The Perfectibility of Mankind

"It is assumed that there is a constant trend in human affairs toward the perfectibility of mankind."5

5Merriam, op. cit., p. 35.
The social scientists today are many years behind the physical scientists. Materially the world is in an atomic age, but socially it has not even evolved from the horse and buggy days. Although many social inventions and discoveries have been made, only a small per cent of them have been carried to and explained to the people. It is possible in a society that industrialists and capitalists might so propagandize the people that they would be adverse to changing society. It is the duty of the educators to equip the people with the tools necessary for analysis of social inventions and its complex propaganda promoted by advocates and adverse parties. To believe in democracy is to believe that if properly informed the masses of the people will always make the proper choice.

If the social scientists could succeed in advancing their ideas to the same level as the physical scientists, the society would be able to make great strides in the advancement of the perfectibility of man. It is important that physical and social inventions be paced to exact harmony. Merriam further states:

When the forces of nature are still more thoroughly mastered, when the possibilities of eugenics and education are better understood, when social invention shall have done more perfect work, then the full possibilities of human perfectibility will be more nearly seen and better understood. In the light of such a progressive unfolding of human possibilities democracy was
developed, and still continues to set as one of its cardinal principles the assumption of the indefinite extension of this development.  

Mass Gains and the Many

"Democracy assumes that the gains of commonwealths are essentially mass gains and should be diffused through the mass by whom they were created as rapidly as possible."  

The members of a democratic society have a right to expect their nation to share with them all gains, either material or intangible.

The assumption of democracy is, then, that the total gains of commonwealths are mass gains produced by the common effort and that these gains are to be enjoyed by the mass that made them possible.

In return for the distribution of commonwealth gains in a democratic form of government, the government has the right to expect the full support of its people when the democratic order is endangered.

The interests and concerns of the individual and those of society are interrelated. The individual meets his needs through social contribution. It is the right and responsibility of the individual to develop and use his talents and abilities in his own interests and those of society. In a democracy each individual feels an

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6Ibid., p. 35.  
7Ibid., p. 37.  
8Ibid.
obligation to develop his potential ability to the point where he can make his maximum contribution to social problems. 9

... The Consent of the Governed

"The next assumption is the desirability of popular control in the last analysis over basic questions of policy and direction, with recognized procedures for the formulation of such controls and their execution." 10

In a democracy the basic issues must be decided by the mass of the people. The people are the ones to be governed by that decision. They are also the ones who will benefit from its enforcement. Even though the majority decides on the adoption of issues, they must at the same time respect the rights of the minority. The minority is then obligated to cooperate with and promote the decisions of the majority. Democratic cooperation is the highest level of cooperation and is very desirable in formulating group decisions. L. Thomas Hopkins defines democratic cooperation as the highest level of cooperation.

Group unit is achieved group purposes formulated and accepted by everyone. Plans are presented, discussed, and adopted. While one or a few people will probably be designated to coordinate efforts.

9 Stratemeyer, op. cit., pp. 45-46.
10 Merriam, op. cit., p. 38.
of individuals and smaller groups, such persons are not leaders but service agencies. Leadership and intelligent followership reside in each individual. As cooperative group intelligence rises, the quality of the thinking of each individual is improved. Thus his contribution to the group purpose really enhances his own opportunity for individual growth.11

Consciously Directed and Peaceful Social Change

"The next assumption is that of confidence in the possibility of conscious social change, accomplished normally by consent rather than violence."12

Earlier in this study it was indicated that the masses of the people will always make the proper decisions if they are properly informed. Any social change in a democracy should be sanctioned and promoted by the people. They should be informed to the extent that they can intelligently plan social changes toward the elevation of the group. By this method the social changes in a democracy will be made through evolutionary measures. This does not mean lingering for any given length of time in each phase of our development. Evolutionary development can be rapid. It is unwise to skip any of the steps in evolutionary advancements.

Through intelligence and ingenuity the mass of the people must plan their evolutionary advancements. These


12 Merriam, op. cit., p. 42.
advancements will usually start with the minority and then be accepted by the majority as their own.

This method will provide for a peaceful social change and is contradictory to Marx's communistic revolutionary overthrow of social orders.

Another widely used set of principles of democracy are those proposed by Spears found in his book, *Secondary Education in American Life*.

1. Exalts individual worth and calls for respect for personality.
2. Grants the individual the right to free speech, free press, free worship, free discussion and criticism, and the right to think for himself; but asks him to examine with an open mind the facts before he speaks or acts.
3. Asks the individual to assume the responsibility for his own actions.
4. Asks the individual to share decisions and to cooperate with others for the common good.
5. Asks the individual to be tolerant of others to respect their rights and opinions.
6. Asks the individual to be aware of the society's problems, to be ready to act for the common good, and to be alert to the improvement of the common culture.
7. Challenges the individual to improve the conditions about him and to judge group action in the light of accepted social procedures.
8. Respects proper leadership and holds out to each properly qualified citizen the right to emerge as leader. Leadership is achieved rather than seized.
9. Cautions the leader that his successful action; in either personal or governmental affairs, is dependent upon enlightened public opinion.
10. Follows the will of the majority in determining the policy pertaining to the exercise of such rights as free speech, free press and free assemblage.
12. Provides a republican government of three branches, whose checks and balances protect the
state against the rule of the mob as well as the rule of the dictator.

13. Holds faith that the masses of the people can be intelligent.13

The principle, "Provides a republican government of three branches, whose checks and balances protect the state against the rule of the mob as well as the rule of the dictator," seems to indicate that democratic practices cannot exist unless the government is composed of three branches of specific duties. This principle is a product of democracy and not a basis for democracy.

William F. Russell and Thomas H. Briggs propose a creed of democracy by which a democratic society must exist. They state:

We believe in and will endeavor to make a democracy which:
1. extends into every realm of human association;
2. respects the personality of every individual, whatever his origin or present status;
3. insures to all a sense of security;
4. protects the weak and cares for the needy that they may maintain their self-respect;
5. develops in all a sense of belongingness;
6. has for its social aim the maximum development or each individual;
7. protects every individual against exploitation by special privilege or power;
8. believes in the improvability of all men;

9. assumes that the maximum development possible to each individual is for the best interest of all;

10. provides an opportunity for each and every individual to make the best of such natural gifts as he has and encourages him to do so;

11. furnishes an environment in which every individual can be and is stimulated to exert himself to develop his own unique personality, limited only by the similar rights of others;

12. assumes that adults are capable of being influenced by reason;

13. appeals to reason rather than force to secure its ends;

14. permits no armed force that is not under public control;

15. implies that a person becomes free and effective by having restraint imposed upon him by external authority;

16. imposes only such regulations as is judged by society to be necessary for safeguarding the rights of others;

17. assumes that all persons have equal rights to life, liberty, and the pursuit of happiness;

18. guarantees that rights and opportunities accorded to one shall be accorded to all;

19. insures standards of living in which every individual can retain his own self-respect and unabased make his peculiar contribution to the society in which he lives;

20. does not tolerate an enduring social stratifications based on birth, race, religion, or wealth, inherited or otherwise acquired;

21. recognizes a desire on the part of people to govern themselves and a willingness to assume responsibility for doing so;
22. holds that government derives its powers solely from the consent of the governed;

23. tests the validity of government by its effort and success in promoting the welfare of human beings;

24. lays on individuals an obligation to share actively and with informed intelligence in formulating general public policies;

25. requires that the responsibilities and activities of citizenship be generally held to be among the highest duties of man;

26. holds that men deserve no better government than they exert themselves to obtain;

27. believes that the decisions concerning public policies made by the pooled judgment of the maximum number of interested and informed individuals are in the long run the wisest;

28. weighs all votes equally;

29. has faith that an individual grows best and most by actively and intelligently exercising his right to share in making decisions on public policy;

30. permits, encourages, and facilitates access to information necessary to the making of wise decisions on public policies;

31. provides free education from the beginnings of formal schooling as long as it may be profitable to society for each industrious individual to continue;

32. attempts a general diffusion among the people of the ideals, knowledge, standards of conduct, and spirit of fair play which promote a sense of equality;

33. permits the unhampered expression of everyone's opinions on public policy;

34. guarantees the right of free expression of opinions on all matters, subject to reasonable libel laws;
35. implies that all who are bound by decisions of broad public policy should have an opportunity to share in making them;

36. demands that minorities live in accord with the decisions of the majority, but accords the right to agitate peacefully for the change of such decisions;

37. exercises tolerance to others without sacrificing the strength of conviction favoring different notions and practices;

38. accepts representative government as an economy necessitated by the size of the population;

39. delegates responsibility to individuals chosen by the people for their peculiar competence in defined areas of action;

40. develops a steadily increasing sense of obligation to a constantly enlarging social group;

41. induces a willingness to sacrifice personal comforts for the recognized general welfare;

42. stimulates a hope of constant betterment and provides means which the ambitious and earnest may use;

43. encourages constant reappraisal of things as they are and stimulates a hope that leads to action for their betterment in the future;

44. uses peaceful means for promoting and bringing about changes;

45. holds that the fundamental civil liberties may not be impaired even by majorities;

46. permits unrestrained association and assembly for the promotion of public welfare by peaceful means;

47. recognizes and protects the rights of individuals to associate themselves for the promotion of their own interests in any ways that are not incompatible with the general welfare;
48. grants the right to labor at work of one's own choosing, provided it does not interfere with the interests of society;

49. guarantees the right to enjoy the fruits of one's honest labor and to use them without molestation after paying a part proportionate to wealth or income to the cost of necessary government and general welfare;

50. encourages individual initiative and private enterprise in so far as they are compatible with the public weal;

51. maintains human rights to be more important than property rights;

52. so regulates the natural resources of the country as to preserve them for the widest use for the welfare of the people;

53. insures freedom and freedom of movement;

54. guarantees a legal assumption of innocence until proof of guilt, definite charges before arrest and detention, and open and speedy trial before a jury of peers, with protection of rights by the court and by competent counsel;

55. guarantees freedom from persecution by those in authority;

56. provides that no individual be deprived of life, liberty, or property without due process of law;

57. permits worship according to dictates of one's conscience;

58. separates state and church;

59. provides such security, freedom, opportunity, and justice for all of its members that they will be qualified and ready to sacrifice in defense of its way of life;
60. renews its strength by continued education as to its meanings and purposes.14

Florence B. Stratemeyer, et. al., lists four basic democratic values in every aspect of living. This committee of educators regards the democratic concept as a way of life. They believe that any society grows in the direction of democracy to the extent to which each individual and group in that society can put basic democratic values into action in every aspect of daily living. These democratic values, listed in Developing a Curriculum for Modern Living by Stratemeyer and associates, are given below.

1. We are committed to a belief in the worth and dignity of the individual.
2. We believe that decisions and action should be based on the scientific approach to the study of problems.
3. We are committed to faith in cooperative intelligence as a means of improving life.
4. We are committed to the translation of democratic values into action.15

An interpretation of democratic principles is given by Arthur D. Hollingshead in summary form in nine principles. The principles listed below were taken from Guidance in Democratic Living by Hollingshead, who is Principal of Ashland School, East Orange, New Jersey.

