THE PROGRESSIVE ACCEPTANCE OF DEWEY'S

PHILOSOPHY IN CURRICULUM

DEVELOPMENT

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THE PROGRESSIVE ACCEPTANCE OF DEWEY'S PHILOSOPHY IN CURRICULUM DEVELOPMENT

THESIS

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

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By

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CHAPTER I

INTRODUCTION

One of the paramount problems of today in the field of education is the development of a curriculum that is determined by the nature and needs of the child and the nature and needs of society -- one that will provide for the growing demands of childhood. Because life is so full of important matters in this modern period, there is no room for instructional materials which do not contribute positively and liberally to the equipment of the pupil for complete living.

Every age, with varying success, has tried to construct a useful curriculum. Modern schools have undertaken the task of shifting knowledge and putting in in such form that it will be helpful to immature students. The new curriculum attempts to organize all of its subject matter and activities around socially useful problems which arise from the experience of pupils or around their special interests which have a social significance, so that in solving these problems or developing these interests, pupils will gain experiences which insure growth and prepare them for better living. Subject-matter lines are broken down, and the students or group having a
problem to solve go to all fields and take what they find helpful for the solution of their particular problems.

These modern trends in curriculum development give rise to many questions:

1. Just what is meant by the curriculum?
2. Just what should be the basis of the curriculum?
3. What are the real objectives in education?
4. Why is there a real need for a revision of the curriculum?
5. Why is the old curriculum which has served us so well in the past not satisfactory for the modern school?
6. What is the nature of the new curriculum now being proposed by teachers in the new school?
7. And, finally, how will this new curriculum affect what we teach and how we teach it?

By answering these outstanding questions on curriculum development, the writer hopes to clear away some of the existing confusion concerning our modern school and to make known to the reader just what our modern school is and some of the things that it is trying to accomplish.

1. The term "Curriculum" refers to the actual experiences which children have at school under the guidance of their teachers. Thus, when we say we wish to revise the curriculum, we mean that we actually wish children to be provided with new and enriched school experiences. For example, we mean that where children have been taught art through the limited experience of looking at prints of pictures, we wish to extend their experience and lead them to see and to enjoy the beauties of nature around them. Where children have studied literature only
by the analytical method, we wish to give them other experiences which will be more likely to lead them to read with enjoyment. Where children have studied electricity only from a book, we wish them to study their local power plant and the electrical appliances in their homes. Where children have been taught arithmetic through the limited experience of abstract problems in the textbook, we wish to extend their arithmetic experience into actual life situations, and apply these textbook problems to those which can be developed around the school store, the playhouse, school attendance, the financial manipulations and accounting of the school bank.¹

2. The basis of the curriculum should be the nature and needs of the child and of society.

We are forced to put into our schools...a curriculum which is built around a core of pupils' activities...studies of their home community, special reading and original investigation, a constantly growing stream of opportunities for participation in open-forum discussions, debate, and exchange of ideas.²

3. Democracy, the accepted "American Way of Life," necessitates proportional opportunity provision for its citizenry in all aspects of life. In education this means the opportunity for each individual to receive the optimum training for which he is capable for living the abundant life.³

4. If you trace the origin of this movement for the revision of the curriculum you will find that it began in the last decade of the Nineteenth Century. During that time the schools awakened from a long period during which the curriculum had been continued in a very fixed and stable form. Our people during the decade of the seventies and eighties had been an agrarian people in the main and the subjects that were taught in the schools were


³Ibid., p. 4.
relatively simple and also, they were standardized to a
degree that is astonishing as we look back upon that
early period. But during the eighties there came a great
economic change in the country. It is the change that
makes us into a nation bent on enjoying and developing
the resources that come from a Machine Civilization and
with that change in the character of our occupations there
came of necessity a modification of the demands on the
schools. The schools began to feel the need for a broad-
er type of training than had been necessary in the earlier
days when most of our people were engaged in agriculture
and were very close to the facts of life and to the
sources of commodities that made for comfort. With the be-
inning of the Machine Civilization, there was a demand
for a broader view of the world. And so there came a vig-or
ous movement in the direction of the enlargement and modi-
fication of the curriculum and today we are in the midst
of that movement. 4

5. As our dynamic society grows and as science increases
our knowledge of the physical world, the school curriculum
must be continuously revised. In terms of the learning
process these necessary changes have two specific values.
First, curriculum revision is valuable in improving the
teacher and his teaching; for he must keep alert to new
ideas and abreast of new information, and his methods
must be improved in the light of new theories and new ex-
periences. Second, the curriculum is necessary to insure
the most complete growth of the child for responsible mem-
bership and effective participation in a dynamic democ-

6. There are two major aspects to be considered when we
are planning to revise the curriculum -- methods used and
subject-matter of information. The method used must teach
the child by providing experiences which lend to growth
rather than by the traditional way of memorize, recite,
and pay attention. The subject-matter must have a greater
social significance. The integrated program is now thought
to be the most effective to meet the needs of the students.
It groups all curriculum material around large and meaning-

4Charles H. Judd, "Social Psychology and the Curriculum,"
Texas Outlook, XVI (March, 1932), 17.
5Ibid., p. 18.
6Editha Luecke, "A Trend in Curriculum Revision," Texas
Outlook, XIX (December, 1935), 15.
ful units of work in such a way as to make the life of the child in school approach actual life situations just as nearly as possible.

7. Properly understood, curriculum building applies not merely to the determination of objectives, but it also has to do with deciding upon the means and activities of education and the relations in which these must stand in the attainment of the objectives decided upon. It is concerned with these activities and processes through which education as a result takes place. The curriculum from this point of view must be looked upon as a general plan covering a period of years intended for the guidance of teachers and supervisors in providing, selecting, grading, and presenting the means of education which are considered desirable and essential to the reliable realization of the objectives decided upon. From this point of view the curriculum lists the activities in which children engage, points out the sources of available material and describes for the teacher the means and methods to be used in stimulating and encouraging these activities.7

Before we trace the influence of Dewey's philosophy on curriculum development in the modern school, it would be well to set out in contrast the philosophies of the traditional or old school and the modern or new school. The setting out of the old and new philosophies followed by the setting out of Dewey's philosophy and principles of teaching in the new school will be the order followed.

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<td>1. Begins with: the school is the creature of the state; therefore the curriculum originates with the authority that established the school.</td>
<td>1. Begins with: the child-centered school.</td>
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2. The naming of the courses, the selection of the texts, and the setting up of all requirements for graduation, the school authority is dominated by the traditions of the past, by the common procedure of the present, and by the accepted authority in the field of education.

3. The curriculum is worked out according to certain definite objectives as determined by adults, in committee rooms usually, far removed from the students who will be required to complete the work for credit. The basic idea in the course of study is that adults know better than children what is good for them. All of the courses are highly academic and intellectual.

4. The chief aim is passing on the cultural heritage. This intellectual heritage of the race is given in such doses as the child is supposed to be able to grasp in the usual processes of memorization and acquisition of skills and abilities in the specified.

5. The traditional school is operated on an autocratic basis with every one taking orders from some one in authority above; naturally, there is little training in self-government.

2. It must be a continually growing and improving system of education and the curriculum is dominated by child need, child abilities, and child interests as determined in the classroom.

3. The children participate in the making of the curriculum as well as in the work itself. Frequently, there is opportunity for choices by the children as to what they should study as well as in the doing of it.

4. The curriculum consists largely of problems which the children have in selecting out of their own felt needs, interests, and abilities. Each child is given opportunity to contribute to the solution of the problem according to his ability and interests. The student competes with himself and is graded on his own improvement.

5. There is no difficulty in the determination of matters of discipline as the best interests of the entire group of students determine what is best in each disciplinary problem. There is set up in the classroom a democratic society in which all participate.
6. The teacher has little responsibility except to see that the required work is finished within the time limit.

7. The assignments are made from textbooks which are divided into portions as are within the supposed ability of the average student on each level.

6. The teacher has great responsibility as well as opportunity in creative work with developing children.

7. The educational process is not complete without a great deal of active participation in community living. In the child-centered school, each student works according to his own best rate of speed and ability.

Dewey's Philosophy

General philosophy. -- Dewey has brought philosophy down from the clouds to dwell among men. He makes a common-sense approach to experience and leaves with us a positive program. As a philosopher he identifies thought with life, making the former dependent upon the latter. He qualifies as a democrat because the experience in which he trusts is the experience of masses of men possessing freedom of action and thought.

He is a humanist in the sense that his thinking is concerned with the human values. The school shall center about the child, with subject-matter merely as a means of better child development; industry shall be a way of life for the worker as well as a livelihood; government shall serve men and enrich their lives; homes shall be places where life is unified and made joyous and rich. This human aspect of Dewey, with its roots back in a New England ancestry, colors all his writings.8

His whole conception of education is simple:

8 "John Dewey, the Humanist," Journal of the National Education Association, XVIII (December, 1929), 286.
1. His fundamental principle is that of the inculcation of the habit of disciplined intelligence and responsible freedom in the young.

2. His theory of democracy is that of a society of intelligently communicating and freely related human beings.

3. His philosophy of nature is that of a growing and changing universe in which human intelligence can turn confusion into order and not into art.

His philosophy has been influenced not a little by his own persistent faith in democracy.

His philosophy of education is that of the child-centered school, and the curriculum as given in The Child and The Curriculum (1902) is dominated by child needs, interests, abilities, and experiences as he makes it clear that children cannot be prepared for any particular mode of life except through developing experiences and principles wherein the child will become educated for intelligent participation in a school democracy.

Dewey accepts the great fact of the industrial revolution. The school must assist the individual to realize his highest aspirations in the midst of industrialism. But this does not imply acceptance of the present social and economic order as incapable of improvement. On the contrary, education becomes an agency for "social reconstruction".

Definite principles. -- John Dewey's famous declaration that "school is life and not just a preparation for life" may
well be accepted as a basic principle for any school.

It would be most desirable for the school to be a place in which the child should really live, and get a life experience in which he should delight and find meaning for its own sake.9

Again Dewey says of "The School and the Life of the Child":

Unless culture be a superficial polish, a reviving of mahogany over common wood, it surely is this -- the growth of the imagination in flexibility, in scope, and in sympathy, till the life which the individual lives is informed with the life of nature and of society. When nature and society can live in the schoolroom, when the forms and tools of learning are subordinated to the substance of experience, then shall there be the democratic password.10

The words of Dewey written in 1899 seem to describe a movement already under way. Now, when one reads of the many revolutionary changes which have taken place and are still taking place in our schools, his words seem prophetic. For in that early time he said:

Now the change which is coming into our education is the shifting of the center of gravity. It is a change, a revolution not unlike that introduced by Copernicus when the astronomical center shifted from the earth to the sun. In this case the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized.11

What has been the character of this revolution and how has it been influenced by the thought of John Dewey?

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10Ibid., p. 56.
11Ibid., p. 33.
As a background for considering these changes, the following definite principles of the curriculum claim our attention:

1. Dewey focused the attention of teachers on the nature and needs of the child.

   The child is the starting point, the center, and the end. His development, his growth, is the ideal. It alone furnishes the standard.\(^{12}\)

2. He makes child growth rather than the demands of subject matter the center of the school's activities.

   To the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth. Personality, character, is more than subject-matter. Not knowledge or information but self-realization is the goal.\(^{13}\)

3. Education is the process of experience. This point of view was tersely expressed in The Child and the Curriculum, 1902:

   Moreover, subject-matter never can be got into the child from without. Learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within.\(^{14}\)

   Again Dewey says of education as the process of experiencing:


\(^{13}\)Ibid.

\(^{14}\)Ibid.
Just as two points define a straight line so the present standpoint of the child and the facts and truths of studies define instruction. It is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies.\textsuperscript{15}

In still an earlier educational writing, \textit{Democracy and Education}, (1889), he said:

\textit{Education may be defined as a process of the continuous reconstruction of experience, with the purpose of widening and deepening its social content, while at the same time the individual gains control of the methods involved.}\textsuperscript{16}

4. Another important principle is found in his doctrine of "interest and effort". This doctrine is a corollary to the theory of education as experiencing. His theory of interest includes effort. This thought is clearly stated in \textit{Interest and Effort}:

\begin{quote}
The common assumption is that of the externality of the object, idea, or end to be mastered to the self. Because the object or end is assumed to be outside self, it has to be made interesting to be surrounded with artificial stimuli and with fictitious inducements to attention. Or, because the object lies outside the sphere of self, the sheer power of "will," the putting forth of effort without interest, has to be appealed to. The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the
\end{quote}

\textsuperscript{15}Ibid., p. 16.

\textsuperscript{16}Dewey, \textit{Democracy and Education}, pp. 89-90.
direction of the agent's own growth, and is, therefore, imperiously demanded, if the agent is to be himself. Let this condition of identification once be secured, and we have neither to appeal to sheer strength or will, nor to occupy ourselves with making things interesting.  

5. The school is a social institution, "inherently a part of the total process."

This is another great principle set out in Dewey's new theory of the school.

He declared that the school is a community whose processes are social processes, not different from the social processes that go on outside the school.

In 1899 he spoke of the school as

...an embryonic community life, active with types of occupations that reflect the life of the larger society and persons throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious.  

Again in 1902 he said:

Our problem is rather to study the typical necessities of social life, and the actual nature of the individual in his specific needs and capacities. Our task is on the one hand to select and adjust the studies with reference to the nature of the individual thus discovered; and

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17 Dewey, Interest and Effort, p. 7.

on the other to order and group them so that they shall most definitely and systematically represent the chief lines of social endeavor and social achievement.19

6. Pupil participation in the government of the school.

Of pupil participation in the government of the school Dewey said:

The school cannot be a preparation for social life excepting as it reproduces within itself typical conditions of social life.... The only way to prepare for social life is to engage in social life. To form habits of social usefulness apart from any direct social need and motive apart from any existing social situation, is, to the letter, teaching the child to swim by going through motions outside the water.20

7. Democracy in administration -- teacher participation in administration. This is a new principle that has entered into administration and supervision. Of teacher participation in administration and supervision Dewey says:

As long as the teacher, who is after all the only real educator in the school system, has no definite and authoritative position in shaping the course of the study, it is likely to remain an external thing to be externally applied.21

Again he says:

Classroom teachers are those who are in continuous direct contact with those taught. The position of administrators is at best indirect by comparison. If there

is any work in the world that requires conservatism of what is good in experience so that it may become an integral part of further experience, it is that of teaching. 22

8. Co-operation between the school and the home and other social agencies. This is one of the most important principles set out and is a movement that has been greatly accentuated by the growing realization of both teachers and parents that "education is a social process" that can by no means be confined to the school, and that the enterplay of school and environment outside the school cannot be overlooked.

9. Subject matter is important.

The facts and truths that enter into the child's present experience and those contained in the subject-matter of studies are the initial and final terms of one reality. 23

10. One of the most important of Dewey's definite principles is found in his doctrine of moral education. Over and over again has he sounded the note of self-direction. He says that the chief aim of education is to enable the individual through reflective thinking to direct his own life into socially useful channels. He expresses little faith in formal instruction in morals. He says: "Separation between instruction and character continues in our schools as a result of


divorce between learning and doing."24

11. Again, he says as education comes through experi-
ence, and thinking is an instrument for the management of ex-
perience, it is to a great extent useless to teach about
morals or ethics:

There is nothing in the nature of ideas about moral-
ity, of information about honesty or purity or kindness
which automatically transmits such ideas into good charac-
ter or good conduct.25

This principle has influenced the radical change in school
discipline and management.

12. Scientific movement. In a broad sense there is no
conflict between Dewey's philosophy of education and the
scientific movement. Of this movement Dewey says:

Every study or subject thus has two aspects: one
for the scientist (logical); and the other for the
teacher as a teacher (psychological). These two as-
psects are in no sense opposed or conflicting. But nei-
ther are they identical. (For the scientist, the sub-
ject-matter represents simply a given body of truths
to be employed in locating new problems, instituting
new researches, and carrying them through to a verified
outcome. To him the subject-matter or the science is
self-contained.) He refers various portions of it to
each other; he connects new facts with it. He is not,
as a scientist, called upon to travel outside its
particular bounds; if he does, it is only to get more
facts of the same general sort. The problem of the
teacher is a different one..... He is concerned with the
subject-matter of the science as representing a given
stage and phase of the development of experience.26

Summed up, Dewey's definite principles may be stated in the following well-known captions:

1. School is life.
2. Child-centered -- based on nature and needs of child.
3. Growth -- child growth rather than subject-matter the center of school activities.
4. Education -- a process of continuous reconstruction.
5. Interest and effort.
6. Constructive thinking.
7. The school as a social institution.
8. Democratic construction.
12. Teacher guidance.

Purpose of the Study

The problem involved in this study is to determine the definite contributions of Dewey's philosophy so as to establish progressive acceptance of his philosophy in curriculum development.

The modern school is planning a curriculum to meet the needs of our most complex society. The type of program which seems at present to be best suited to meeting these needs is the so-called integrated program. In this type of program all curriculum materials are organized around large and meaningful
units in such a way as to meet the life situations as nearly as possible. These units are built upon problems or activities suited to the various age and experience levels of children, and are based on their interests. They are designed to reveal to them the problems of their culture in all their complexity and to show their relationship to the individual and to the group.

What we wish to know is,

1. Just what are the definite contributions Dewey's philosophy has made to the development of the new curriculum; and,

2. What definite principles are found in the curriculum of the modern school?

Source of Data

Many of the data used in this study were secured from professional books embodying the views of educators in the 1920's and in the 1930's; and, in addition, much information was obtained from the published views of educators in professional magazines. Information was also gathered from the reports and recommendations of certain professional groups, namely:


Seventh Yearbook of the Department of Superintendence, National Education Association.

Fourteenth Yearbook of the Department of Superintendence, National Education Association.

The John Dewey Society for the Study of Education, Democracy and the Curriculum, the Life Program of the American School, Third Yearbook.

Many state and city courses of study were examined. Twelve courses from states that have revised their programs or are now working on the improvement of instruction through revision, were selected for intensive study. Likewise, a number of outstanding city school systems were studied.

From this accumulated information, typical programs or daily schedules were formulated.

Also, the viewpoint of many educators was examined to establish the status of the activity plan.

Procedure and Treatment of Data

In order to have a better understanding of curriculum development, this study begins with a careful review of the curriculum. It is necessary to understand some of the things our schools are endeavoring to accomplish through our new curriculum before we can determine whether Dewey's principles are embodied in the new curriculum.
In Chapter I a review of curriculum is made through answering outstanding questions on curriculum development. This is followed by a review of the philosophy underlying the new curriculum given in contrast with the traditional curricu-

Ium. With these points established, the next division in this chapter naturally follows up with the setting out of Dewey's philosophy.

Chapter II is a resume of the curriculum principles taken from various professional books and professional magazines. Definite principles are set out and compared with Dewey's.

Chapter III contains a further study of curriculum de-

velopment from reports and recommendations of certain profes-
sional groups.

Chapter IV is a study of state curricula or courses of study. The curriculum of 1938 contrasted with the curriculum of 1909 gives vivid evidence of the great change in method and practice. After examining a great number of schedules and programs in teachers' registers and the available courses of study, the writer found the 1909 programs taken from the rec-
ords of the Reagan Primary School, Quanah, Texas, to be typical programs for that time. Likewise, the 1938 programs taken from the records of the Reagan School were found to be typical of all the courses of study examined. This conclusion was reached after examining many daily schedules and the available courses of study from many schools.

Chapter V is a conclusion and a summary of findings.
CHAPTER II

PROFESSIONAL BOOKS ON CURRICULUM -- VIEWS
OF EDUCATORS FROM 1900 TO 1939

Many books have been written on the child-centered school. During the past few years much has been said and written on this subject. All writers do not agree on the exact constituents of the school, but they do agree that more emphasis should be placed on the child and less on the subject-matter. They all agree that the curriculum should be built around the needs of the child rather than around the subject. Therefore, "the difference between the activity-ists and the subject-matter-ists is now one of degree or point of departure, rather than of kind."1

It is most difficult to estimate the contributions of an individual when education throughout the world is passing through a period of unrest and transition.

In order to show that Dewey's definite principles have had a great influence on the development of the new activity curriculum of the modern school, the writer will give a resume of the views of the leading educators taken from their books

1Cyrus D. Mead and Fred W. Orth, The Transitional Public School, p. 58.
on this subject published from 1900 to 1939. These views are listed in groups: first, the group of leading educators from 1900 to 1929; and, second, the group of the 30's, that is, from 1930 to 1939, listing those in sympathy with the child-centered school and those who are conservative or opposed to the child-centered school. Even a brief examination reveals the startling extent to which these views are permeated by the theories Dewey has so long advocated.

Professional Books

Views of Leading Educators of the 20's

1. All little children have certain common needs; but beginning with adolescence, education is full of alternatives.

Aside from the simple instrumental studies—reading, writing, spelling, and figuring—the curriculum of the modern school would be built out of actual activities in four main fields—science, industry, esthetics, civics. 2

2. The curriculum may be defined in two ways: (1) It is the entire range of experience, both undirected and directed, concerned in unfolding the abilities of the individual; or, (2) it is the series of consciously directed training experiences

Views of Leading Educators of the 30's

1. (A unit is) a comprehensive and significant aspect of the environment, or an organized science, or an art, or of conduct, which being learned results in adaptation in personality. 3

2. A unit is so organized that everything that is included in the way of content, the organization itself, and the method of presenting it to the class, is for the purpose of making it possible for the child to grasp the big understanding or theme that is

2A. Flexner, A Modern School, p. 23.

that the schools use for completing and perfecting the unfoldment.  

3. In making the curriculum the measure of the educational value of any experience is the degree in which it makes a deviation difference in conduct. 

In form the curriculum should be in three parts: (a) Suggestive projects which reflect the activities and interests of the life in which the children themselves are participating; (b) The subject-matter available from the results of race experience required for the carrying forward of these projects in the best way; (c) A briefly summarized organization of essential methods and skills, and of ideals, attitudes, and appreciations to be developed in connection with the projects and subject-matter.

4. The purpose of elementary education should be to help boys and girls do better in all those wholesome activities in which they normally engage.

Principle One.--The curriculum should contribute primarily to enable boys and girls to be efficient in what they are now doing, only secondary to preparing them to be efficient later.

4. Life is the greatest thing after all, "the life of the child at its time and in its measure no less than the life of the adult" (Dewey). Freedom to develop naturally; interest as the maturating influence; guidance and direction as the function of the teacher; intelligent study of pupil development; attention to health and physical growth; and close cooperation of school and home to meet the learner's needs --

The principles of progressive education are not fads or frills, but are basic, working principles for helping children and students to achieve a lifelong growth in all their powers of attainment and development of character.