Principle 1. Democracy regards the individual as of inestimable value and his development as the sole objective of society.

15Stratemeyer, and others, op. cit., pp. 44-46.
Principle 2. Democracy guarantees an equality of rights to all individuals.
Principle 3. Democracy insures freedom to all individuals.
Principle 4. Democracy places the relations of individuals upon the plane of fraternity.
Principle 5. Democracy regards individual and group welfare as interdependent.
Principle 6. Democracy places its confidence in the experimental methods of science as a means of intelligently directing the course of its development.
Principle 7. Democracy achieves its common goals through the cooperative efforts of its members.
Principle 8. Government in a democracy is "of the people, by the people, and for the people."

Earlier in this study the significance of philosophy was discussed. Those characteristics that determine a philosophy were pointed out, and several different authors' ideas on democratic principles were listed. The principles that were listed represent the thinking of recognized participants in various fields such as political science, sociology, education, philosophy, and psychology.

This portion of the study will deal primarily with the resulting set of democratic principles, their explanations, and how they influence the particular philosophy by which this thesis is written.

A good citizen in a democratic society should base his philosophy of life on the following democratic principles.

1. A good citizen should believe in respecting the personality and dignity of all people. A respect for the personality of others forbids anyone from classifying a person who is "different," or has his own individuality, as inferior. Instead, he must be recognized as a potential contributor to a dynamic society. A democratic society is capable of radical changes in a short period of time. Those people who are so-called "misfits" today may be the social leaders tomorrow. Citizens must, therefore, be tolerant of the idiosyncracies of others.

2. A good citizen should believe that all people should have the right to help formulate the policies, laws, and decisions under which they are to live. A belief in the respect for the personality and dignity of people demands that one also believes in self-government. Those people who are to be governed can and should make intelligent policies under which to live. The masses of the people will always make the right decisions if properly informed.

3. A good citizen should believe that the achievements of society should be accomplished through democratic cooperation. Individual leadership and fellowship should be strong characteristics in each member of the group and not one particular individual. Plans and policies should be presented, discussed, formulated, and adopted by group action with all members taking an active part. One
individual or inter-group should be selected to coordinate the efforts of the larger group or groups. As the group rises in cooperation and intelligence each member of that group will rise proportionately in individual growth.

4. A good citizen should believe that all people should be given an equality of rights. It has long since been accepted that all persons are not born equal. Instead, each person is born with his own particular set of potentials. No two people, with the possible exception of identical twins, have the same potentials. Therefore, no two persons are equal. However, all individuals should be given equal rights to develop those inborn potentials. Each person should be given the right to achievements according to his own particular abilities and potentials.

5. A good citizen should believe that all people should be conscientious contributors to the welfare of the group. Individual and group welfare are so integrated that it is impossible to separate the two. All people should have a common attitude concerning group welfare. Each person should feel responsible to and for the group. Each person should use his own particular abilities and individualities toward the elevation of the group. Each person is different; he can and should add something toward group welfare that no other person can. The group should by the same token be concerned about its individual members. Individual achievements and accomplishments depend upon
the group—group achievements and accomplishments depend upon its individual members.

6. A good citizen should believe that if a philosophy of life based on democratic principles and its applications to society were adopted by all citizens, this country would be wealthier. The overall standard of living would be much higher. The democratic society would attain higher goals and standards. The people living in a true democratic society would be happier and more productive than any that history describes.

The type of individual that should be developed in the United States is determined by the philosophy, which was presented. Many realize that the American society is a long way from a pure democratic society. However, everyone should be conscious of those few democratic principles that are observed in this country and strive to strengthen the current democratic practices and introduce the other democratic principles into all phases of living.

It is probably the duty of the teacher to provide for the translation of democratic principles into democratic living. In order to accomplish this translation, the teacher will have to live democratically with his students. The teacher must help the student to become
familiar with all the aspects of democratic living. By this means the student, too, will develop a democratic philosophy of life.

Each teacher should have a strong desire to help his students to develop into functioning, contributing members of a democratic society. When this goal is obtained, those individuals will possess characteristics of democratic citizenship, which will be discussed in the following paragraphs.

The democratic citizen will have respect for the personality and dignity of his fellow man. He will be kind and courteous at all times. He will be tolerant of the individuality of others. He will have developed his own particular individuality for making the greatest contribution possible to the society in which he lives. He will understand the needs and problems of his society. He will habitually and intelligently respond to the welfare of other persons without expectation of reward. He must be sympathetic to the extent of mentally placing himself into situations of others that he might better understand the problems of others for the purpose of improving the quality of their living, and not for the purpose of exploitation.

The democratic citizen will participate actively in the formation of policies, laws and decisions under which he is to live. He will have the tools for analyzing a
situation in order to separate the facts from propaganda and will have the intelligence necessary to make the proper decisions. He will be respectful of the decisions of the majority and will work cooperatively in carrying out the will of the majority. He will respect the rights of the minority group and extend to them equal freedom so that they might gain a majority.

The democratic citizen will be well versed and a firm believer in democratic cooperation as a means of accomplishing all achievements. He will realize that the most important work is that produced in common, produced by common stimulation, and by each person thinking in terms of the whole group. As a member of the working group, he will use his own individuality to contribute new suggestions.

A democratic citizen will concentrate on the development of his potentialities and will use those developed abilities toward the advancement of society. He will extend to all people a similar right and encouragement to develop their own particular potentials. He will strive toward the perfection of man, and, thus, contribute to an unending cycle that will constantly elevate the standard of living.

The democratic citizen will be highly conscious of his dependence upon the group. He will realize that individual and group welfare are so integrated that
neither can progress independently. He will function in the group for the welfare of the group. He will develop margins of uniqueness; and through his own particular abilities and individualities, he will leave his imprint on society.

A democratic society is dependent upon and demands the support of democratic citizenry. It might be said, then, that a good citizen for a democratic society must make the life adjustments necessary to fulfill the expectations of the society in which he lives.
CHAPTER III

A PROGRAM OF LIFE ADJUSTMENT EDUCATION

In Chapter II the type of citizen that is most desirable for the American society was determined by a democratic philosophy that was an outgrowth of democratic principles. It is necessary now to determine the needs of the American youth in becoming the type of citizen described. The best means of meeting those needs will be determined from an accepted psychology of learning. The needs and the method of meeting those needs will dictate the type of school necessary to enable the youth to make the necessary adjustments in society.

In order for youth to make the necessary adjustments, ten basic needs must be provided for. Those ten imperative needs, as listed by the Educational Policies Commission, are as follows:

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live with and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

It is generally accepted that the above imperative needs of youth must be provided for by the society. It is also logical that the school should be the society's instrument of provision. Yet, it is generally agreed that the schools have not met the demands of society and have not adequately provided for the felt needs of its youth.

All interaction of the individual with the environment is experience; the school cannot promote experiences of low educative quality. The school must be concerned

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1Educational Policies Commission, Planning for American Youth, p. 43.
with experiences of high educative quality since it should aid each individual to raise the level of his experiencing in all aspects of living. To do this, educators must have some criteria for testing incipient experiences to see whether they warrant study through the school.

1. The experience must begin with and continue to grow out of the real felt needs of pupils.
2. The experience must be managed by all of the learners concerned—pupils, teachers, parents, and others—through a process of cooperative democratic interaction.
3. The experience must be unified through evolving purposes of pupils.
4. The experience must aid each individual to increase his power to make intelligent choices.
5. The experience must aid each individual to mature his experiences by making progressive improvements in the logic of such experiences.
6. The experience must increase the number and variety of interests which each individual consciously shares with others.
7. The experience must help each individual build new and refine old meanings.
8. The experience must offer opportunity for each individual to use an ever-increasing variety of resources for learning.
9. The experience must aid each individual to use a variety of learning activities compatible with the variety of resources.
10. The experience must have some dominating properties which characterize it as a whole and which usually give it a name.
11. The experience must aid each individual creatively to reconstruct and expand his best past experience in the developing situation.
12. The experience must close with a satisfactory emotional tone for each participant.²

²Hopkins, op. cit., pp. 218-236.
The utilization of experiences for instructional purposes must comply with sound psychology of learning and uphold the democratic philosophy of education. A commission appointed by the National Association of Secondary School Principals in 1936 listed the following criteria for educational psychology.

1. Learning proceeds more rapidly and tends to be more permanent when relationship between what is being experienced and the welfare of the learner are seen by him.

2. Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner.

3. Learning proceeds more rapidly and tends to be more permanent in proportion to the amount of satisfaction the learner derives from the process of learning, and in proportion to the immediacy of the satisfaction.

4. Learning proceeds more rapidly and tends to be more permanent when it involves activity—physical and mental—on the part of the learner.

5. The probability that what is learned will later be recalled for use when needed increases in proportion as the relationship between each element—(skill, idea, fact, ideal) which is being learned and the other elements being learned is understood by the learner.

6. The probability that what is learned will later be recalled for use when needed—is greatest when many relationships between the elements being-learned-in-relationship and a later more complete "whole" situation are seen by the learner.³

Education for life adjustment is not concerned with learning as habit formation and conditioning; it is

concerned with learning as intelligent adaptation to changing conditions.

General characteristics of learning as conceived by modern psychologists may be summarized as follows:

Learning Is Growth. Learning is a process that constantly enlarges the child's understanding of his environment, that leads to better and better understanding of life about him, and that encourages freedom of choice and intelligent action. Growth, both in a physical and intellectual sense, is an inevitable accompaniment of life unless the individual be placed in a sterile environment and denied the necessary experiences that makes growth possible. The richer the experience and the more favorable the environment, the better the growth. . . . Effective education furnishes the controlled environment for favorable growth.

Learning Is Adjustment. Learning involves the adjustment of the individual to the world in various ways. . . . There are also complex social adjustments demanded of the individual today which were unnecessary two or three generations ago. It is the function of the school to teach the child how to meet and adjust himself to these new and complex elements in his environment. He must live in a world of change. And while there is a need for the development of independence and initiative in the individual to overcome undesirable conditions and make them better, there is also need for adjustment in the sense of conforming to the laws of nature and other factors in the environment over which the individual has no control.

Learning Is Organizing Experience. Learning involves repeated experiences, each modifying the learner's attitudes, ideals, knowledge, skills, and habits and a new way of looking at things. Human beings have the ability to profit from experience quickly and to readjust themselves to new situations rapidly. . . . Practice in analyzing experience to understand the meanings is therefore a necessary aspect of human learning. New experiences modify older experiences. This means that learning is constantly enlarging the understanding and improving the individual's control of his environment and that he is constantly reorganizing his knowledge as he gains added experience.
Learning Is Purposeful. Learning is more rapid and effective when it is purposeful... The Lack of purpose in learning that distinguished the formal school made necessary all sorts of coercive measure unrelated to the learning in order to cause children to acquire the conventional knowledge and skills. Modern schools try to create situations in which the need for acquisition of knowledge and skill will be an obvious aspect of the environment.

Learning Is Intelligent and Creative. Learning has sometimes been regarded as merely a matter of mechanical stimulus and response... This is thought by some to be too mechanistic a view of learning. There is always something new in a learning situation... Learning therefore involves in all cases an intelligent interpretation of the situation and some selectivity in the response... It is this intelligent aspect of human learning that makes creative thought possible... The human being has power to vary his response to the demands of the situation, to change these responses at will and thus to create new forms of response as the outgrowth of intelligent thinking and action... The mechanistic interpretation of learning, which for a time was perhaps in the ascendant, seems in the last few years to be yielding to a view that permits belief in a mind which bears within itself the power to create new ideas out of old and to modify the situation as well as to be modified by it.

Learning Is Active. Activity has come to mean either mental or physical action that comes in response to a need felt from within rather than an imposed stimulus from without... Active learning is purposeful learning to which the learner lends his aid and approval; passive learning is coercive learning imposed upon the individual by a situation or by other individuals who control the learning situation.

Learning Is both Individual and Social. The mechanism which makes the individual responsive to his environment is indubitably his own individual nervous system with its organs of reception and response... Learning is social because it would be impossible for any learning situation to take place except as a response of some type to the social environment of the individual.
Learning Is a Product of the Environment. Learning depends for its stimuli upon the environment surrounding the individual.

True Learning Affects the Conduct of the Learner. Learning tends to result in improved adjustment to life and corrects and changes wrong ideas and wrong methods of action. True learning takes place when the individual acquires a type of knowledge or a skill in response to a real need, modifies his conduct in accordance with the new learning, and is forever changed.4

Education increasingly concerns itself with a realistic adjustment of philosophy and psychology to the whole group of children in the schools today and to the whole needs of every individual within that group. It is concerned with stimulating programs which more adequately meet the needs of youth. Modern educators realize that a majority of youth of high school age are not receiving the type of education to which they are entitled as American citizens. Many educational leaders are concerned with the development of life adjustment education and the creation of life adjustment schools. In October, 1947, the U. S. Commissioner of Education appointed members to the National Commission on Life Adjustment Education for Youth to promote ways and means of improving the life adjustment education of secondary school youth.5


Many state departments of education have cooperated with the Commission on Life Adjustment Education. It is from the studies made by this commission and various state departments of education that a life adjustment program will be formulated for this study.

The Commission defines Life Adjustment Education as that which better equips all American Youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens.⁶

Life adjustment education is concerned with meeting the imperative needs of all youth.

It is concerned with ethical and moral living and with physical, mental, and emotional health.

It recognizes the importance of fundamental skills since citizens in a democracy must be able to compute, to read, to write, to listen, and to speak effectively. It emphasizes skills as tools for further achievements.

It is concerned with the development of wholesome recreational interests of both an individual and social nature.

It is concerned with the present problems of youth as well as with their preparation for future living.

It is for all American youth and offers them learning experiences appropriate to their capacities. It recognizes the importance of personal satisfaction and achievement for each individual within the limits of his abilities.

It respects the dignity of work and recognizes the educational values of responsible work experience in the life of the community.

It provides both general and specialized education but, even in the former, common goals are to be attained through differentiation both as to subject matter and experience.

It has many patterns. For a school, a class, or a pupil it is an individual matter. The same pattern should not be adopted in one community merely because it was effective in another. It must make sense in each community in terms of the goals which are set and the resources which are available.

It emphasizes deferred as well as immediate values. For each individual it keeps an open road and stimulates the maximum achievement of which he is capable.

It recognizes that many events of importance happened a long time ago but holds that the real significance of these events is in their bearing upon life of today.

It emphasizes active and creative achievements as well as adjustment to existing conditions; it places a high premium upon learning to make wise choices, since the very concept of American democracy demands the appropriate revising of aims and the means of attaining them.

It is education fashioned to achieve desired outcomes in terms of character and behavior. It is not education which follows convention for its own sake or holds any aspect of the school as an end in itself rather than a means to an end.

Above all, it recognizes the inherent dignity of the human personality.  

The above listed emphases of life adjustment education are designed to meet the needs of all American youth. They are democratically and psychologically sound and conform to the democratic philosophy of education as proposed in Chapter II.

In preparing a program of life adjustment education, the principles, derived from an accepted philosophy and a sound psychology of learning, must be prepared. It is then necessary to formulate the areas around which the

7Ibid.
curriculum must be built. These areas must be in harmony with the guiding principles. The next step in formulating a program is to determine the methods by which the curriculum will be presented. These methods must be based on a sound psychology of learning.

In developing life adjustment schools, it is desirable to list guiding principles to serve as a basis for evaluating specific applications and procedures. These guiding principles must be a result of a democratic philosophy.

The Milwaukee Public Schools have the following general principles to serve as a basis for evaluating specific applications and procedures:

To guide growing boys and girls in acquiring those attributes of physical and mental growth that make for happy, useful living and wholesome, well integrated personalities.

To create in children attitudes and understandings that will help them to become effective citizens in a democracy.

To develop in boys and girls those interests, appreciations, and qualities of character which manifest themselves in intelligent, wholesome behavior.

To produce in young citizens the ability and inclination to think critically.

To assist boys and girls in acquiring the basic facts and skills that will help them to become self-directing individuals as well as contributing members of society.\

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The Commission on Life Adjustment Education for American Youth lists the following principles of life adjustment education, which have been accepted and published by the West Virginia State Department of Education.

1. **Respects Individual Worth and Personality:** The supreme test of life adjustment education shall be in terms of individual development identified by accurate knowledge of each individual pupil's characteristics, his purposes, and those of society. This is in contradiction to the prevailing goal of pupil "adjustment" to statistical norms such as "typical" or "average" and to rigidly patterned curricula.

2. **Enrolls and Retains all Youth:** Secondary Schools developing life adjustment education seek to enroll, retain, and meet the needs of all normal (non-institutionalized) adolescents who are not yet ready for steps such as full-time participation in safe and gainful occupations or for further formal education.

3. **Required Courses and Course Content Concerned with Problems of Living:** Learning experiences required of all are selected and planned for inclusion in life adjustment education program in terms of common, recurring problems of living faced by all people rather than college entrance requirements or other specialized needs of the relatively few.

4. **Emphasis Is upon Direct Experience:** In life adjustment education programs the common personal, political, social, and economic problems of individuals along with those of the local community, state, region, and Nation are made the basis of special concern and study. The emphasis is upon direct pupil-teacher planning, sharing and participation in real-life experiences while seeking solutions to individual, social, and civic problems. Such an approach requires the abandonment of the concept of "extracurricular activities" and makes excursions, travel, community surveys, school-work programs, study, and hobby clubs and any other form of direct experience for pupils integral parts of the educational program.

5. **Planning, Organization, Operation, and Administration Are Democratic:** Administrators in schools which stress life adjustment education for every youth will organize and administer through the
active participation of pupils, parents, and teachers as well as of organized civic, lay, industrial, and business groups. Neither the administrator nor one or more departments will undertake the independent development of part or all of the program, which is, by its nature, integral and the concern of all. In no case is a suggested change abandoned because of an administrative prejudgment that it "will not fit into the schedule."

6. Records and Data Are Used Constructively:
Life adjustment schools include services which will assist all teachers to accumulate and to use information for planning how each pupil may learn under conditions necessary because of his particular traits and feasible objectives. Such information will include test results, grades, progress evaluation, physical and health data, and individual record forms for use in (a) counseling with pupils and parents, (b) improving instructions, (c) developing all desirable latent qualities of pupils, (d) placement in advanced training courses or in positions, and (e) individual self-appraisal.

Principle 3 of the above list violates the basic philosophy upon which life adjustment education is based. If education is adjustment through learning and learning is purposeful activity to which the learner lends his aid and approval, then there is no place in modern schools for required courses. Learning imposed upon the individual by a situation or by other individuals who control the learning situation is coercive and has no place in a school dedicated to the advancement of democracy.

In 1938 the Connecticut State Department of Education approved a long-range plan, which has extended to the

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present time, for revaluation of the secondary school program. It is based on the following general principles.

1. An education for life, that is, for living and learning how to make a living is infinitely more important in the life of an individual than the accumulation of credits for admission to some other educational institution. A horizontal education for life, therefore, is viewed as more important than a vertical education for more education.

2. A distinction must be drawn between "equality of educational opportunity" and "equal education for all." There is a tendency to confuse the right of the individual to an educational opportunity and what appears to be the lack of responsibility on the part of the individual to utilize this opportunity to best advantage. The cost of failure in American schools is tremendous.

3. Education, while available to all the children of all the people, must not restrict the opportunity for those who have the capacity to progress. Therefore, greater emphasis should be placed on the development of average and above average children and youth. The trend toward grading a system down to the lowest common denominator should be abandoned.

4. Those who have less capacity to learn than their fellows should be provided educational opportunities compatible with their respective abilities. As indicated in the preceding principle, the whole system should not continue to be retarded because of the special problems of a minority.

5. Education must be based on the qualitative rather than the quantitative ideal. It is essential that we teach fewer things better rather than succumb to pressure to continually add to an educational program. When additions are made, appraisals and evaluations should be necessary to eliminate the obsolete or less useful.

6. The materialistic concept which circumscribes the purpose of education needs to be supplanted by a system of moral values and personal responsibility.

7. The school or college exists for children and youth, not children and youth for the institution. Therefore, programs must be adjusted to individual differences, recognizing at all times that individual
similarity will necessitate a general education of sufficient duration to insure a minimum standard of civic literacy.

8. The school as a social institution cannot absorb all of the services rendered by a community. Therefore, a correlation of the educational program within a school with the opportunities for service which prevail in the community is essential.

9. The social prestige attached to part of the curriculum must give way to a recognition of the fundamental objectives of education, namely, the development of the talent of the individual within the limits of social usefulness, personal happiness and security, and the security of the state.

10. The disciplinary values attributed to one area of learning are equally prevalent in others. In some areas, however, there is a greater requirement of teacher leadership than in others.

11. A reconciliation of the doctrine of interest and effort must be brought about. There are some unpleasant things to do in life; these should not be disregarded in the educational program.

12. Self-discipline is fundamental in the question of freedom. There can be no freedom without self-discipline.

13. The capacity to think constructively, independently, and rationally is more important than the memorization of facts and materials to pass examinations.

14. The test of an educational system is the character of the resulting citizen. 10

Educators prepared for the Horace Mann-Lincoln Institute of School Experimentation of Teachers College, Columbia University the following principles as part of a study for curriculum development:

... a curriculum which gives children and youth guidance in dealing with the persistent problems of living in our industrial democracy.

... a curriculum which fits children and youth to make a responsible contribution to the work of the world.

... a curriculum which helps children and youth to develop the skills and attitudes needed for creative use of leisure.

... a curriculum in which the problems and concerns of home, school, and community are seen in the light of the larger national and world problems of which they are a part.

... a curriculum in which democratic methods of cooperative action are an integral part of every experience.

... a curriculum which will develop world minded citizens able to make the sound judgments and willing to make the sacrifices necessary to maintain peace.

... a curriculum designed to give to children and youth a respected and a vital part in society in keeping with their maturity and in terms of the problems and situations which they face.

... a curriculum through which children and youth grow to respect the unique worth of each individual including themselves.