4. Learning to Live, as the Only Genuine Curriculum:

The point of view from which we shall explore education is that schools, colleges, and teachers have but one function: to guide young people in living -- to aid pupils in improving, extending, and organizing their individual and cooperative activities. Correspondingly, from the standpoint of the individual pupil.

4H. B. Bruner, The Place of Units in Course of Study Construction, p. 10.

5Franklin Bobbitt, The Curriculum, p. 43.


7J. G. Bonser, Elementary School Curriculum, pp. 151-152.
Principle Two.--The curriculum should be selected directly from real life and should be expressed in terms of the activities and the environments of people.

Principle Three.--The curriculum should provide for greater scope and flexibility to meet individual differences in interests and abilities.

Principle Four.--The curriculum should be so organized that it will admit of easy arrangement of the schedule for any day, or the work for any grade, and even of the transfer of work from grade to grade.

Principle Five.--The curriculum should lead the pupil to appreciate both work and leisure to develop a habit of engaging in both.9

5. Steps:

First, determine the major objectives of education by a study of the life of men in its social setting. Second, analyze these objectives into ideals and activities and continue the analysis of the level of working units.

Third, arrange these in order of importance.

Fourth, raise to position of higher order in this list those ideals and activities which are high in value for children but low in value for adults.

Fifth, determining the num-

5. The curriculum procedure herein contemplated is a succession of pupil-pursued activities, chosen and directed--at least predominantly--by the class and teacher group.

Two things thus appear as necessary if the pupils are to acquire and organize adequately:

(1) They must in their succession of learning-activity-experiences meet in the aggregate such a variety of situations as will take reasonable care of the varied significant aspects of life; and

(2) They must think these through so as to get from them

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9 J. L. Merriam, *Child Life and the Curriculum*, p. 255.
ber of the most important items of the resulting list which can be handled in the time allotted to school education, after deducting those which are better learned outside of school.

Sixth, collect the race in handling these ideals and activities.

Seventh, arrange the material so obtained in proper instructional orders, according to the psychological nature of childhood. 10

6. Our plan is to organize the curriculum on the basis of typical life projects. This thing which we call typical life projects is assumed to be a noteworthy center of organization which has two well-marked features:

First, it is an example of the natural genetic development of experience and knowledge on a life basis, that is, in strict correspondence to the scheme of practical daily affairs.

Second, it suits the child's venturesome and constructive instincts in his efforts to explore the world and to push his own way into the main avenues of experience. 13

7. Ten Working Principles:
 (1) All the nature equipment of the child should be utilized.

7. Principles of Activity Teaching:
 (1) Based on theory that interests are inherent.


11William H. Kilpatrick, Remaking the Curriculum, pp. 60-66.

12Gertrude Howell Hildreth, Learning the Three R's, A Modern Interpretation, p. 5.

13Charles A. McCurry, How to Organize the Curriculum, p. 62.
(2) Nature's motive power, the play spirit, should furnish the drives for children's activities.
(3) Through play the child should be led to habits of happy, useful work.
(4) A curriculum should be founded not entirely on the traditions of the past, but also on the needs of the present and the future.
(5) The necessities common to children in all localities should determine the universal framework of the curriculum, details being fixed by the varying conditions of environment.
(6) The school environment should be so planned as to duplicate total life experiences, rather than fragmentary or partial experiences.
(7) The interest aroused by such an environment should then be allowed to direct thought and organize the life of the school.
(8) The so-called subjects of the curriculum—reading, writing, arithmetic, etc.—should be taught as interrelated phases of life, the psychological rather than the logical order being followed in this teaching.
(9) Abundant opportunity should be provided for such doing as shall stimulate thinking, and thus lead to further doing and thinking.
(10) Group consciousness and group sympathies should be developed, not only through

(2) The teacher as a group leader.
(3) Emphasis upon group living.
(4) Purpose-centered activity.
(5) Contributions to educational practice.

The point of view of those who stress the significance of the child and his desires more than predetermined subject-matter has made several contributions to educational endeavor.
(a) First, is the unquestioned value of the emphasis on the individual as the central object in the educative picture.
(b) Second is the recognition that learning is active and youngsters retain those ideas about which they have done something.
(c) Third, the activity program, whether it is child-centered, social-centered, or purpose-centered, provides the child with a maximum of freedom.
(d) Fourth, is its emphasis upon wide environment—an environment flexible enough to insure that the children may have an abundance of raw material with which to work, an abundance of tools, an abundance of time, and an abundance of source material, a variety of books, magazines, and child-compiled information.
(e) Democratic atmosphere must pervade group activity.14

group activities in the life of the grade, but through frequent cooperation between grades.\textsuperscript{15}

8. Pupil's activities and experiences:
   Education is the process of growing up in the right way.
   The objectives are the goals of growth.
   The pupil's activities and experiences are the steps which make up his journey toward these goals.
   The activities and experiences are the curriculum.\textsuperscript{16}

8. (1) The youth who participates in a project must sense its social significance. (2) Youth must have a part in planning the project. (3) Youth must have some sporting chance of carrying the project proposed through to more or less successful conclusion. (4) Youth must accept the responsibility for success or failure of a project. (5) Youth must actually grow in total personality as a result of the work undertaken.

   Social Values to the Community:
   (1) Any project must culminate in actual improvement of living in the community. (2) Projects must clearly be an obligation of youth as well as adulthood. (3) In so far as possible, projects must get at the basic problems of improving social welfare.\textsuperscript{17}

9. Intrinsic subject-matter and purposeful activity with education as the continuous remaking of life to ever higher levels--these three pretty well constitute the new position.\textsuperscript{18}

9. The curriculum, on the other hand, is the total of the conscious events, which compose a child's life and from which he learns. It involves not only in school but out of school experiences of all types...... The curriculum is not a body of subject-matter to be memorized and recited. It is a series of experiences, as a

\textsuperscript{15}Margaret E. Wells, \textit{A Project Curriculum}, pp. 227-228.
\textsuperscript{16}Franklin Bobbitt, \textit{How to Make a Curriculum}, p. 44.
\textsuperscript{17}Paul R. Hanna, \textit{Youth Serves the Community}, pp. 35-40.
10. Educational principles underlying the curriculum:
(1) The kindergarten, first grade should be one in which the children have every opportunity for physical development.
   (a) A hygienic environment, space, sunshine, and air.
   (b) Freedom to move in the environment and materials which encourage activity.
(2) The situation must provide for intellectual growth, with consideration for individual differences.
(3) The emotional life of the child should be well-balanced.
   ...
(4) The social organization should be democratic in spirit and should allow for:
   (a) Authority, leadership, participation, and cooperation.
   (b) Opportunity for the gradual taking over by the children of responsibility for the organization of the group.
(5) Moral training is largely social adaptation.\(^{21}\)

11. Democracy, then, may be defined as a social organization that aims to provide cooperation among its members...

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19 John K. and Margaret A. Norton, Curriculum Building, p. 548.
20 Ibid., p. 39.
21 Agnes Burke et al., A Conduct Curriculum, p. 10.
and with other groups on the basis of mental recognition of interest.  

12. Professor Collins advocates organizing the curriculum for rural schools about life projects. He suggests hand projects, excursion projects, play projects, and story projects. He subject-matter courses, as such, would be taught. Subject matter would be taught and learned only as it is needed to help the pupils to understand and to do better the things that they are doing. It would be learned because its utilization would tend to make pu-

honored subject-matter-to-be-learned, time schedule plan of course of study organization and class procedure?

What is life?
Life is simply a succession of experiences in which we are constantly engaged in reconstructing old things "learned" with new things "being learned."

Each successive stage is for one a "larger, fuller life." But new things to-be-learned are to be learned when needed in order to satisfy a proper way of behaving at the time. This is time living, time education. Kilpatrick said, "Yes, I should wish to think education is the process of continuously remaking experience in such a way as to give it a continually richer and fuller content and at the same time to give the learner over control over the process."

12. The progressive school is built upon interests of the pupils,—but it uses reading, writing, and arithmetic as tools, just as fully as these subject-matter fields are used as the actual centers of action and attention in the formal school.

The Three Corner Stones of Progressive Education:
(1) Progressive education is child-centered.
(2) The progressive school is a school of today,—the progressive movement is thinking of today in terms of tomorrow's

23Hoad and Orth, op. cit., pp. 3-8.
pils' activities more self-satisfying. 24

developments, almost as much as the traditional school thought of today chiefly in terms of yeasterday's achievements.
(3) Progressive education includes both personal and vicarious experiences. 25

13. Lessons of Modern Psychology:
(1) Self-expression.--The child develops only as it expresses itself.
(2) Self activity.--The child learns only as he is an active participant in an experience.
(3) The child learns only as he lives through experience.
(4) The bases of real perceptual experiences.--Unless we have real ideas acquired through contact with life, thinking is loose and inaccurate.
(5) Transfer of training.--We no longer believe that thinking is thinking regardless of the nature of the problem.
(6) Habit inculcation.--The aim of all education is to beget proper conduct. But conduct is conditioned by habits of thought and action.
(7) Voluntary attention to socially necessary tasks.--Capacity of work is developed, not by forced attention to a task the social significance of which the child does not see, but rather by the voluntary attention that flows from

13. Reorganization of Schools:
(1) It is reasonable to expect the school progressively to orient the student in the life of which he is a part.
(2) It is reasonable to expect the school to provide situations for the purpose of leading the student progressively to direct his action by an integrated and unified attitude to which he increasingly gives his allegiance.
(3) It is reasonable to expect the school to encourage the development of independent interests, intellectual, esthetic, or practical, on the part of its students.
(4) It is reasonable to expect the school to set up an environment in which all of its members, through active participation in its organization and control, may move progressively to a more complete appreciation of the deeper significance of the democratic way of life.
(5) It is reasonable, finally, to expect the school to face frankly the fact that it will not contribute significantly to the reconstruction of the social process until it launches a positive program of experiment-


the recognition of the worth of prescribed experience.

(8) Levels of intelligence.

We recognize not only a wide distribution of intelligence among children but we believe that a child's level of intelligence remains fairly constant.27

14. At this point...we can state the crux of our problem, the school organizes itself around the child's intention to learn; the old school organized itself around the teacher's intention to teach him.

The new school is concerned with the whole child. It does not ask him to lay aside his social, his emotional, his physical selves, and to isolate his mental self while he is learning arithmetic, grammar, or geography, as the old school has done in the past. The new school feels that learning must go on in a thoroughly integrated situation in which all the capacities and tendencies to grow have full play. The real measure of a center of interest or unit of work, therefore, is the extent to which it branches out into the total life experiences of the child.28

14. Learning activities and teaching materials:

(1) Materials and learning experiences which have no significance in the actual living adjustments of pupils should not be included.

(2) Basic and core materials should be determined by experts in curriculum psychology and subject-matter.

(3) Content must be significant to the learner, but it is also essential that it be learned in a life-like situation. It must be vital to the pupil because it is related to the life he is living at the present time....

(4) The organization of learning experiences for the student is very important in terms of the transfer of training. The pupil should not be confronted with the problem of relating activities and experiences from isolated situations, but the educational life of the child should be related as parts of an integrated program.

(5) Education demands that the learner be able to proceed from

26H. Gordon Hullfish, *Reorganization of Schools, the Educational Frontier*, p. 163.