... a curriculum which develops children and youth able to make reasoned decisions based on the values they hold.

... a curriculum which develops children and youth committed to working with others for the common good.

... a curriculum which develops children and youth committed to make constructive use of their powers and those of others for the common good.

... a curriculum which in every aspect is directed toward the development of democratic values.

Many other principles published by advocates of supposed life adjustment schools have been examined and disqualified for the purpose of this study because of their radical departure from the basic philosophy underlying life adjustment education.

It has been sufficiently demonstrated by various studies and leading educators that the traditional subject

matter curriculum and its organization is not sufficiently meeting the purpose of education. For life adjustment schools, then, it will be necessary to devise a new curriculum that will have the scope and flexibility to meet all of the needs and impending needs of the youth and society.

There have been several different types of curricula advanced for use in life adjustment education. The majority of these experimental curricula is subdivided into various phases or areas from which all life situations originate.

All curricula set up in the name of life adjustment education are not philosophically and psychologically sound; therefore, each proposed plan should be evaluated in terms of the democratic philosophical, psychological criteria presented in Chapter II.

The West Virginia State Department of Education departs extensively from life adjustment philosophy in its recommendation of the following areas for curriculum construction.

1. Oral and written communication
2. Literature by discussion, reading and listening
3. Health, recreation and fitness
4. The social sciences
5. Physical and biological sciences
6. Applied arithmetic and elementary mathematics
7. Fine and applied arts, and handcrafts
8. Home Science, Home Arts, Home Skills and Consumer Education

The framers of the above proposed pattern of curriculum development apparently do not understand the basic philosophy of life adjustment education. Their guiding principles, which are borrowed from the Commission on Life Adjustment Education for every Youth, are based on a well formulated democratic philosophy; however their patterns for curriculum development are not consistent with those principles. They have listed traditional subject matter courses under new names. The West Virginia plan classifies the tools of adjustment into areas for adjustment.

The Connecticut State Department of Education has recommended that the curriculum for life adjustment schools in that state be built around six areas.

1. Citizenship
2. Fundamentals (English language usage, useful mathematics, and orientation science).
3. Health and Allied Elements
4. Home and Family Living
5. Specialized Interests and Activities
6. Vocational Area (both general and specialized programs)

In the above proposed areas for curriculum, the Connecticut State Department of Education has allowed

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13 Collier, op. cit., p. 7.
traditional subject matter courses to get back into their curriculum in area number two. The basic fundamentals such as English language usage, useful mathematics, and orientation science are tools necessary to gain proficiency in the other areas and should not constitute an area of its own. In area number three, health and allied elements are necessities for the promotion and enjoyment of the other areas and should not constitute an area of their own. The remaining four areas are sufficient to deal with all life situations.

Florence B. Stratemeyer, et al., in their book, Developing a Curriculum for Modern Living, have proposed a plan for areas of living curriculum which most nearly conforms with the psychology of learning and democratic principles and which most nearly meets the needs of all American youth. The areas are the family; the civic, social act; work; leisure; and spiritual life. The Constitution of the United States and the various statutes set up by the states demand a separation of state and church. Because of this condition, the area of spiritual life, as proposed by the writers, cannot be recognized by this study.

The diagram which follows indicates the general nature of the analysis made by the writers of this volume. It shows the sources of the situations of everyday living actually faced by learners, the areas in which the persistent life situations recurring in these daily life experiences have been grouped, and the way in which they are interrelated.

14 Stratemeyer and others, op. cit., p. 99. 15 Ibid.
EDUCATION IN OUR DEMOCRACY means
Development of individual understandings and responsibilities in dealing with

INDIVIDUAL AND GROUP SITUATIONS OF EVERYDAY LIVING in
The Family--Civic, Social Act--Work--Leisure--
Spiritual Life

by providing

MAXIMUM GROWTH IN INDIVIDUAL CAPACITIES in situations involving
Health Intellectual Moral Choice Aes., Exp. and
Appreciation

MAXIMUM GROWTH IN SOCIAL PARTICIPATION in situations involving
Person-to Person Group Intergroup
Relations Membership Relations

as the learner grows in ability to deal with

ENVIRONMENTAL FACTORS AND FORCES in situations involving
Natural Phenomena
Technological Eco., Political, Social Structures and Forces

Fig. 1--Areas of living, showing the areas of the family; the civic, the social act; leisure; and spiritual life.
The method of instruction used in any school situation will, of course, be determined by the guiding principles, the type of curriculum, and the desired results.

In the article, "That all May Learn," B. L. Dodds presented methods of instruction for "the educationally neglected group." These methods were adopted by the Commission on Life Adjustment Education for Youth. The following general suggestions relating to techniques of instruction have been proposed.

1. The need for emphasis upon the concrete and specific in terms of both problems and materials.
2. The need for instruction directed toward the satisfaction of more immediate and clearly recognized needs.
3. The desirability of increasing the opportunity for more continuous and longer contact with teachers in order to provide more adequate teacher guidance.
4. The need for less exclusive dependence upon conventional printed materials.
5. The need for greater use of out-of-school resources through the medium of the field trip.
6. The need for greater utilization of visual and auditory aids.
7. The need for organization of learning units around life problems rather than around subjects.

The above principles and suggestions have been considered with special attention to the educationally neglected group. These students, perhaps more than any other group, need to have the curriculum adjusted to them, but there is nothing that suggests that any of the principles and techniques considered would not contribute toward the improvement of instruction among all student groups. One is forced to the conclusion that the problem of

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improving the instruction of the educationally neglected is not an isolated problem, but is a part of the general problem of improving the instruction of all high school youth.\(^{17}\)

As indicated by B. L. Dodds, the above listed techniques were specifically designed with special attention to the educationally neglected group. The techniques are in complete agreement with his proposed principles. These techniques, however, cannot be recommended in the present study for use in life adjustment education for all American youth.

The Commission on Life Adjustment Education for Youth has selected the following suggestions from those made concerning methods by Douglass.

3. Methods should allow liberally for opportunities to do, as well as to learn—construction, application, exemplification, illustration, expression of reactions.

4. Less emphasis should be placed upon learning for marks and scores on examinations, and more upon learning because it is useful and interesting.

5. Opportunity should be provided for cooperative work in learning—group projects, mutual assistance, etc.

6. The use of awards and artificial recognition should be discouraged, and great reliance placed in informal and unostentations recognition by the instructor and fellow-students.

7. Reliance upon fear and compulsion is a constant temptation to the inferior, indifferent and unimaginative teacher and should be supplanted by other means. It is a fair presumption that materials which cannot be otherwise motivated are not suitable or are improperly organized for presentation.\(^{18}\)

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The West Virginia State Department of Education has listed seven techniques to be used in school systems with a traditional type curriculum as an evolutionary step toward life adjustment education.

1. The teacher can provide for more teacher-pupil planning of learning experiences by:
   (a) larger areas or units that are meaningful and purposeful
   (b) developing suitable programs of action to achieve learning
   (c) providing opportunity for student-teacher evaluation of educational growth of students
   (d) giving more opportunity for student evaluation of materials
   (e) giving more opportunity for students' choice of activities

2. The teacher can give more attention to the problem of individual differences when planning learning experiences so each student can be an active participant in class.

3. The teacher can plan for the extensive use of visual material which provides learning experiences for all students of her class.

4. The teacher can plan her work so classroom experiences are meaningful, real, and interesting to the adolescent child.

5. By joint planning (planning with other teachers) a teacher can select learning experiences which will cut across subject-matter lines, thus affording greater opportunity to plan goals of a broader and more significant purpose.

6. The teacher can utilize real situations to teach skills and attitudes which can be developed functionally. Pupils learn best when problems are associated with their experiences. To this end a teacher can use:
   (a) community resources
   (b) interests
   (c) community needs
7. The teacher can do a great deal of planning around social goals and devote considerable time to current problems facing the world.19

As indicated earlier in this study, the West Virginia State Department of Education accepted the guiding principles that were proposed by the Commission of Life Adjustment Education for Youth. These principles were based on a sound educational philosophy. After adopting an acceptable set of guiding principles, the West Virginia State Department of Education departed radically from life adjustment education in the formation of areas of curriculum. Their proposed techniques are not consistent with either their guiding principles or areas of curriculum; in fact, the techniques are not even consistent within themselves. The first listed technique stressed the importance of student-teacher planning and indicated a child centered curriculum. This is a desirable technique for life adjustment education. The remaining six techniques, however, indicates a teacher-centered and teacher planned type of learning situation, which is not acceptable to life adjustment education.

Stratemeyer and her associates in their book, Developing a Curriculum for Modern Living, dedicated an entire chapter to the problem of how teachers and learners

together face the situations of daily living and how teachers and learners develop their own particular methods and techniques of meeting persistent life situations.

The chapter indicates how curriculum designing actually takes place in the classroom. The authors are careful to point out that these general procedures and principles are mere concepts of curriculum development and can only be transferred into practice as they are applied to the learners. For purpose of clarity and organization, these principles and procedures are classified into five divisions: (1) identifying the situations with which learners need help, (2) selecting curriculum experiences, (3) guiding school experiences, (4) developing fundamental skills, and (5) using organized bodies of subject matter.20

Above everything else, curriculum development depends on an understanding of individual learners. Their purposes must be sensed, their needs determined. The teacher must first give attention to methods of coming to know his group well enough to be able to identify the situations which are the most important in their living. Techniques of identifying the situations with which learners need help are to observe (1) the learners' expressed interests, which gives clues to concerns; (2) the ongoing activities of the classroom, which give indications of concerns;

20 Stratemeyer and others, op. cit., pp. 300-66.
(3) the concerns that appear as learners share in planning, (4) the learners' participation in a variety of activities, which reveals needs and interests; (5) group relationships, which indicate situations that are significant; (6) community relationships, which suggest needs and interests; and (7) all available background data, which needs to be studied.\(^\text{21}\)

Not all situations faced by youth can become part of their school curriculum. Techniques of selecting curriculum experiences are to determine (1) what meaning the experience has for the learners, (2) what the experience contributes to growth in ability to deal with persistent life situations, (3) if the experience contributes to balanced development, (4) if similar experiences are being provided or if they can be better provided in home and community situations, (5) if the experience is a matter for individual or group study, and (6) if the experience is best met by direct or by incidental teaching.\(^\text{22}\)

The guidance of activities through which situations will be explored becomes the next problem faced by teacher and learners once the decision has been made as to which concerns are to become part of the school curriculum.

\(^{21}\)Ibid., pp. 300-11.  \(^{22}\)Ibid., pp. 311-21.
Techniques for guiding school experiences are (1) defining the unit of work, (2) determining how many experiences should be carried forward simultaneously and the length of time to be spent on each, (3) planning with learners, (4) determining the day's schedule of activities, and (5) caring for the individual who has previously worked in areas of major concern to his group.  

The concept of fundamental skills should be more than the common idea of reading, language usage, and computing. The broader view of the term should also include listening, observing, planning, using appropriate resources in solving problems, and using a scientific approach to the study of situations. Techniques for developing fundamental skills are as follows: (1) identifying skills which are needed in the situations of daily living, (2) providing for the needed orderly development of skills, and (3) providing needed practice.