15. Analysis of what constitutes the good life for children at different ages would be a great help. Horn points out that curricula which neglect such analysis and are based primarily upon children's passing interests give the appearance of pettiness and lack of organization. He holds that units of subject-matter which have both present and future value to the child should constitute the bulk of the course of study in any grade, and that if there are activities exceedingly important to adult life, but not needed by the pupils during childhood, they should be taught. 31

15. Among the objectives of progressive education are the development of initiative and the power to think and act independently, and preparation for social living. In striving for these the pupils will acquire most of the academic skills that have been the objectives of traditional education, but they will acquire much as these relationships function in real life. 30


16. Institutions do evolve; and the collective intellect is constantly at work upon the enterprise of making this a better world in which to live. To be exact, therefore, the objectives of education are not merely the institutions as they are, but as they are becoming. And not merely either as they are likely to be, but as they ought to be. It is not enough that the educational program anticipate the social order of the future; it must anticipate what ought to be; and thereby help create it. This is the telic function of education. 32

16. There can be little doubt that activities lend themselves very rapidly to developing the initiative of the pupils. Every class should have an abundance of them, and they should be as "free" as possible but the subject-matter of the curriculum should also be presented in such a way as to realize the aims of progressive education. Many activities are purely individualistic. Only class or group activities can give pupils as much preparation for social living as can be given in helping them to learn the subject-matter of the curriculum in a thoroughly socialized way. 33

17. A list of principles to govern the selection of an activity is necessary to successful unit teaching. Lincoln School list of principles:

(1) The unit of work must be considered worthwhile by the child before it can be of any real value to him, because he feels he has helped select it and because he finds in it many opportunities to satisfy his needs.

(2) The unit of work must afford many opportunities for real purposing and real projects, and it will be something which the child can carry into his normal activity.

(3) The unit of work must stimulate many kinds of activities and so provide for individual differences.

17. The child's program of living, or conception of the good life, should involve the acceptance of the democratic ideal as a guiding principle. ... this ideal consists of mutual interests among individuals and among groups. It depends on social insight and sympathetic understanding and is opposed to a life of isolation and selfishness.... The school, then, in its practical and cultural activities, should lead the child to accept this ideal.... Each curricular and extra-curricular experience will contribute toward the building of a philosophy of life, regardless of what the school may do.... The schools must lead the student to formulate his own philosophy of life. 34

(4) The unit of work must make individual growth possible and the succession of units of work must provide for continuous group growth from one level to the next.

(5) Each unit of work must furnish leads into other related units of work and must stimulate in the child a desire for continual widening of interests and understandings.

(6) Each unit of work must help meet the demands of society and must help to clarify social meanings.

(7) Each unit of work must be accompanied by progress in the use of such tool subjects as contribute to that unit.

(8) Each unit of work must lead to the development of desirable habits.

18. The four steps in a typical instance of purposeful activity are purposing, planning, executing, and judging. For learning to go on best, the learner should himself take each step in the process. When this takes place we have what is called a complete act. If a child is about to fail with any step, the teacher may properly intervene to save from failure, for final failure may mean discouragement and lessened learning. But the teacher will help best by helping the child to help himself.

18. Rugg sums up the basic concepts of pragmatic instrumentalism as follows:

First, human experience is unified and continuous;...

Second, knowledge comes only through active response.....

Third, knowledge arises through testing consequences. This is Dewey's concept of "the experimental method of knowing" and the contemporary physicist's "operational" definition of thinking.

Fourth, experience consists primarily in the adjustment and interaction of individuals.....

Fifth, society is concerned as


19. For our purpose we find it helpful to assume that the aim of education is to help the person to do well those things he most likely will need to do. It is clear from this statement that in the new curriculum nothing will be included which is not useful in life; that what is included is done so with some assurance of its common occurrence in life; that what is included is done so in anticipation of improvement in the ways of living; and that what is included is to be useful not only in the present but also in the future...... The curriculum consists of all the experiences that all the children are most likely to have.

20. Cubberly has spoken of Dewey as the foremost American interpreter, in terms of

a democracy built on the foregoing principles; that is, on the experimental method of knowing, the unity and continuity of experience, "numerous and varied points of shared common interests."

Sixth, an educational system, also based on the foregoing concepts, which would give "individuals a personal interest in social relationships and control and habits of mind which secure social changes without introducing disorder."

19. Our doctrine of educational objectives:
(1) Present activities shall lead on fruitfully to further, finer, and better activities.
(2) Let us work for ideals (for example, do not be concerned to teach spelling lists, but try to build the ideal of correct spelling for all the words as they are used).
(3) Work to build dynamic interests.
(4) Work for ever more adequate self-direction--self-direction of the individual as we work with the child, self-direction of the group as we work with classes.

20. Three points in determining the appropriateness of an activity:

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the school, of the vast social and economic changes that have taken place. The following quotation illustrates his point of view:

"The school, then, is a place where children are working rather than listening, learning life by living life, and becoming acquainted with social institutions and industrial processes by studying them. The virtues of the modern school, as Dewey points out, are learning by doing; the use of muscles, sight, and feeling, as well as hearing; and the employment of energy, originality, and initiative. The virtues of the school of the past were too much the colorless negative qualities of obedience, docility, and submission. These are but a poor preparation for social and industrial efficiency, or for democratic life and government.

Responsibility for good government, under democratic forms of organization, rests with all, and the school should give preparation for the political life of tomorrow by training its pupils to meet responsibilities developing initiative, awakening social insight, and causing each to shoulder a fair share of the work of government of the school. That the school should be life, not a preparation for living, are fundamental parts of Dewey's educational philosophy.

(1) An activity in which children engage should be one that they can recognize will help them achieve an end they desire to accomplish. Unless the child can see the relationship of his activity to a purpose he wishes to realize, the activity is largely meaningless and the child will engage in it only under compulsion. As Dewey points out, "Action done under external constraint or dictation.... has no significance for the mind of him who performs it."40
But if the child sees the relationship of an activity to his purpose and is able to estimate his progress toward realization of the purpose he will tend to work persistently and to learn quickly.
(2) An activity should contribute to the realization of the aims of education.
(3) Activities should be suited to the physical, mental, and emotional characteristics of the individuals who engage in them.41

21. In conclusion, a fundamental weakness of our present curriculum is that it is a patchwork of "studies" thrown together with no principle of relation. These studies are largely the generalizations of adult experience and are offered to the pupil on the ground that they will be of service to him in later life. On the other hand, a fundamental principle for guidance in providing a curriculum better suited to contemporary needs is: Consideration must be given primarily to the real present needs of the pupils. The school curriculum must consist largely of the concrete in pupil activities, and the concrete in adult industries. This study of real life with formal "studies" subordinate, is more truly educational and more truly vital than the study of formal generalizations with labored application to life.

22. In the year 1928-1929 only 11 per cent of 240 courses had activity programs. In 1931, the number of activity programs had doubled, now giving 22 per cent out of 240 courses. In 1935 the report gave 60 per cent of 325 courses were activity courses, showing the rapid gain of activity schools.

21. Development of units dependent upon interest and worth: It becomes the policy to let units of work develop as fully and as completely as they could do so naturally and without forcing by the teacher. When a unit flourished and was of absorbing interest to the group concerned, it was allowed to take as much of the school day as possible, and to broaden out and to include materials from as many subject-matter fields as possible. If, however, a unit waned and failed to be of absorbing interest, it was limited in time and in scope to those activities which seemed to be worthwhile, and the unit was supplemented by more definitely formal recitation periods.

Adjustments of this sort always will be necessary...in activity schools, but the necessity for this will diminish greatly as both teachers and pupils become more accustomed to the operation of the activity plan of progressive education.

22. The experience curriculum: One of its fundamental concepts is "that promoting the best all-around growth of the child in a continuously changing learning situation."

.....The experience curriculum may be defined as a series of purposeful experiences growing out of pupil interests and moving toward an ever more adequate understanding of and in-


44Samuel Engle Burr, A School in Transition, p. 64.
Harap says in his evaluation of this table of per cents:

These courses represent a departure from conventional practice. This is one of the most significant trends revealed by the survey. Our data would lead us to believe that the number of courses of study that represent this tendency has doubled in the last two years.45

telligent participation in the surrounding culture and group life. This statement implies certain basic principles which are common to a greater or lesser degree in all instances of practice which may be considered under the experience curriculum.

(1) Learning best takes place when the child as an active individual is dealing intelligently with situations confronting him in interacting with his environment.

(2) The selection, development, and direction of the experience is a cooperative undertaking in which pupils and teachers work together under teacher guidance.

(3) In the experience curriculum a true guide brings to the learning situation:

(a) An integrating personality.

(b) A varied and intelligent interaction with the culture.

(c) An understanding of children at the age level of those whom he guides in the learning process.

(d) An understanding of the process whereby children become increasingly intelligent in their interactions with the culture, and

(e) A capacity, desire, and realization of continued growth.

(4) The direction involved in the process of learning is toward an even more intelligent participation in the environment in which the child may be located.

(5) The experience curriculum usually begins with a clarifica-

tion of philosophy, rarely with a re-examination of subject-matter.

(6) The experience curriculum is centered in the interactive process and is directed toward making that more intelligent for all individuals concerned under all circumstances.

(7) Since the keywords of the experience curriculum are growth, development, and improvement in the life and living of all individuals concerned, it follows that the curriculum must be constantly changing.46

Harap's survey shows a substantial increase in the number of courses which make some attempt to organize on a functional basis. He reported eighteen courses organized around units meaningful to the learner in which nothing is introduced unless it is intrinsic to the socially real situation on which the units are based. The number of such courses is still relatively small in the total output. The country as a whole seems to be proceeding by short steps, rather than by a single jump, toward the activity program.

It is most interesting to study these reports and other writings of Harap and note how he comes to the activity belief a convert from a very conservative stand on the activity school.

From 1935 to 1936 occurred a greater change than in all other periods. In the last five years the movement in course-

46 Thomas L. Hopkins, Integration, Its Meaning and Application, pp. 245-246.
of-study curriculum has been away from the subject-curriculum type toward the experience or activity curriculum type. No course of study issued during the last five years was found to move toward greater emphasis upon the principles underlying the subject-curriculum.\textsuperscript{47}

One has only to read the new books on curriculum, such as The \textit{Changing Curriculum} (1937) by a committee with Harap as chairman, and \textit{Democracy and the Curriculum}, edited by Rugg, to see how the schools are turning more and more from the traditional to the activity methods.

This study has been made by paralleling books of the 1920's with the books of the 1930's, especially with the most recent publications. The views of passing or past practices by writers of that period were noted and set side by side with the comments of more recent writers. In some cases the same author's constructive comments on the new school are paralleled with his writings of earlier times.

This list is to be taken at its face value as a selection from a large group of books which seem to be concerned with the changing school. An attempt was made to include some general texts and others of a more restricted scope. There was also an attempt to select books and authors that gave considerable attention to the education of the young child.

A close study of these excerpts enables one to see

\textsuperscript{47}Ibid., p. 301.
specific changes, and to see how closely the curriculum principles are based upon the fundamental parts of Dewey's educational philosophy.

The following tables, Tables 1 and 2, were made in tabular form to be used in evaluating the school curricula as expressed in the views of authors as taken from their published books in terms of Dewey's educational philosophy. These tables have been worked out so as to show the per cent of books containing each principle.