From time to time, various methods of integrating areas of knowledge and relating them to the situations which children and youth face must be provided for. There is a definite place in life adjustment education for the tools of learning, which have been used as subjects in the traditional curriculum. Techniques for

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23 Ibid., pp. 321-47.
24 Ibid., pp. 347-55.
using organized bodies of subject matter are as follows: (1) helping learners appreciate the wealth of factual data available, (2) preventing gaps in information which hinder concept formation, (3) developing concepts, and (4) studying a subject matter area as an organized body of knowledge. \(^{25}\)

In the preceding pages of this chapter there have been listed the guiding principles, areas of curriculum, and methods of instruction; as recommended by different organizations and independent authors. Those principles, areas, and methods have been critically analyzed in light of the democratic philosophy and psychology of learning that was developed from reliable data earlier in this study.

The remainder of this chapter will be concerned with guiding principles, areas of curriculum, and methods of instruction that are consistent with the sound democratic philosophy and psychology of learning as presented earlier in this study and will be used as a basis for the program of teacher education that will be presented in Chapter IV.

\(^{25}\)Ibid., pp. 356-363.
"The purpose of a school in a community is to aid in the improvement of the quality of living." This function of the school under democratic leadership was stated by the National Conference of Professors of Educational Administration at its Endicott work conference and affirmed at its Madison meeting.

When organizing and operating any type of instructional institution, the objective or desired end-results and the method of obtaining those objectives should dominate all institutional activities and should be utmost in the thinking and acting of all personnel connected with the institution. It is the belief of modern educators that the ultimate goal or objective of a teacher education institution is to equip the students of the public school with the tools and knowledge to adjust themselves as functional, contributing members of the dynamic, democratic society of the particular area in which they live and to promote individual and group welfare through the utilization and development of all the potentials of their environment. It is on this philosophy, sanctioned by modern educators, that this study will found its proposed life adjustment school.

In order for youth to make the necessary adjustments, the imperative needs of youth must be provided for. The ten imperative needs as listed by the Educational Policies Commission are given earlier in this chapter.

It is sufficiently clear for the purpose of the present study that the traditional schools of today are not adequately meeting and satisfying the imperative needs of youth. The modern life adjustment schools will endeavor to comply with the specifications of the Educational Policies Commission by developing the environments of the community for instructional purposes and creating a harmonious school-community relationship. The November, 1948, edition of School Life lists the characteristics that a school must have in order to satisfy the imperative needs of youth.

1. The community school seeks to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.

2. The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet these needs.

3. The community school begins its responsibility for better living with the immediate school environment.

4. The curriculum of the community school is sufficiently comprehensive and flexible to facilitate the realization of its purpose.

5. The community school program is dynamic, constantly changing to meet emerging community needs.

6. The community school makes full use of all community resources for learning experiences.

7. The community school develops and uses distinctive types of teaching materials.
8. The community school shares with other agencies the responsibility for providing opportunities for appropriate learning experiences for all members of the community.

9. The community school recognizes improvement in social and community relations behavior as an indication of individual growth and development.

10. The community school develops continuous evaluation in terms of the quality of living for pupils, teachers, and administrators; for the total school program; and for the community.

11. The pupil personnel services of the community school are cooperatively developed in relation to community needs.

12. The community school secures staff personnel properly prepared to contribute to the distinctive objectives of the school, facilitates effective work and continuous professional growth by members of the staff, and maintains only those personnel policies which are consistent with the school's purposes.

13. The community school maintains democratic pupil-teacher-administrator relationships.

14. The community school creates, and operates in, a situation where there is high expectancy of what good schools can do to improve community living.

15. The community school buildings, equipment, and grounds are so designed, constructed, and used as to make it possible to provide for children, youth and adults those experiences in community living which are not adequately provided by agencies other than the school.

16. The community school budget is the financial plan for translating into reality the educational program which the school board, staff members, students, and other citizens have agreed upon as desirable for their community.27

Our democratic society is a constantly growing, changing affair. The experiences necessary for the proper adjustment in that society are also continually different.

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A static liberal arts curriculum cannot provide the experiences conducive to good democratic living. It is, therefore, necessary to develop a new type of curriculum and method before life adjustment schools can even come into being.

The new curriculum for new life adjustment schools must be one to provide for a living school. Its subjects must be functional sub-divisions of life. Those sub-divisions of life should be divided on the bases of purpose. Those things which are used in many areas should be classified as the tools of learning. These tools of learning should be familiarized through use.

Probably the most widely accepted areas curriculum is that proposed by Florence B. Stratemeyer and others which has five basic areas of living. The areas are the family, the civic, the social act, leisure, and spiritual life.28 As pointed out earlier in this chapter, the area of spiritual life cannot be recognized for the purpose of this study due to its direct conflict with recent court decisions.

A slight modification of Stratemeyer's proposal is shown in the diagram on the following page. The modified curriculum includes the areas of personal, vocational, recreational, home, and civic living.

28 Stratemeyer and others, op. cit., p. 99.
Interacting Purpose Areas of Living

The school should be functional living.

Purpose is a basis for dividing living into areas.

The four purpose areas listed in the chart are proposed as subdivisions of the curriculum.

The individual personality is placed in the center to indicate his relationship to the areas.

The civic is placed in the outer circle to indicate its relation to the other areas and the individual. The individual interacts with the civic only through one of the other areas.

The arrows indicate the interaction between the various areas and between the individual and the areas.

The former subjects—tools of learning—should be learned through use in connection with the areas of living.

Fig. 2—Areas of living, showing the areas of home, recreation, vocation, and civic.
The school and its curriculum should be functional and living. The purposes of the life adjustment schools, as stated earlier in this study, is a justifiable basis for dividing the curriculum into these particular areas. The subjects as advocated by the traditionalists will become tools of learning through their connections with these life adjustment areas of living.

Areas of living curriculum for life adjustment should provide for student participation in democratic living. The psychology of learning presented earlier in this chapter indicates that the areas of living curriculum for life adjustment should provide democratic experiences in a democratic process. All individual achievements should be recognized for their values toward individual and group elevation. The experiences should be drawn from or related to student's past experiences and should either extend or better classify his experiences. The curriculum should be flexible enough to cover all experiences and should be interacting to the extent of integrating all learning. The areas of living curriculum for life adjustment should recognize and provide for the maturation of interests. All instructional experiences should be sociable justifiable.

In order to function in the proposed life adjustment schools the teacher must be familiar with and teach by
the outlined principles of democracy and psychology of learning. The teacher must be able to start her planning with all the members of the group by exploring possible subjects, materials, methods, forms of expression, and evaluation. This planning must give scope to the degree that all learners can benefit from its presentation. The method of presentation should motivate the individual to follow up and benefit from his experiences and interests.

The teacher must have the ability to cooperate with other members of the staff, the pupils, and community institutions. The life adjustment teacher must have the ability and incentive to create learning situations in which the usage of all the tools of learning will be employed. This type of situation would provide for all the tools of learning, such as reading, writing, spelling, grammar, and mathematics.

When teachers are developed to this standard of efficiency, life adjustment education will gain popularity with the traditionalists. The greatest objection to life adjustment schools by the traditionalists is that they can not believe that subject matter in the traditional sense of the word is included in the modern curriculum. They cannot see that the tools of learning in the modern curriculum are subject matter in the traditional curriculum placed on a higher scale of the learning
situations and are vital to the curriculum. When the teacher education institutions produce teachers that can meet the above qualifications, there will be a greater incentive to provide for life adjustment schools.
CHAPTER IV

PRE-SERVICE EDUCATION OF TEACHERS

The preceding chapters of this study have been concerned with the qualities that characterize a life adjustment school. It has been determined that the most desirable citizen in the American society is that citizen that bases his actions on a democratic philosophy.

A philosophy of life is a set of values that determines the behavior of the individual. The individual should behave consistently toward all things in the world. It is, therefore, important that a philosophy of life based on democratic principles be established early in the life of a democratic citizen.

The needs of youth in adjusting to persistent life situations in the American society have been examined. The methods of best meeting those needs of youth, according to recent psychology, has been determined. The individual can best learn life adjustment in a democratic society by being allowed to live democratically. The school curriculum should be so organized around purpose areas of living that the pupil may encounter and solve any life situation in a democratic environment. The
curriculum must be a living one, and its areas must be functional subdivisions of life through which all life situations are experienced. The curriculum must provide for individual and group growth and a high degree of interaction between the group and the individual. There should be implications of the dependence of one upon the other. The curriculum must provide for democratic living in thought and action.

This chapter will deal with the pre-service education of teachers for life adjustment schools. The knowledge and abilities necessary for a teacher to serve in a life adjustment school and the type of pre-service training necessary to equip the teacher with the tools to discharge his responsibilities in the life adjustment schools will be presented.

If the purpose of a school in a community is to aid in the improvement of the quality of living and if this purpose is to be achieved, an improved type of teacher seems to be required. The teachers should realize their responsibilities to the pupils and the community and should be able to discharge those responsibilities toward the improvement and development of the community and its

citizens. Most teachers, as now prepared, are hindrances rather than helps in envisioning and developing the schools for democracy. 

The teachers for life adjustment schools should have a clear understanding of the areas of living and the interaction between those areas. They should have a specific knowledge of the tools and the usage of those tools in developing learning experiences.

G. Robert Koopman has listed six basic components of professional proficiency that each teacher should have for participation in a school for democracy.

Every teacher should gain proficiency:

1. In participation in group thinking situations and in contributing to the leadership of such situations
2. In surveying and analyzing the natural and cultural landscapes with particular reference to community processes and in utilizing the data in developing an improved educational program
3. In observing the individual learner and in organizing such observations into meaningful interpretations of the growth processes of the learner to be used in guiding learning and growth.
4. In participating with learners in the derivation of effective teaching-learning policies, procedures, and units of instruction
5. In evaluating educational programs and the specific outcomes of learning experiences of individual learners
6. In interpreting the educational program to the public.

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3Ibid., p. 88.
As listed these proficiencies do not deal directly with any of the subject matter fields. Instead, they are tools and skills which are necessary in community relations.

In determining the characteristics of a professionally well-trained teacher for the life adjustment schools the following needs are significant. The teacher (1) needs to be a careful student of childhood, (2) needs to be a careful student of the community and its effects upon the child, (3) needs to set up objectives for teaching by studying his pupils' present needs from the standpoint of the requirements of life in a democratic society, (4) needs to organize his instruction with a view to the achievement of well-defined objective, and shares with pupils the responsibility of planning the work of the school, (5) needs to evaluate pupil growth in terms of these objectives, (6) needs to participate intelligently in curriculum-planning, (7) needs to participate intelligently in school management, and (8) needs to understand the broader problems of his profession and of the relation between school and society.

The qualifications that the teacher should have in order to help improve the program of secondary education may be partially summarized as follows:

1. He should have a thorough understanding, on the operating level, of the objectives, organization, activities, methods and materials of the secondary school.

2. He should be sufficiently educated in all areas so that coordination with the work of other teachers is assured to a large extent.