The findings in these tables provide criteria that may be used to evaluate the program of curriculum in terms of Dewey's philosophy. The process of evaluation used here is one of judging the views of curriculum building of each author by checking it with each of the outstanding points of Dewey's philosophy. This gives a standard or criterion by which Dewey's influence on modern curriculum can be traced from 1900 to the present time. If the philosophy of each author is like or contains the points of Dewey's philosophy, then it may be assumed that it reflects the influence of Dewey's philosophy. If the philosophy underlying the author's view of curriculum building is unlike or does not contain the points of Dewey's philosophy, then it may be assumed that it does not reflect Dewey's philosophy and that it is not based upon the philosophy of Dewey. For example, "Education is life" is one of Dewey's basic principles. This statement, consequently, becomes a cri-
terion by which to approve the philosophy underlying the given program.

**TABLE 1**

**THE NUMBER AND PER CENT OF THE TWENTY-TWO BOOKS PUBLISHED FROM 1900 TO 1929 THAT CONTAIN EACH OF DEWEY’S PRINCIPAL CRITERIA FOR EVALUATING SCHOOL CURRICULA**

<table>
<thead>
<tr>
<th>Dewey's Definite Principles Abbreviated to the Well-known Captions</th>
<th>No. of Books</th>
<th>Per Cent of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is life.</td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>Child-centered -- based on nature and needs of the child.</td>
<td>10</td>
<td>45.4</td>
</tr>
<tr>
<td>Growth -- child growth rather than subject-matter the center of school activities.</td>
<td>15</td>
<td>68.1</td>
</tr>
<tr>
<td>Education -- a process of continuous reconstruction of experience</td>
<td>14</td>
<td>63.1</td>
</tr>
<tr>
<td>Interest and effort.</td>
<td>13</td>
<td>59.09</td>
</tr>
<tr>
<td>Constructive thinking.</td>
<td>15</td>
<td>68.1</td>
</tr>
<tr>
<td>The school as a social institution.</td>
<td>13</td>
<td>59.9</td>
</tr>
<tr>
<td>Democratic construction.</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Experimentation.</td>
<td>14</td>
<td>63.1</td>
</tr>
<tr>
<td>Participation in government.</td>
<td>13</td>
<td>59.9</td>
</tr>
<tr>
<td>Moral education.</td>
<td>16</td>
<td>72.7</td>
</tr>
<tr>
<td>Teacher guidance.</td>
<td>15</td>
<td>68.1</td>
</tr>
</tbody>
</table>
### Table 2

The number and per cent of the twenty-two books published from 1930 to 1939 that contain each of Dewey's principal criteria for evaluating school curricula.

<table>
<thead>
<tr>
<th>Dewey's Definite Principles Abbreviated to the Well-known Captions</th>
<th>No. of Books</th>
<th>Per Cent of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>School is life.</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Child-centered -- based on the nature and needs of the child.</td>
<td>19</td>
<td>86.3</td>
</tr>
<tr>
<td>Growth -- child growth rather than subject-matter the center of school activities.</td>
<td>20</td>
<td>90.9</td>
</tr>
<tr>
<td>Education -- a process of continuous reconstruction of experience.</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Interest and effort.</td>
<td>20</td>
<td>90.9</td>
</tr>
<tr>
<td>Constructive thinking.</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>The school as a social institution.</td>
<td>20</td>
<td>90.9</td>
</tr>
<tr>
<td>Democratic construction.</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Experimentation.</td>
<td>19</td>
<td>86.3</td>
</tr>
<tr>
<td>Participation in government.</td>
<td>21</td>
<td>95.4</td>
</tr>
<tr>
<td>Moral education.</td>
<td>22</td>
<td>100.0</td>
</tr>
<tr>
<td>Teacher guidance.</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

An attempt has been made to present fairly by direct selections from books written on curriculum and curriculum development the point of view of each author as presented in his
published books. This facilitates the use of the various opinions in a comparative study of Dewey's influence on curriculum development.

A tabular survey of Tables 1 and 2 was made (see Table 3), showing the per cent of the rapidity of the growth of the activity movement. This table indicates the rapid growth of the activity movement prior to 1939, as indicated by the published views of authors. Here is shown the fact that the popularity of the activity movement had practically doubled. This is indicated by the first two items, "School is life" and "Child-centered". "Child growth" had increased from 68.1 per cent to 90.9 per cent, showing a gain of 22.8 per cent. "Education -- a process of continuous reconstruction" had increased from 63.1 per cent to 81.8 per cent, showing a gain of 17.7 per cent. The principle of "interest and effort" had increased from 59.09 per cent to 90.9 per cent, showing an increase of 31.8 per cent. The principle of "constructive thinking," increasing from 68.1 per cent to 100.0 per cent, showed a gain of 31.9 per cent. The viewpoint of the "school as a social institution" had increased from 59.9 per cent to 90.9 per cent, or an increase of 31.0 per cent. "Democratic construction" remained 100.0 per cent, for from the beginning the public school system has been democratic in construction. Increasing from 61.1 per cent to 86.3 per cent, the principle of "experimentation" showed an increase of 25.2 per cent. The principle of "participation in government" increased from 59.9 per cent to 95.4 per cent, show-
TABLE 3

COMPARISON OF THE NUMBER AND PER CENT OF THE TWENTY-TWO BOOKS PUBLISHED FROM 1900 TO 1929 AND THE TWENTY-TWO BOOKS PUBLISHED FROM 1930 TO 1939 THAT CONTAIN DEWEY'S PRINCIPAL CRITERIA FOR EVALUATING SCHOOL CURRICULA

<table>
<thead>
<tr>
<th>Dewey's Definite Principles</th>
<th>1900-1929 Books</th>
<th>1930-1939 Books</th>
<th>Per Cent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>School is life...............</td>
<td>9</td>
<td>40.9</td>
<td>18</td>
</tr>
<tr>
<td>Child-centered -- based on nature and needs of child...</td>
<td>10</td>
<td>45.4</td>
<td>19</td>
</tr>
<tr>
<td>Growth -- child growth rather than subject-matter the center of school activities</td>
<td>15</td>
<td>68.1</td>
<td>20</td>
</tr>
<tr>
<td>Education -- a process of continuous reconstruction of experience...............</td>
<td>14</td>
<td>63.1</td>
<td>18</td>
</tr>
<tr>
<td>Interest and effort..........</td>
<td>13</td>
<td>59.09</td>
<td>20</td>
</tr>
<tr>
<td>Constructive thinking.......</td>
<td>15</td>
<td>68.1</td>
<td>22</td>
</tr>
<tr>
<td>The school as a social institution...............</td>
<td>13</td>
<td>59.9</td>
<td>20</td>
</tr>
<tr>
<td>Democratic construction......</td>
<td>22</td>
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</tr>
<tr>
<td>Experimentation...............</td>
<td>14</td>
<td>63.1</td>
<td>19</td>
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<tr>
<td>Participation in government..</td>
<td>13</td>
<td>59.9</td>
<td>21</td>
</tr>
<tr>
<td>Moral education...............</td>
<td>16</td>
<td>72.7</td>
<td>22</td>
</tr>
<tr>
<td>Teacher guidance...............</td>
<td>15</td>
<td>68.1</td>
<td>22</td>
</tr>
</tbody>
</table>
ing an increase of 35.5 per cent. The principle of "moral education" had increased from 72.7 per cent in the earlier period to 100.0 per cent in more recent years, the rate of increase amounting to 27.3 per cent. The principle of "teacher guidance," increasing from 68.1 per cent to 100.0 per cent, showed an increase of 31.9 per cent.

Thus we see that the activity movement grew by leaps and bounds until, in theory at least, this movement has become very popular. It would be both interesting and profitable here to note what Dewey thinks of the real achievements of the progressive education or activity movement. In his latest book, *Experience and Education*, he reviews much of his educational philosophy. The nature of experience, social control, freedom, purpose, and the organization of subject-matter are discussed with freshness and clarity which give new and richer meaning to these terms.

It is clear that Dewey is not entirely satisfied with its achievements. He finds that, while many educators have reacted strongly against the methods of the traditional school, yet they have failed to develop a positive philosophy of their own. Many reject the imposition of subject-matter and tend to let children follow their own devices; for external arbitrary external control they substitute a negative concept of freedom interpreted merely as absence of physical restraint. They reject fixed, logical, organized subject-matter as an end and fail to provide for the progressive organization of experience.
In this book Dewey points out that unless education builds upon a sound conception of knowledge through the methods of the sciences, there is a danger of an extreme reaction to an infinitely undesirable kind of intellectualism. This book is a real challenge to teachers.

An Investigation of Professional Magazines and Reports

In order to clarify and to realize the purposes of this study (to trace Dewey's influence on the modern curriculum), it seems desirable and appropriate to conduct a brief inquiry into the prevalence and nature of curriculum changes as reflected in all educational writings in the given period. A very valuable source for tracing educational thinking and practice is expressed and revealed in professional magazines and reports and records of certain professional groups.

Even a cursory examination of the table of contents of such periodicals reveals the awareness of change on the part of those who contribute. A more detailed examination of the content of articles provides data from which the nature and extent of various changes may be more clearly sensed. It is interesting to note to what a great extent the changes are from the traditional to the activity school. While there are many conflicts of opinions and confusion as to definitions, all the various writers and speakers from various group studies have agreed that the activity method is superior to the old or traditional method.
To trace Dewey's influence in modern curriculum, the writer will give excerpts from more recent years, 1931 to 1939.

A very interesting investigation was made in 1935 by Laura Zirbes on curriculum trends. The results of this investigation were originally given as the report of the study group of the Association for Childhood Education. In this study, all issues of *Childhood Education*, *Progressive Education*, and *Educational Method* for the years 1931-1934 were utilized. Of course, this includes a very comprehensive list of contributors from various fields of professional activities. Statements taken from these magazines were separated into three divisions, general, specific changes, and changes in material. These data were condensed and set in parallel columns to indicate the direction of change and to avoid the necessity for quoting complete sentences and repeating the words "from" and "to" in connection with each item. Some of the most outstanding statements are listed. It is surprising to see how all statements lead to the activity or new school. One striking aspect of the whole array of statements is significant -- there is a lack of reversals in the direction of change.

From:                               To:

A. **General Changes:**  A. **General Changes:**

  Definite class divisions.  Flexible groupings.

  Mass education.            Education of the individual.

  Each minute of the day    Activities centering around
    scheduled.              dominant interests.
Systematically planned curriculum.
Planned activities assigned to grade levels.
Minimum essentials.
Teaching facts.
Curriculum based on subject matter.
Teacher-directed recitations.
Memorization and drill.
Learning skills.
Mental development of child.
Formal education.
Perfection emphasized.
Use of competitive drives.
Work foreordained by textbooks.
Patterned performance.
Over-stimulation and over-mature content.

Activities centering around freedom of teacher and pupil to work together.
Cooperation in thinking, planning, and experiencing.
Maximum possibilities.
Establishing attitudes.
Curriculum interest, experience leading to new purposes, meanings, insights, skills, integrations.
Recognizing nature of child activities and relating them directly to life.
Activity curriculum.
Building up appreciations and enjoyments.
Social education of child.
Teaching in steady, honest exploratory thinking, continuous extension of experience.
Emphasis upon the growing process.
Stimulation of constructive effort.
Child discovery and re-discovery of pertinent knowledge and techniques.
Child development.
Growth needs and corresponding maturity levels; avoidance of evil effects of failure, strain, fatigue.
Dictated, prescribed, and controlled learning.

Self-planning and self-direction; freedom to discover, explore, think, play.

Controlled behavior.

An understanding of relations and values, and a sense of responsibility for holding one's activities to the level sanctioned by understanding.

Training in skills, habits, facts

B. **Specific Changes:**

<table>
<thead>
<tr>
<th>B. Specific Changes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drill in tool subjects.</td>
</tr>
<tr>
<td>Arithmetic text and workbooks.</td>
</tr>
<tr>
<td>One standardized text in reading.</td>
</tr>
<tr>
<td>Scheduled reading periods.</td>
</tr>
<tr>
<td>Reading method and charts prepared for use with one primer.</td>
</tr>
<tr>
<td>Reading a skill apart.</td>
</tr>
<tr>
<td>Music an accomplishment</td>
</tr>
</tbody>
</table>

Greater proficiency in use of skills demanded by child as he needs them.

Much informal practical arithmetic based on experience.

A large assortment of books.

Leisure reading and story hour for social enjoyment.

Charts and books composed by children themselves. Reading functioning in almost every phase of child's school activity and daily life.

Purposeful reading for information. Building reading readiness.

Music -- a means of development, creative expression.
Recreation -- an extra.

Formal teaching of English.

Play -- a pre-educational period.

Imposed discipline.

Health instruction.

Safety -- talk and instruction.

Recreation -- an essential.

Literature becoming a part of the daily environment with opportunities for showing the response that literature develops.

Play -- an education adventure.

Growth in responsibility.

Establishing a mode of living that maintains sound health as its end. Experimentation with scientific materials.

Encouraging a mode of daily conducting oneself sanely wherever danger exists.

C. Changes in Materials.

Standardized textbooks.

Little attention to educative value of play-things.

C. Changes in Materials.

More good books to be used for reference and for "finding out".

Play materials for development of strength and skill, constructive and creative play, social development, artistic development, stimulating knowledge and aiding in school activities, leading to interest in science and mechanics.

A study of these excerpts enables one easily to see specific changes in terms of general trends. The purpose of this investigation (to trace the twelve points listed in Dewey's philosophy) is realized when we find that each state-
ment leads away from the traditional school to the activity school and that there is a lack of reversals in the direction of change. This report clearly reveals the fact that the activity movement was growing rapidly. More and more of the real educational thinkers were coming to place great faith in the activity method of teaching. This report reaches a high percent in favor of the new school or activity school.

Views of Writers Taken From Magazines, 1935 to 1939

The activity program in New York City. -- Experimental work in the activity program is being conducted in 69 elementary schools in various parts of the city. After a period of six months of orientation and informal experimenting, each school made a careful study of the work undertaken to determine whether it should be continued as a desirable type of curriculum. Similar studies were made over local areas to determine whether the activity program was more effective in a community.

The activity program, as planned by the Division of Elementary Schools, attempts to substitute:

- socialized recitation for teacher domination
- experiences for verbalism
- enlightened self-government for imposed repressive discipline
- purposeful planning for formal recitation of sequence subject-matter
- individual guidance for mass instruction
- enriched vitalized curriculum for artificial compartmentalized courses of study.

This experiment is being successful, as all these natural activities are natural resources for learning and for useful experiences. This experiment will be con-
tinued for at least six years, when children brought up on the activity program may be compared with groups from traditional schools. 48

This experiment is obviously based upon the twelve listed points of Dewey’s educational philosophy.

John L. Childs writes of progressive education:

While progressive education owes much to individuals and its fundamentals, it is not the sheer invention of a few eminent figures. Its deeper source lies in cultural developments which call for a reconstructed world outlook and a modified educational practice. It is here possible only to summarize some of these new emphases:

1. A fundamental conception of mind (In its primary form, behavior is viewed as an interaction of the human organism with its environment).
2. An empirical interpretation of values of morals.
3. Experimental nationalism.
4. The activity principle....real freedom is synonymous with capacity to make effectual response and to learn progressively from experience.
5. Educational provision for individuality.
6. The whole individual..... Progressive education has stressed that information, skills, attitudes, and dispositions are all acquired in one and the same process. It has urged that education should assume a responsibility for emotional as well as moral results. 49

3. Integration Principles in Social Education:
There are four principles on which the work may be based.

(1) The development of the child through his centers of interest so that he may become a well-rounded integral part of society.
(2) Integration through correlation.
(3) Fused or unified teaching. The teacher selects the core subject and builds around this core all the

Essential facts of the other subjects, keeping in mind that those facts should be based on experience areas or centers of interest of the child. 

(4) A fourth type disclaims those mentioned above and sets out to select from the fundamental subjects only those facts necessary to the development of the child as a member of society. 50

Extra-curricular activities in the elementary school

To what extent are the so-called extra-curricular activities truly educative for the elementary school? My answer is: Only activities, whether labeled extra, or intra-curricular, are educational in any true sense.

In a society becoming ever more complex the social aspects of education are more meaningful than formalized subject matter alone. Academic values are worthless to one who has not learned how to live.

Learning to live is the only real curriculum. If education is to be concerned with living, the school must turn itself into a laboratory for the practice of living. Academic subject matter contributes little to social growth. Activities contribute much. 51

Experience in curriculum making

There are five basic curriculum principles in the construction of units of work:

(1) Students learn best by generalizing from a wealth of vivid graphic and pictorial material.....

(2) The organization of the materials must be thought-provoking instead of mere narration or description as is almost invariably found in most textbooks. Children learn better when they have to do something about what they read.

(3) The vocabulary and mechanics of organization should be simple and easily grasped.

(4) The "approach" in our organization should be dramatic rather than what might be termed the usual academic organization.


(5) Basic to curriculum organization is the implication that the child through various avenues — doing, learning, observing as well as reading and thinking — should really experience.52

Teaching history that functions for daily living

For the third year our teachers at Appleton High School are conducting an experiment with an American history course designed to teach "life" as we live it today instead of "just about life" as it was lived in the past. We are veering away from emphasizing isolated and memorized bits of information about the experience of others toward a course which builds a basic understanding of the politico-socio-economic concepts that touch contemporary life..... We begin with the problem as it confronts the American citizen today..... By converting the classroom into a library-laboratory we have introduced cooperative problem-solving ideas to the pupils. Thus the study of history becomes something that functions in daily life rather than a hit-or-miss proposition of yesterday unrelated to life and its problems53

The essentials of the activity movement and the social philosophy of progressive education

Experience in which we interact meaningfully with situations is the essence of human life. Being what we are, a situation stirs us chiefly by the meanings it arouses.

As a person gains in knowledge and insight, his actual environment increases.....

To this end they (the children) must learn even better to react with effectual appropriateness. This process is the essence of social and moral education.

....The conclusion from this is an emphatic stress upon life and upon thinking as the rule of life, and education becomes merely and primarily the process of build-


ing up good thinking with, of course, the correlative habits of acting obediently to the best thinking one can do. 54

Evaluation of the classroom situation

Meaningful learning is dependent on the needs of the learner, and the needs are conditioned by previous experience and interest. Attention and interest arise from the need or purposes of the pupil. Learning is an active, not a passive process. In order to learn, an individual must manipulate his environment in the attainment of his goal; the teacher guides the child by showing him the relationship between his environment and his goal. Success as measured in relation to the individual's past attainments rather than in relation to the achievements of others. Successful achievement of fundamental goals makes for integrated personalities. 55

Enduring principles in a social philosophy

(1) Regard for life as a positive good.
(2) Universality of moral obligations.
(3) Regard of personality as such.
(4) Democracy.
(5) Cooperative and collective care of the common good.
(6) Security and sense of security.
(7) Equality.
(8) The culture as a matter of common concern.
(9) The shift from a static to a dynamic logic. 56


How shall the enriched curriculum be made systematic?

The antithesis is not, I believe, between activity on the one hand and system on the other or between artificial drill on abstractions and unlimited concession to childish caprice. The antithesis is between wise guidance of immature minds and complacence with accidental chains of unarranged associations....

To one who is not an adherent of the extreme theory that the school should be child-centered or of the extreme theory that school work must be primarily drill on abstract sets of ideas, it seems as though a rational program of studies could be easily developed by a group of educators who are willing to stop discussing their antagonisms and devote themselves to the reconstruction of the curriculum on the basis of a study of psychology and of intellectual heritage handed down by the race. 57

The core curriculum

Under this plan, the teacher begins with activities having vital relationship with the experiences, and interests, of the students. Participating in these activities leads to an enrichment and an enlargement of the experience of the learners, bringing into being new interests and values, deeper insights, and broader appreciations of relationships....the learning activities are developed from the interests, concerns, and goals of the students. 58

Elementary social studies curriculum

The philosophy underlying the course has been to provide children constant experience in dealing with social and economic facts on a functional level;.... should help them to understand and interpret the major


social and economical functions of society; should give them the constant experience of effective participation in a democratic society; should help them toward the goal of intelligent and sympathetic world citizenship. The difficult problem is to organize a course which recognizes adequately in practice all of these phases.59

A review of these excerpts from leading magazines of recent date indicates how the educational leaders are coming to believe more and more in the progressive school.

The type of program which seems at present to be best suited to meeting these needs is the so-called integrated program. In this type of program all curricular materials are organized around large and meaningful units of work in such a way as to make the life of the child in school approach actual life situations as nearly as possible. These units are built upon problems or activities suited to the various age and experience levels of children, and are based upon their interests. They are designed to reveal to them the problems of their culture in all their complexity and to show their relationship to the individual and the group.60


60 Editha Luecke, "A Trend in Curriculum Revision," Texas Outlook, XIX (December, 1935), 14.
CHAPTER III

REPORTS AND RECORDS OF CERTAIN PROFESSIONAL GROUPS FOR THE STUDY AND ADVANCEMENT OF EDUCATION

There has been much concern on the part of educational organizations for the redirection of the curriculum. Many excerpts were gathered from an examination of parts of pertinent publications of organizations whose stated purpose is the study and advancement of education. The following publications were found to be valuable in tracing Dewey's influence in modern curriculum: Twenty-sixth Yearbook of the National Society for the Study and Advancement of Education, Parts I and II; Twenty-third Yearbook of the National Society for the Study and Advancement of Education, Part II ("The Activity Movement"); Fourteenth Yearbook of the Department of Superintendence, National Education Association; Third Yearbook of the John Dewey Society for the Study of Education, Democracy, and the Curriculum.

Part I of the Twenty-sixth Yearbook of the National Society for the Study and Advancement of Education attempts a description and critical synthesis of curriculum past and present. The greatest hope for improvement in our generation lies in the construction of a curriculum which shall as fully
as possible overcome the handicaps by the present school system and situation, and which shall lead the great body of pupils to an understanding and appreciation of the conditions and problems of our complex civilization.

The Twenty-sixth Yearbook, prepared by a committee of ten under the chairmanship of Dr. Harold Rugg, deals with the foundations and techniques of curriculum making. The most notable feature of this report, a composite statement of the views of the committee on the foundations of curriculum making, embodies points of agreement and is, of course, a compromise, but upon reading it, it is evident to what a great extent it proclaims the theories that Dewey has so long advocated. This document and the supplementary statements made by members of the committee afford abundant evidence of the widespread acceptance of Dewey's theories by leading thinkers.