3. He should be prepared for one major area of teaching, such as citizenship, health and allied elements, vocational programs, fundamentals, home and family living, or specialized interests and activities.

4. He should have a thorough understanding of youth--their aims, ambitions, needs, interests, and problems.

5. He should be thoroughly conversant with and able to use all available ways and means for making pupils successful in their various programs and enterprises.

To aid in the development and adjustment of the students, the teacher needs to have previously developed the ability to analyze the behaviors and personalities of her students. This ability will aid the teacher in giving the students the counseling and advice necessary for good personal guidance.

The teacher needs previous training in community relations. He needs to be skilled in developing community potentials for classroom instruction. Through usage of the community's resources and materials, the teacher will help elevate the community to higher standards.

The objectives of teaching should be set up in the light of individual student needs. The well prepared

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5Collier, op. cit., p. 54.
teacher will need to have the ability and training necessary to detect these needs and outline his objectives based on the needs of the youth. The well prepared teacher needs the ability to organize his instructional materials toward previously determined objectives and share this planning with students.

A good teacher needs the ability to evaluate pupil growth in terms of the objectives. He should realize that the student's self-evaluation is in many cases more accurate than teacher evaluation.

To function adequately in life adjustment schools the teacher needs to be familiar with the areas for curriculum construction and should participate in that capacity. The areas of living curriculum, as given in Chapter III, employs the areas of: home, vocational, recreational, and civic. The teacher needs the ability to develop learning situations under these areas in such a way that all the tools of learning are employed during the experience. The experiences should have an interacting capacity of integrating all the areas possible. It is worthwhile repetition to re-indicate that this curriculum is necessarily a living curriculum.

To be well prepared for participation in modern schools the teacher needs the intelligence and ability to participate in a democratic organized program of
school management. The responsibilities of democratic living can be undertaken only by those who have learned by experience the techniques of cooperation in common enterprises.

It is necessary for a teacher in the life adjustment school to develop certain purposes and democratic processes that will act as guides to the improvement of their teaching. These guides should be well formulated during the teacher's pre-service training and should be intensified in service to correspond with the particular personality of the local community.

Hopkins lists these professional guides as:

1. To become increasingly well balanced and integrating personalities for the enrichment of their own living and for aiding others better to develop integrating personalities for themselves.

2. To become persons with rich and varied experiences in many aspects of our culture better to aid other individuals to build more educative quality into their experiences.

3. To obtain an expert understanding of the process of human living, growing, learning, at all ages and to become competent in acting upon this understanding in teaching situations.

4. To obtain an understanding of and practice in the democratic process in all areas of living and to become competent in guiding young people to utilize such democratic process in their own living.

5. To become expert in utilizing their enriched experiences in guiding the process of living, growing, learning in young people.

6. To develop an adequate working philosophy of life and education and to become competent in
aiding others to improve their philosophies through more critical thinking.

7. To stimulate in each other a desire for continuous professional growth.⁶

The needs of the teacher can best be developed through the sound psychology of learning that was presented in Chapter III. The teacher who has experienced learning in the democratic processes and through actual life experiences will be more nearly able to function in the schools that employ those methods of instruction than will the teacher who was trained in an authoritative type of learning situation. One often hears the remark, "students teach the way they were taught."⁷

A good learning experience exists when a person realizes his needs, sets up purposeful goals to fulfill those needs, and uses those goals to guide his learning activities. It is important, therefore, that the prospective teacher becomes aware of the knowledge and needs conducive to good teaching early in his pre-service career. These needs can best be indicated to the prospective teacher by his participation in actual community activities. If in these actual experiences the individual is permitted to create his own responses to

⁶Hopkins, op. cit., p. 423.

that situation and later analyses and evaluates those responses in the light of a sound criteria, his learning is more fundamentally sound.

The prospective teacher should study his own personal problems of living and those problems of surrounding cultures and group life to see how the social field affects the behavior of groups and individuals. Through this method, the prospective teacher can gain knowledge toward the satisfaction of the needs of youth that will be encountered in life adjustment teaching.

Before a person can qualify as a professional teacher, he should have had first hand experience with the behavior of children. This behavior and the study of children should have started early in his pre-service career and continued in degree and intensity throughout his college training. By these means the teacher will be relatively familiar with the behavior of children and able to adapt his knowledge of them to the local situation in which he teaches.

In order to teach constructively in a democratically organized school the teacher must have been developed in democratic learning experiences. Democratic teaching is a result of democratic learning experiences.

The prospective teacher should develop an acute knowledge of the psychology of learning. He should be
able to implement this knowledge into existing situations. These principles of psychology of learning should be employed in his own particular development. The prospective teacher should develop a democratic philosophy of education. This philosophy should have been instilled in him by the type of instruction and participation in his pre-teaching experiences. The prospective teacher should develop goals—social goals for the development of all the potentialities of all the children for the welfare of the group. Through knowledge of the problems of the peoples and sympathy with those peoples the teacher can formulate good social goals.\(^8\)

It is quite evident that it is the duty of the teacher-training institutions to prepare the teachers to meet the new demands being placed upon them. The teacher-training institutions must equip the teachers with the tools to discharge the responsibilities that the modern schools of a democratic society delegate to their teachers. "Schools preparing teachers cannot escape the obligation of providing the pattern of education which will make our public school adequate in a contemporary sense."\(^9\)

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\(^8\)Ferne Daily, "I Have a Set of Social Goals," *Childhood Education*, XXV (April, 1949), 361.

A program for teacher education should be in complete agreement with the needs of the teacher in a life adjustment school of our democratic society. It should agree with the principles of the psychology of learning. It should recognize the characteristics of human growth and development. A program for teacher education should also comply with and uphold a democratic philosophy.

The working philosophy of life, as given in Chapter II, is the frame of reference for the teacher education program presented in this chapter. W. E. Peik stated the following overall objective of teacher education:

We must build to still higher levels of competence a profession of teachers. They must be better selected; broadly, functionally, and well educated; especially competent, responsible, and scholarly in teaching fields. They must be zealous and professionally both more skilled than they have been before. These competencies they must have that they may educate the children of America to their full growth and development that as future citizens and free men they may carry forward the democratic way of life in our homes, in our communities, and in our country; may earn security for themselves and become, also, more able than we seem to be, to meet their full responsibility to world citizenship; then, if there still be time and opportunity, may prevent any world war from ever happening again.10

The February, 1949, edition of the Teachers College Record published a criteria for teacher education that

meets the above requirements. These criteria will be discussed in the following paragraphs.

The individual learns those things to which he responds and he responds to those things which have meaning for him. Recognition that the learner profits most from experiences which have meaning for him and that meaningfulness is increased when experience is closely related to the concerns of the learner calls for "a program of teacher education in which experiences are centered in the problems and concerns of the student as an individual, as a citizen, and as a prospective teacher and member of a professional group."12

Participation on the part of the learner in the purposing and planning of experience is one important way of assuring close relationship of experience and the concerns of the learner. The democratic process as a way of living suggests the importance of cooperative planning. Both the findings of the psychology of learning and the responsibilities of the teacher in working cooperatively with children and adults in selecting and planning experiences suggest "a program of teacher education in which the student is an active participant in designing his curriculum."13

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11Author not given, "Preparing Teachers for Modern schools," Teachers College Record, L (February, 1949), 352.
12Ibid.
13Ibid.
The third characteristic is implied in the two already mentioned; namely, "a program of teacher education in which experiences are differentiated to meet individual differences." This concept is not so frequently implemented in college programs. One need only recall such practices as the following in support of this statement. All students enter upon student teaching at a given point in the educational program of the college; all students continue in student teaching for the same number of weeks; all students must earn the same number of credit or course hours for graduation; all students enrolled in a given curriculum take the same courses.

Direct experience is valuable in the teacher-education curriculum. Recognition of the place of such experience is now new. The very earliest normal schools in this country maintained schools for children where students might observe and practice the techniques of teaching. However, as normal schools became teachers colleges and the one-year program was extended to four, or in some cases, five years, the time given to direct experience with children was in many instances limited to one period in the later years of the college program known as student teaching. Such experience is not enough. Recognition of the importance of direct experience in

\[1\] Ibid.
facilitating learning and of the new demands being made on today's teacher points to "a program of teacher education that extends the range of direct experience and includes such experience as an integral part of the work of each year of college."\(^{15}\) There is obvious need for first-hand experience to give meaning to ideas and to develop functional understanding that goes beyond knowing on the conceptual level.

The importance of direct experience in the learning process suggests the fifth characteristic of the teacher-education program designed for teachers in our times: "a program in which experiences are guided (in conference and through the teaching of college classes) by the same principles recommended to the student in working with children and youth."\(^{16}\) This characteristic, like the others, places value on helping the student through his own college experiences to understand important factors in guiding the experiences of the learners with whom he will work.

The above listed criteria will produce a teacher-training institution that will ask of its students what they, in turn, will ask of their students. It will develop in the student a pattern of sound purposes. Then it will

\(^{15}\)Ibid. \(^{16}\)Ibid.
provide the ability and willingness to develop and carry forward a planned course to obtain the objectives arising from those purposes.

According to Hopkins, the prospective teacher should have four major types of experiences, each of which is intimately related to his personal and professional growth. These are:

1. Studying his own personal problems of living in order to attain increasingly intelligent action.

2. Studying the surrounding cultural and group life through first-hand contacts to see how the social field affects the behavior of groups and individuals.

3. Studying the behavior of children through first-hand contacts in many different kinds of social situations, making longitudinal field studies of group and individual experiences, acting as guides or resource leaders to children in their experiences, and participating in the operation of a school as democratic living.

4. Studying how learning takes place as a social cooperative interactive process by participating in it through the three kinds of experiences enumerated above and by managing cooperatively with the staff the entire enterprise of the teachers college through the principles of democratic administration.\(^{17}\)

In the above proposed program, skills will be adequately developed. An integrating program provides for the development of skills according to the integrated needs of the pupil. In the proposed plan, philosophy, materials, methods, human development, and actual study

\(^{17}\)Hopkins, op. cit., p. 446.
and work with children are intelligently meshed and integrated. If strictly adhered to the proposed plan will equip the potential teacher with the tools and knowledge necessary to develop learning situations in the life adjustment areas through the utilization of community resources and with the ability to employ all the tools of learning in those learning situations.

The teacher trained by this method will be able to elevate the community to higher standards of living and greater progress. He will be able to work cooperatively with the group in planning the curriculum and school management. The teacher produced by an institution employing the proposed criteria will be a valuable, contributing member of the school and community.

Many writers condemn subject matter and specialization as the weakness in our teacher-education programs. "Probably most of the criticism should be aimed at departmentalization, compartmentalization, and narrowness rather than at specialization." Specialization in a subject or broad field does have a place in the program proposed. However, "students will specialize in activities which give them professional competence and will pay particular

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18 Axtelle and Wattenberg, Teachers for Democracy, p. 89.
attention to understanding and promoting the cooperative interactive process in all human relationships.\(^1\)

The proposed plan is designed to aid an individual to meet his problems of living in a thoughtful, integrated manner through the democratic process and with respect for the personality needs of others and who can aid other individuals to carry out such practice in their own living.

The pre-service educational program for teachers for life adjustment schools must base theoretical study and discussion on direct experience in classroom situations. This type of experience will in turn determine the redirection of those experiences. The classroom experiences must be based upon the background of the student. There should be a close interweaving of theory and practice. This does not mean that the student should be thrown into actual teaching situations at the beginning of his professional training.

The psychology of learning should enter into determining the time and extent of student activities with children. Students will vary as to the time and extent that they will be ready to participate in directing child learning.

The curriculum should provide for the differences by allowing the student to function according to his

\(^{19}\) Hopkins, op. cit., p. 454.
particular level of development. His time of participation in student teaching and other learning experiences should not be based on the numbers of college hours, or age, or years in school, but on his readiness in experiences and knowledge of the tools necessary for good teaching.

Adequate preparation of teachers cannot be done in four years. "It requires a minimum of five years."\(^{20}\) The needs of the teachers for life adjustment schools, as given in this chapter, are far too many and of too great a significance to be satisfied in four years of college training. It will take at least five years to adequately train a teacher for life adjustment schools. The bachelor's degree should be awarded after a training period of five years. The master's degree should be awarded after an additional training period of one year. The master's degree should be compulsory for teachers within ten years after they receive their bachelor's degree. This practice should be in effect until adequate in-service training programs have been established.

The administration of a program of teacher education for life adjustment schools in a democratic society must be a democratic one. Teachers cannot be expected to

\(^{20}\) Peik, op. cit., p. 16.
function adequately in democratic public schools if they have been trained by processes which are undemocratic.

Leadership in the organization and administration of teacher education should be vested in one, and only one, of the major divisions of the teacher education institution. The school or college of education should be made the responsible agent of the institution for such functions as may be appropriate for teacher education at the given institution, including:

1. Developing a pattern of internal organization which facilitates the best and most intelligent utilization of the abilities and interests of faculty, students, members of the teaching profession, and all appropriate educational institutions and agencies in the formulation of broad programs for teacher education.

2. Administering admission requirements, and selecting students for teacher education.

3. Administering the educational guidance and counseling program for students who are preparing to teach.

4. Recommending for appropriate degrees the students who have successfully completed programs in teacher education.

5. Making recommendations to the appropriate state authority of students who are eligible for teaching certificates.

6. Classifying students and graduates in terms of the requirements of various teaching positions and recommending them to school officials for positions which they appear to be qualified.

7. Recommending persons of high character, scholarship, and professional competence for appointment to positions on the teacher education staff.

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8. Developing and submitting to proper authorities the annual budget estimate for current expenses in the teacher education division.

9. Carrying on continuous study for the development of long-range plans and adequate plant facilities for teacher education, including plans for laboratory schools, whether owned and controlled by cooperating public school authorities or by the institution.

10. Developing, organizing, and administering all curriculums provided by the institution for the education of teachers, including graduate instruction and research as well as under-graduate programs and embracing in-service, as well as pre-service, education.22

The department or school of education should not be a small subdivision of a liberal arts institution and dominated by the philosophy governing a liberal arts institution. A teacher education institution or department should be self-sufficient in administrative activities. In preparing the teacher, who will play a major role in molding the character and personalities of the American people, the teacher education institution is directly responsible to the American society to employ sound techniques of teaching and a modern psychology of learning based on a democratic philosophy to acquaint the teachers with all the persistent life situations and the tools necessary to solve the resulting problems. All the tools of learning, which are the traditional subject matter fields, that are necessary in teacher
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22 Ibid., pp. 34-35.
education should be presented to the student by the education department as an interacting part of their whole training situation. If this is to be done successfully, the teacher education institution must employ the same areas of living curriculum that was recommended for the public schools. By these means the products of the teacher education institution could function successfully in life adjustment schools.

In order to provide the best possible teachers for life adjustment schools the teacher education institutions must secure and retain competent faculty members. High technical and professional competence are required, but these alone are not enough. Faculty members charged with the great responsibility for the education of teachers must demonstrate in their relations with students the same fine human traits which they hold to be essential in the competent public school teacher.

Recommendations for securing and retaining faculty members who are competent in educating teachers for life adjustment schools are as follows:

1. Exercise more care in the selection of the faculty for teacher education institutions, especially in investigating early training, character traits, vitality, general attitudes, and philosophy.

2. Initiate a study on a code of ethics to govern employment practices on the part of faculty personnel.
3. Consider a well-planned program for the improvement of instruction, including the supervision of college teachers, as one means of improving the quality and effectiveness of college teaching.

4. Provide in teacher education colleges adequate salary schedules based upon sound principles. These schedules should provide salaries equal to those paid by other institutions engaged in professional education.

5. Place critic teachers on the staff under the same rank and salary conditions as other faculty members.

6. Provide, wherever possible, a program, including news stories, research leaves, and awards, for the recognition of the achievements of faculty members.23

The organization of the staff of the teacher education institution for curriculum development should be determined on the basis of principles consistent with the promotion of a democratic philosophy. The democratic philosophy based on democratic principles given in Chapter II of this study is the frame of reference in all of the steps in this study to determine the pre-service education of teachers for life adjustment schools. Adherence to the democratic philosophy given in this study would cause the administration of the college to seek:

1. To facilitate the continuous growth of individual personalities by providing all persons with opportunities to participate in activities that concern them.

2. To recognize that leadership is a function of every individual, and to encourage each individual

23 Ibid., p. 60.
to exercise leadership in accordance with his interests, needs, and abilities.

3. To provide means by which staff members can plan together and cooperatively evaluate their achievements.

4. To place the responsibility for making decisions that affect the total college program with the faculty group rather than with one or a few individuals.

5. To achieve flexibility of organization to the end that adjustments can be made to meet the changing needs of a dynamic program.

Democratic procedures should be employed in curriculum development. Possible activities which should be investigated for opportunities for staff, students, and community to work together in curriculum building are:

1. Seeking the counsel of teachers, supervisors, and administrators in the service area of the college.

2. Seeking the counsel of representatives of the state department of education.

3. Working with professional teacher organization and state councils and commissions on teacher education.

4. Securing help and information from regional and national conferences and agencies.

5. Encouraging faculty personnel to participate in local school activities, workshops, and so on.

6. Encouraging staff members to work with local lay and professional planning groups.

7. Stimulating the staff to participate in school studies and surveys.

8. Encouraging staff members to work with governmental agencies and lay groups, such as parent-teacher associations, civic and service clubs, and other community organizations.

9. Utilizing the experiences of students, graduates, and interns.

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10. Making extensive use of laboratory-school personnel.
11. Promoting pre-planning conferences before the opening of school.\(^{25}\)

In Chapter II of this study it was determined that the curriculum for life adjustment schools could be built around the areas of living. By the same psychology of learning, it is evident that the prospective teacher for a life adjustment school should receive his pre-service training in institutions that build their curriculum around the areas of living. This areas of living curriculum for life adjustment will necessarily employ those criteria of educational soundness developed in previous chapters dealing with the psychology of learning and democratic soundness. It is important that the prospective teacher participate in the type of activities on the pre-service level to insure proper participation in the life adjustment schools on the in-service level.

Recommendations for elevating the quality of instruction, so that the public schools will have completely qualified professional personnel in all areas, are as follows:

1. Institutions engaged in teacher education should seek to improve instruction through provision of learning experiences which assure growth in democratic character.

\(^{25}\)Ibid., p. 65.
2. The improvement of instruction in teacher education institutions should be accepted as a joint responsibility of administration, faculty, and student body working with the clientele the institution serves.

3. Teacher education institution administration should accept as its primary responsibility the improvement of instruction through democratic and cooperative procedures.

4. Faculties in teacher education institutions should accept responsibilities for continually evaluating the effectiveness of the instructional program and constantly seeking means of improvement.

5. Such democratic procedures of administration and instruction should be employed as will induce students to share in cooperative planning of the institution's total program.  

The preparation for teaching should start with recruitment. As indicated earlier in this study, the well-prepared teacher for life adjustment schools will be a highly trained individual. The requirements necessary to become a good teacher in life adjustment schools are necessarily high. The selection of individuals to participate in teacher education programs should be carefully planned. This selection should eliminate undesirable members in the profession and should tend to place teaching on a higher professional level. The following recruiting program is recommended.

The problem of selecting prospective teachers is not one of no selection against some selection, because some selective factors have been operating

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26 M. C. Cunningham, "Improvement of Instruction in Colleges Preparing Teachers, The Education of Teachers, Official Group Reports of the Bowling Green Conference, p. 72."
continuously throughout the history of American education. The problem is one of defining better criteria for selection in order to (1) counteract the historical tendency to admit anyone who applied; (2) assert that teacher education is professional education for anyone who wants it; (3) upgrade the quality of instruction in the schools; (4) recognize that the social responsibility of the teachers college to the pupils of a prospective teacher over a period of years far outweighs their obligation to allow an individual to follow his free choice of teaching; (5) accept the fact that the welfare of the children of a state is of greater importance than any increase in size of a teachers college.27

The democratic philosophy presented in Chapter II of this study will determine the criteria for the selection of candidates for teacher preparation. Standards for admission and graduation of candidates which seem necessary for democratic education are:

1. The candidate should have a clear, definite record of an integrating personality over a reasonable period of years.
2. A candidate should have strong professional interests.
3. A candidate should have a broad and varied education rather than a specialized knowledge in a few subjects or fields.
4. A candidate should believe in and practice the democratic process of cooperative interaction.
5. A candidate should have functional professional facility in using various media of communication.
6. A candidate should have creative functional intelligence.28

Recommendations for the selection of students for teacher preparation are as follows:

27Hopkins, op. cit., p. 438.
28Ibid., pp. 441-445.
1. The mandated salaries for teachers should be comparable to those of the other professions if selection of students for teacher preparation is to be successful.

2. Teacher education institutions should participate jointly in long-term studies to discover the characteristics and competencies essential for effective teaching.

3. Counseling and advisory services should be developed on all levels of education—elementary, secondary, and college.

4. Periodic appraisal of the progress of prospective teachers should be made no less than once each year throughout the entire period of preparation for teaching.

5. The case-study conference is especially recommended as a method of counseling and selection.

6. Local branches of state education associations should have standing committees for promoting interest of outstanding talent in teaching as a profession.

7. National, state, and local education associations should support legislation to provide teacher education.

8. The national and state education associations should unite the influence of the profession in support of legislation to provide adequate financial aid for teacher educating institutions, so that these institutions may raise standards of selection and not be compelled to fill enrollment quotas in order to procure required appropriations.

9. Cumulative records should be established on all levels of education—elementary, secondary, and college. The pre-college records should contain, in addition to the ordinary scholastic and health reports, appraisals by many teachers on such intangibles as social adaptability, democratic habits, analytic or scientific attitude, and personality.

10. Teacher education institutions should cooperate with state departments of education, and other agencies interested in education, in the promotion of these objectives.