The close conformity to Dewey's philosophy is shown even in the statements made in the opening chapter by the chairman of the committee:

Lacking a half-million dynamic teachers, are we not forced to put into our schools a dynamic curriculum? A curriculum which deals in a rich vivid manner with the modes of living of people all over the earth; which is full of throbbing anecdotes of human life? A curriculum which will set forth the crucial facts about the community in which the pupils live; one which will interpret for them the chief features of the basic resources and industries upon which their lives depend in a fragile, interdependent civilization; one which will introduce them to the modes of living of other peoples? A curriculum
which will enable pupils to visualize the problems set up by human migration; one which will provide them with an opportunity to study and think critically about the form of democratic government under which they are living and to compare it with the forms of government of other peoples? A curriculum which will not only inform, but will constantly have as its ideals the development of an attitude of sympathetic tolerance and of critical open-mindedness. A curriculum which is built around a core of pupils' activities -- studies of their home community, special reading and congenial investigation, a constantly growing stream of opportunities for participation in open-forum discussions, debate, and exchange of ideas!...¹

Part II of the Twenty-sixth Yearbook presents the platform for curriculum construction -- a general statement of the foundational principles upon which we desire to see the next step taken in the reconstruction of the school curriculum.

In reading this report, one notices many conflicts of opinions; yet it is obvious that the trend toward an activity curriculum is strong.

That Dewey's educational philosophy has been the guide in the work of this committee is clearly indicated by the following condensed excerpts:

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional method.</strong></td>
<td><strong>Activity method.</strong></td>
</tr>
<tr>
<td>Emphasizes the preservation</td>
<td>The school children experi-</td>
</tr>
<tr>
<td>of the contributions of the</td>
<td>ment; statistics, life sit-</td>
</tr>
<tr>
<td>past.</td>
<td>uations, activity units.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School curriculum prepared the child for adult life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gradual reorganization of the school curriculum by addition to, or elimination from, the current courses.</td>
</tr>
<tr>
<td>Mass teaching.</td>
</tr>
<tr>
<td>Training in habits, skills, and factual knowledge.</td>
</tr>
<tr>
<td>Isolated subjects.</td>
</tr>
<tr>
<td>Definite direction.</td>
</tr>
<tr>
<td>Subject-matter and skills.</td>
</tr>
<tr>
<td>Formalized recitation.</td>
</tr>
<tr>
<td>Educating a passive child.</td>
</tr>
<tr>
<td>Restrictive repression to satisfy traditional standards.</td>
</tr>
<tr>
<td>Mental development of the child.</td>
</tr>
</tbody>
</table>

| School curriculum prepares the child for effective participation in his immediate life. |
| Discovering social needs and basing curricula upon the findings of such research. Stressing the premise that curriculum making consists essentially in the analysis of American life. |
| Developing creative, dynamic, integrated personalities; development of individuality. |
| Building desirable social attitudes, appreciations, and understandings. |
| Correlation of curriculum and child's growing stream of child-life experiences. |
| Sympathetic guidance. |
| Growth in behavior and conduct. |
| Socialized recitation. |
| Furthering initiative, self-reliance, cooperativeness, purposes in life, interest in the world, and developing intellectual and moral honesty. |
| Freedom with rich opportunity for varied social activities. |
| Training in steady, honest, explanatory thinking; continuous extension of experience. |
Transfer of training; thinking is thinking regardless of the nature of the problem.

Curriculum based upon subject-matter.

Provision of experience which trains the child to think.

Curriculum based upon educative experiences so that the students, through active participation, may come to a more complete appreciation of the deeper significance of a democratic way of life.

From these condensed excerpts taken from the expressed viewpoints of the members of the committee preparing the Twenty-sixth Yearbook, it is easy to trace points of Dewey's philosophy. While there were many conflicts and clashes of opinion, the excerpts given contain the points agreed upon. Especially did all the educators agree upon the activity curriculum for all levels in the school.

Chapter XII of Part II of this Yearbook lists a selection of representative quotations from John Dewey's written statements on the curriculum. They were selected by Dr. Harold Rugg, who states that he believes them to be a fair statement of the curriculum theories of Professor Dewey


The fundamental factors in the educative process are an immature, undeveloped being; and certain social aims, meanings, and values incarnate in the matured experience of the adult. The educative process is the due interaction of these forces. Such a conception of each in rela-
tion to the other as facilitates completest and freest interaction is the essence of educational theory. 2

2. On the Natural and Active Mode of Learning (1900).

Now the change which is coming into our education is the shifting of the center of gravity. It is a change, a revolution, not unlike that introduced by Copernicus when the astronomical center shifted from the earth to the sun. In this case the child becomes the sun about which the appliances of education revolve; he is the center about which they are organized.

If we take an example from the ideal home, where the parent is intelligent enough to recognize what is best for the child, and is able to supply what is needed, we find the child learning through the social converse and constitution of the family: There are certain points of interest and value to him in the conversation carried on; statements are made, inquiries arise, topics are discussed, and the child continually learns. He states his experiences, his misconceptions are corrected. Again the child participates in the household occupations, and thereby gets habits of industry, order, and regard for the rights and ideas of others, and the fundamental habit of subordinating his activities to the general interest of the household. Participation in these household tasks becomes an opportunity for gaining knowledge. The ideal home would naturally have a workshop where the child could work out his constructive instincts. It would have a miniature laboratory in which his inquiries could be directed. The life of the child would extend out of doors to the garden, surrounding fields, and forests. He would have his excursions, his walks and talks, in which the larger world out of doors would open to him.

Now, if we organize and generalize all of this, we have the ideal school. 3

3. On the Primary Impulses of Children (1900).

If we roughly classify the impulses which are available in the school, we may group them under four heads....

Now, keeping in mind these fourfold interests -- the interest in conversation, or communication; in inquiry, or finding out things; in making things, or construction; and in artistic expression -- we may say they are the natural

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resources, the uninvested capital, upon the exercise of which depends the active growth of the child. 4

4. On the Formality of "Traditional Education" (1900).

Some few years ago I was looking about the school supply stores in the city, trying to find desks and chairs which seemed thoroughly suitable from all points of view -- artistic, hygienic, and educational -- to the needs of the children. We had a great deal of difficulty in finding what we needed, and finally one dealer, more intelligent than the rest, made this remark: "I am afraid we have not what you want. You want something at which the children may work; these are all for listening."

That tells the story of the traditional education. 5

5. The Logically Organized Curriculum vs. the Child-Growth Curriculum (1902).

Subdivide each topic into studies; each study into lessons; each lesson into specific facts and formulae. Let the child proceed step by step to master each one of these separate parts, and at last he will have covered the entire ground. The road which looks so long when viewed in its entirety, is easily traveled, considered as a series of particular steps. This emphasis is put upon the logical subdivisions and conclusions of the subject matter..... The child is simply the immature being who is to be matured; he is the superficial being who is to be deepened; his is narrow experience which is to be widened. It is his to receive, to accept. His part is fulfilled when he is ductile and docile.

Not so, says the other sect. The child is the starting point, the center, and the end. His development, his growth, is the ideal. It alone furnishes the standard. To the growth of the child all studies are subservient; they are instruments valued as they serve the needs of growth. Personality, character, is more than subject matter..... Moreover, subject matter never can be got into the child from without. Learning is active. It involves reaching out of the mind. It involves organic assimilation starting from within. 6


The problem of the relation of the child and the curriculum presents itself in this guise. Of what use, educationally speaking, is it to be able to see the end in the beginning? How does it assist us in dealing with the early stages of growth to be able to anticipate its later phases? The studies, as we have agreed, represent the possibilities of development inherent in the child's immediate crude experience. But, after all, they are not parts of that present and immediate life. Why, then, or how, make account of them?

Asking such a question suggests its own answer. To see the outcome is to know in what direction the present experience is moving, provided it move normally and soundly. The far-away point which is of no significance to us simply as far away, becomes of huge importance the moment we take it as defining a present direction of movement. Taken in this way it is no remote and distant result to be admired, but a guiding method in dealing with the present. The systematized and defined experiences of the adult mind, in other words, is of value to us in interpreting the child's life as it immediately shows itself and in passing on to guidance or direction.


There are those who see no alternative between forcing the child from without, or leaving him entirely alone. Seeing no alternative, some choose one mode, some another. Both fall into the same fundamental error. Both fail to see that the development is a definite process, having its own law which can be fulfilled only when adequate and normal conditions are provided. Really to interpret the child's present crude impulses in counting, measuring, and arranging things in rhythmic series, involves mathematical scholarship -- a knowledge of the mathematical formulae and relations which have, in the history of the race, grown out of just such crude beginnings. To see the whole history of development which intervenes between these two terms is simply to see what step the child needs to take just here and now; to what use he needs to put his blind impulses, in order that they may get clarity and gain force.....

What new experiences are desirable, and thus what stimuli are needed, it is impossible to tell except as there is some comprehension of the development which is aimed at; except, in a word, as the adult knowledge is

7Ibid., pp. 17-18.
drawn upon as revealing the possible career open to the child.8

8. The Danger in Both Extremes -- the "Old" and the "New" Educational Order (1902).

Just as, upon the whole, it was the weakness of the "old education" that it made invidious comparisons between the immaturity of the child and the maturity of the adult, regarding the former as something to be got away from as soon as possible and as much as possible; so it is the danger of the "new education" that it regard the child's present powers and interests as something finally significant in themselves. In truth, his learnings and achievements are fluid and moving. They change from day to day and from hour to hour.9

9. Dewey's Recent Statement on the Role of the Teacher and the Necessity that the Course of Instruction Be Carefully Planned (1926).

....the proponents of freedom are in a false position as well as the would-be masters and dictators. There is a present tendency in so-called advanced schools of the educational thought....to say, in effect, let us surround pupils with certain materials, tools, appliances, etc., and then let the pupils respond to these things according to their own desires. Above all let us not suggest any end or plan to the students; let us not suggest to them what they shall do, for that is an unwarranted trespass upon their sacred intellectual individuality since the essence of such individuality is to set up ends and aims.

How such a method is really stupid. For it attempts the impossible, which is always stupid; and it misconceives the conditions of independent thinking. There are a multitude of ways of reacting to surrounding conditions, and without some guidance from experience these reactions are almost sure to be casual, sporadic, and ultimately fatiguing, accompanied by nervous strain. Since the teacher has presumably a greater background of experience, there is the same presumption of the right of a teacher to make suggestions as to what to do, as there is on the part of the head carpenter to suggest to apprentices something of what they are to do.10

8Ibid., pp. 22-25. 9Ibid., p. 20.

That which we call a science or study puts the net product of past experiences in the form which makes it most available for the future. It represents a capitalization which may at once be turned to interest. It economizes the workings of the mind in every way. Memory is less taxed because the facts are grouped together about some common principle, instead of being connected solely with the varying incidents of their original discovery. Observation is assisted; we know what to look for. It is the difference between looking for a needle in a haystack and searching for a given paper in a well-arranged cabinet. Reasoning is directed, because there is a certain general path or line laid out along which ideas naturally march instead of moving from one chance association to another. Hence the need of reinstating into experience the subject matter of the studies, or branches of learning. It must be restored to the experience from which it has been abstracted. It needs to be psychologized; turned over, translated into the immediate and individual experiencing within which it has its origin and significance.11


(The teacher) is not concerned with adding new facts to the science he teaches, in propounding new hypotheses or in verifying them. He is concerned with the subject matter of the science as representing a given stage and phase of the development of experiences. His problem is that of inducing a vital and personal experiencing. Hence, what concerns him as teacher is the ways in which that subject may become a part of experience; what there is in the child's present that is usable with reference to it; how such elements are to be used; how his own knowledge of the subject matter may assist in interpreting the child's needs and doings, and determine the medium in which the child should be placed in order that his growth may be properly directed. He is concerned not with the subject matter as such, but with the subject matter as a related factor in a total and growing experience. Thus to see it is to psychologize it. It is the failure to keep in mind the double aspect of subject matter which causes the

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curriculum and the child to be set over against each other.12

12. On the Class Exercise as a Forum for the Interchange of Ideas (1900).

....This change of the recitation, from an examination of knowledge already acquired to the free play of the children's communicative instinct, affects and modifies all the language work of the school.... When the language instinct is appealed to in a special way there is a continual contact with reality. The result is that the child always has something in his mind to talk about, he has something to say; he has a thought to express, and a thought is not a thought unless it is his own. On the traditional method, the child must say something that he has merely learned. There is all the difference in the world between having something to say and having to say something. The child who has a variety of materials and facts wants to talk about them, and his language becomes more refined and full, because it is controlled and informed by realities.13


We cannot overlook the factors of discipline and of character building involved in this kind of life; training in habits of order and of industry, and in the idea of responsibility, of obligation to do something, to produce some thing in the world..... No training of sense-organs in school, introduced, for the sake of training, can begin to compete with the alertness and fullness of sense-life that comes through daily intimacy and interest in familiar occupation.....