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The reorganization and redirection of teacher education institutions are just as imperative as for secondary and elementary schools. The teachers in secondary and elementary schools conduct themselves according to their pre-service training. The pre-service education of teachers should be based on a democratic philosophy and should employ a good psychology of learning. The pre-service education of teachers for life adjustment schools should be based on an areas of living curriculum. The program of pre-service education of teachers should consist of a minimum of five years.

The entire program of pre-service education of teachers should be vested in one school or department, and that school or department should be responsible for all phases of teacher education. In order to accomplish this, the department or school of teacher education should be self-sufficient in its administrative activities.

A well organized and administered program of recruitment and selection should be employed by the teacher education institutions. This program should be designed to attract the most capable students. To place and perpetuate the teaching profession on a higher level should be one of the aims of the recruitment and selection program.
There should be fewer, but larger, teacher-training institutions. These institutions should work cooperatively with the State Department of Education and the United States Office of Education.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this study, as stated in the introduction, was to determine a sound program of pre-service education for teachers for life adjustment schools. In order to arrive at logical conclusions, it was necessary to divide this study into four major steps: (1) the needs of the youth in the American society, (2) the type of school necessary to satisfy those needs and enable the youth to adjust to persistent life situations, (3) the type of teacher necessary to function in life adjustment schools, and (4) the type of teacher education institution necessary to develop a teacher for life adjustment schools. Each of these phases will be briefly discussed in the following paragraphs.

In determining the type of citizen that is most desirable for a democratic society it is important that a well thought through philosophy be formulated. This philosophy must be based on democratic principles. A good philosophy of life is a carefully thought through set of values that will enable the individual to behave consistently toward things in the world.
The good citizen in a democracy is one who has a well developed philosophy of life based on democratic principles. This well developed philosophy will not allow contradictory thinking and acting in various situations. It will, however, be dynamic and forever building and improving. A democratic philosophy demands that the individual behave democratically in all situations.

A democratic society is dependent upon and demands the support of democratic citizenry. It might be said, then, that a good citizen for a democratic society must make the life adjustments necessary to fulfill the expectations of the society in which he lives.

The needs necessary for adjustment of the youth in becoming good citizens were determined by the Educational Policies Commission.¹ Those ten imperative needs, which were listed earlier in this study, are familiar to most educators and will not be repeated here.

The experiences necessary for the American youth to adjust to his society must grow out of a real felt need of the individual. All interaction of the individual with the environment is experience; the school cannot promote experiences of low educative quality. The school must be

¹Educational Policies Commission, Planning for American Youth, p. 43.
concerned with experiences of high educative quality since it should aid each individual to raise the level of his experiencing in all aspects of living. The utilization of experiences for instructional purposes must comply with sound psychology of learning and uphold the democratic philosophy of education.

Education increasingly concerns itself with a realistic adjustment of philosophy and psychology to the whole group of children in the schools today and to the whole needs of every individual within that group. It is concerned with stimulating programs which more adequately meet the needs of youth.

The Commission defines Life Adjustment Education as that which better equips all American Youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens.²

It would be absurd to contend that a truly life adjustment school could be developed by intensifying the practices now in operation—as some of the traditional educators advocate. Our democratic society is a constantly growing, changing affair. The experiences necessary for the proper adjustment in that society are also continually different. A static liberal arts curriculum

cannot provide the experiences conducive to good democratic living. It is, therefore, necessary to develop a new type of curriculum and method of instruction before life adjustment schools can even come into being.

The new curriculum for new life adjustment schools must be one to provide for a living school. Its subjects or areas must be functional subdivisions of living. Those subdivisions of living should be divided on the bases of purpose. Those things which are used in many areas should be classified as the tools of learning. These tools of learning should be familiarized through use.

Areas of living curriculum for life adjustment should provide for student participation in democratic living. The psychology of learning indicates that the areas of living curriculum for life adjustment will provide democratic experiences in a democratic process. The areas of living for a life adjustment school are civic, home, vocation, and recreation. All life experiences can be classified under these four major areas.

In determining the characteristics of a professionally well-trained teacher for the life adjustment schools the following needs are significant. The teacher (1) needs to be a careful student of childhood, (2) needs to be a careful student of the community and its affects upon the child, (3) needs to set up objectives for teaching by
studying his pupils' present needs from the standpoint of the requirements of life in a democratic society, (4) needs to organize his instruction with a view to the achievement of well-defined objectives and shares with pupils the responsibility of planning the work of the school, (5) needs to evaluate pupil growth in terms of these objectives, (6) needs to participate intelligently in curriculum-planning, (7) needs to participate intelligently in school management, and (8) needs to understand the broader problems of his profession and of the relation between school and society.\(^3\)

The teachers for life adjustment schools should have a clear understanding of the areas of living and the interaction between those areas. They should have a specific knowledge of the tools and the usage of those tools in developing learning experiences.

When teachers are developed to this standard of efficiency, life adjustment education will gain popularity with the traditionalists. The greatest objection to life adjustment schools by the traditionalists is that they cannot believe that subject matter, in the traditional sense of the word, is included in the modern curriculum. They cannot see that the tools of learning in the modern

\(^3\)Axtelte and Wattenberg, op. cit., p. 263.
curriculum are subject matter in the traditional curriculum placed on a higher scale of the learning situations and are vital to the curriculum. When the teacher education institutions produce teachers that can meet the above qualifications, there will be a greater incentive to provide for life adjustment schools.

There should be fewer, but larger, teacher education institutions. These institutions should be administratively self-sufficient and should not be under the sponsorship of a liberal arts college or university.

A well organized and administered program of recruitment and selection should be employed by the teacher education institution. This program should be designed to attract the most capable students.

The teacher conducts himself in the classroom according to the type of training he received on his pre-service level. It is the duty of the teacher education institutions to employ all modern psychology in a democratic manner in order to prepare the teacher for successful service in life adjustment schools.

The curriculum for the teacher education program should be fashioned by the same pattern as that in which the potential teacher is to function. An areas of living curriculum should be employed by the teacher education institutions. A minimum of five years of pre-service
training should be required for all teachers. The five year program is necessary to develop an adequate teacher for service in life adjustment schools.

Conclusions

The following conclusions are organized into four parts: administration, curriculum, faculty, and recruitment. In actual practice there must be a great degree of cooperation and interaction between these four classes. Because of that fact, there will be some over-lapping in the conclusions.

I. Administration

A. A teacher education institution, college, school or department concerned with the pre-service education of teachers for life adjustment schools should be administratively self-sufficient.

1. It should not be a branch or subdivision of a liberal arts college or dominated by the type of philosophy governing a liberal arts institution.

2. It should be based on a democratic philosophy.

B. The administration of the teacher education institution should accept as its primary responsibility the improvement of instruction through democratic and cooperative procedures.
1. It should provide means by which staff members can plan together and cooperatively evaluate their achievements.

2. It should place the responsibility for making decisions that affect the total school program with the faculty group rather than with one or a few individuals.

3. It should achieve flexibility of organization to the extent that adjustments can be made to meet the changing needs of a dynamic program.

C. The administration of a teacher education institution should be aware of recent developments in the field of education, should know the immediate needs of the teachers, and should be able to anticipate future needs.

1. It should seek the counsel of representatives of the state department of education.

2. It should analyze for use the materials made available by the United States Office of Education.

3. It should cooperate with the Commission on Teacher Education and participate in their studies whenever possible.
4. It should utilize the research and experience of students, graduates, and interns.

D. There should be fewer, but larger, teacher education institutions.

1. An institution should be highly qualified before being granted the privilege of training teachers.

2. These institutions should have the same basic curriculum and cooperate in developing better methods of teacher training.

E. All the tools of learning, which are the traditional subject matter fields, used in the education of teachers should be administered by the education department and taught by its staff members as an interacting part of the whole learning situation.

II. Curriculum

A. The curriculum must provide for a program of teacher education in which experiences are guided by the same principles recommended to the student in working with children and youth.

1. A program for teacher education should be in complete agreement with the needs of...
the teacher in life adjustment schools of a democratic society.

2. It should agree with the principles of recent psychology of learning.

3. It should recognize the characteristics of human growth and development.

4. It should comply with and uphold a democratic philosophy.

5. The prospective teachers for life adjustment schools should receive their pre-service education in institutions that build their curriculum around purpose areas of living. Those areas are: vocational living, civic living, home living, and recreational living.

B. The curriculum must provide for a program of teacher education which bases theoretical study and discussion on direct experience in classroom situations.

1. The classroom experiences must be based upon the background of the student.

2. There should be a close interweaving of theory and practice.

3. The student's time of participation in student teaching and other learning experiences should be based on his readiness in
experiences and knowledge of the tools necessary for good teaching, not on his age, classification, or number of college hours.

C. The curriculum should provide for a program in which experiences are centered in the problems and concerns of the student as an individual, as a citizen, and as a prospective teacher and member of a professional group.

D. The curriculum should provide for a program in which the student is an active participant in designing his own curriculum.

E. The curriculum should provide for a program in which learning experiences are differentiated to meet individual differences.

F. The curriculum should provide for a program that extends the range of direct experience and includes such experience as an integral part of the work of each year of college.

G. Students should specialize in activities which give them professional competence and pay particular attention to understanding and promoting the cooperative interactive process in all human relationships.
III. Faculty

A. Faculties in teacher education institutions should accept responsibilities for continually evaluating the effectiveness of the instructional program and constantly seeking means of improvement.

B. The teacher education institution should exercise more care in the selection of its faculty.
   1. It should investigate the early training of its teachers.
   2. It should investigate the character traits of its teachers.
   3. It should investigate the vitality of its teachers.
   4. It should investigate the attitudes of its teachers.
   5. It should investigate the philosophy of its teachers.

C. There should be a study on a code of ethics to govern employment practices on the part of faculty personnel.

D. The faculty should have adequate salary schedules based upon sound principles which are equal to those paid by other institutions engaged in professional education.
E. The faculty should be given research leave and a method of sharing, research, knowledge, and achievements.

IV. Recruitment

A. The preparation of teacher education should start with recruitment and selection.

B. Teacher education institutions should participate jointly in long-term studies to discover the characteristics and competencies essential for effective teaching.

C. A program of guidance should be employed on all levels of teacher education.

D. Periodic appraisal of progress of prospective teachers should be made.

E. The national and state education associations should unite the influence of the profession in support of legislation to provide adequate financial aid for teacher education institutions, so that these institutions may raise standards of selection and not be compelled to fill enrollment quotas in order to procure required appropriations.

F. Cumulative records should be established on all levels of education. The pre-college records should contain, in addition to the ordinary
scholastic and health reports, appraisals by many teachers on such intangibles as social adaptability, democratic habits, analytic or scientific attitude, and personality.

Recommendations

It is recommended that the teacher education institutions be reorganized around the needs of the teachers for life adjustment schools. It is recommended that the needs of the teacher be grouped under four purpose areas of living: home living, civic living, vocational living, and recreational living. It is recommended that the curriculum for the pre-service education of teachers for life adjustment be organized around these four groups.

It is recommended that there be fewer, but larger, teacher education institutions and that these institutions be administratively self-sufficient. It is recommended that a five year program for the pre-service education of teachers be employed.

It is further recommended that members of the faculty be given research leave and that the students be carefully selected.
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