Verbal memory can be trained in committing tasks, a certain discipline of the reasoning powers can be acquired through lessons in science and mathematics; but after all, this is somewhat remote and shadowy compared with the training of attention and judgment that is acquired in having to do things with a real motive behind and a real outcome ahead.14

14. On Making the School an "Embryonic Community" (1900).

Make each one of our schools an embryonic community life, active with types of occupations that reflect the

12 Ibid., p. 30.


14 Ibid., pp. 7-9.
life of the larger society and permeated throughout with the spirit of art, history, and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely, and harmonious.\(^{15}\)


The great thing to keep in mind, then, regarding the introduction into the school of various forms of active occupation, is that through them the entire spirit of the school is renewed. It has a chance to affiliate itself with life, to become the child's habit at which he learns through directed living, instead of being only a place to learn lessons having an abstract and remote reference to some possible learning to be done in the future. It gets the chance to be a miniature community, an embryonic society.\(^{16}\)

16. and 17. Interest vs. Effort and Dewey's Own Position on Interest vs. Effort (1913).

I have attempted to set forth the respective claims of each side of the discussion. A little reflection will convince us that the strong point in each argument lies not so much in what it says in its own behalf as in its attacks on the weak places of the opposite theory.

The genuine principle of interest is the principle of the recognized identity of the fact to be learned or the action proposed with the growing self; that it lies in the direction of the agent's own growth, and is, therefore, imperiously demanded if the agent is to be himself. Let this condition of identification once be secured, and we have neither to appeal to sheer strength of will, nor to occupy ourselves with making things interesting.\(^{17-18}\)


The principle of "making" objects and ideas interesting implies the same divorce between object and self. When things have to be made interesting, it is because interest itself is wanting.....

\(^{15}\)Ibid., pp. 27-28.

\(^{16}\)Ibid., p. 15.

\(^{17-18}\)Dewey, Interest and Effort in Education, pp. 1-2, 3-5, 7.
The mistake...consists in overlooking the activities in which the child is already engaged, or in assuming that they are so trivial or so irrelevant that they have no significance for education. When they are duly taken into account the new subject matter is interesting on its own account in the degree in which it enters into their operation.\(^\text{19}\)


The gist of the psychology of interest may...be stated as follows: An interest is primarily a form of self-expressive activity -- that is, of growth that comes through acting upon nascent tendencies...any account of genuine interest must, therefore, grasp it as out-going activity holding within its grasp an object of direct value.\(^\text{20}\)


...What is it that we really prize under the name of effort? What is it that we are really trying to secure when we regard increase in ability to put forth effort as an aim of education? Taken practically, there is no great difficulty in answering. What we are after is persistency, consecutiveness, of activity; endurance against obstacles and through hindrances. Effort regarded as mere increase of strain in the expenditure of energy is not in itself a thing we esteem.... The demand for effort is a demand for continuity in the face of difficulty.\(^\text{21}\)

These writings giving the expressed views on curriculum by Professor Dewey show to what a great extent the committee and other educational leaders collaborating in the Twenty-sixth Yearbook have followed Dewey's philosophy of curriculum making.

More profoundly than others, in all the persons whose writings have been quoted, Professor Dewey contributed to the

\(^{19}\text{Ibid.}, \text{pp. 11-13, 33-34.}\)
\(^{20}\text{Ibid.}, \text{pp. 29-21.}\)
\(^{21}\text{Ibid.}, \text{pp. 43, 46-47, 49-51, 55-56, 58-59.}\)
formation of the principles upon which the gradual reconstruction of the curriculum is being launched in our day.

The Thirty-third Yearbook of the National Society for the Study and Advancement of Education, Part II ("The Activity Movement"), gives the history of the activity movement as it emerges from the past and attempts to define the activity movement and to evaluate it in terms of utility and worth.

In this study and evaluation forty-two experts made definitions of the term "activity," twenty-five carefully selected published curricula incorporating the activity movement were presented, and fifteen books giving authoritative treatment of the subject were reviewed.

A Line-up of the Views on the Activity Movement of Educators in the Field

The writer has listed excerpts from some of the definitions given by prominent educators. These citations and criticisms of the activity movement from educational leaders show a conflict of opinions. Some are unfavorable, some favorable. All seem to agree on some form of activity but disagree on interpretation of the term "activity". Some think it a valuable supplement to a program of learning, some think it is too comprehensive in scope, and the meaning too obscure. The comments on the activity movement by educational leaders in the field are given in the following pages.
1. Almack, John C., Professor of Education, Stanford University, Palo Alto, California.

An activity curriculum consists of such experiences, materials, standards, and equipment as will permit children to achieve definite educational purposes, and that will give concrete, tangible material results.

2. Baker, Frank E., President, State Teachers College, Milwaukee, Wisconsin.

An activity curriculum for any grade of the elementary school consists of a series of activities chosen on three general grounds, as follows: (a) the interests of the children, (b) the immediate needs of the children, (c) the educative values and outcomes of the activity as determined by social needs.


An activity curriculum, as we understand the term in the Bronxville Schools, is a curriculum built as largely as possible around the meaningful activities of the children.

4. Beechel, Edith E., Professor of Education, Ohio University, Athens, Ohio.

An activity curriculum is a tentative, suggestive, teacher-pupil statement of undertakings that elicit and sustain their interest and effort as they discover, direct, and realize selfness and otherness through experiences that give meaning and challenge to their present life.

5. Billings, Neal, Professor of Education, State Teachers College, Milwaukee, Wisconsin.

An activity curriculum is one in which learners actively participate in a body of experiences so planned as to maintain a proper balance between the demand for the development of a perfectly free individual on the one hand and a socially useful, cooperating participant in community life on the other; a proper balance in the development of muscles, intellect, and emotions; and a proper balance among work, play, health, and communal life and activities.
6. Borsaas, Julius, Professor of Education, St. Olaf College, Northfield, Minnesota.

To me the phrase "activity curriculum" does not seem to express anything that is particularly new. Rather, it stresses certain elements that have always been fundamental in those subjects that have been most productive of real school work. Chief among these elements and characteristics of such a curriculum are the following: (1) It has its basis in the normal activities of individual and group life. (2) It is so organized that it will call for useful, vigorous, balanced physical and mental effort on the part of the pupils. (3) It stimulates general progress.

7. Brim, Orville G., Professor of Education, Ohio State University, Columbus, Ohio.

The activity curriculum is merely a more effective instrument for realizing some of the newer or neglected values in education. Education should be concerned with the continued reorganization and enrichment of life, in making the individual more effective in adjusting himself to the environment, or in utilizing it to make life for himself and his fellows continually more satisfying.

8. Brueckner, Leo J., Professor of Education, University of Minnesota, Minneapolis, Minnesota.

I can distinguish at least five levels of thinking related to the place of activity in the curriculum:

9. Charters, W. W., Professor of Education, Ohio State University, Columbus, Ohio.

An activity curriculum is one that is organized around properly selected problems, projects, experiences (or activities) of the learner.

10. Collins, Elsworth, Dean, University of Oklahoma, Norman, Oklahoma.

In the first place, I interpret the activity curriculum as a curriculum worked out "on the spot" by boys and girls under the guidance of teachers.

11. Cook, Katherine M., Chief, Division of Special Problems, Office of Education, Washington, D. C.

The distinctive characteristics of an activity curriculum are that it is formulated with the definite ob-
jective of stimulating and providing for active, intelligent participation as differentiated from passive reception of the school program. A participating attitude is always essential; actual physical participation in every detail of the program is neither necessary nor desirable. Physical activity alone is not the desideratum.

12. Davidson, Percy E., Stanford University, Palo Alto, California.

The two criteria for the definition of an "activity" that at the moment seem to the writer most useful are: (a) the measure of identity the activity has with a task, duty, enterprise, or pastime in actual use by intelligent, responsible, and cultivated adults, and (b) the degree in which the activity involves a sincere purpose that draws upon the individual's full personal and social resources.


An "activity curriculum" is an evolving and progressive sequence of significant learning activities.


An activity curriculum is one that consists of experiences that are intelligent outgrowths of the children's interests.


Since an activity curriculum would be a curriculum made up of activities, the difficulty doubtless is with the conception of activity.


By an activity curriculum in the elementary school is meant a curriculum that definitely provides for the intellectual, emotional, and physical development of the child through a well-proportioned use of manual and gross bodily responses, social interactions, and the solution of intellectual problems individually and cooperatively.
17. Green, Ethel, Second-Grade Training Teacher, State Teachers College, Milwaukee, Wisconsin.

An activity curriculum is a network of experiencing. It begins with something that an individual or group has already experienced; and, through the desire of the individual or group to overcome these difficulties, new interests are created and new problems appear, and so on.

18. Hall, John W., Dean, School of Education, University of Nevada, Reno, Nevada.

An activity curriculum is one in which the necessary facts and skills that should be acquired at a given age-span, as well as desirable habits and attitudes, are gained through the learner's participation in activities involving the normal use of such facts with a clear and conscious need for them.

19. Harap, Henry, Associate Professor of Education, Western Reserve University, Cleveland, Ohio.

An activity curriculum, to me, consists of a series of units, each of which is based upon a relatively small unit of child or adult life; that results in some improvement in life, that is a fusion of mental, emotional, and sensory experiences, and that proceeds in a physical and social setting that resembles life as far as possible.

20. Harris, Pickens E., Professor of Education, University of Pittsburgh, Pittsburgh, Pa.

An activity curriculum is a series of individual and group experiences growing out of the needs of children and guided on the basis of the meanings, processes, and standards that are reflected in the environments that support and give significance to the activities.

21. Heckert, J. W., Professor of Education and Director of Elementary Education, Miami University, Oxford, Ohio.

The activity curriculum consists of a series of purposeful activities that, while interesting to the pupil, have great educational significance because they develop in him the ability and disposition to participate intelligently and efficiently, either as leader, follower, or cooperator, in the major activities of society, his own immediate groups, and the more remote groups, and the still more remote groups with whom he does not yet come in direct contact.
22. Hosie, James W., Professor of Education, Teachers College, Columbia University, New York

An activity curriculum is apparently a curriculum made up of a series of units of experience that some prefer to call "activities".

23. Hughes, Lela, First-Grade Training Teacher, State Teachers College, Milwaukee, Wisconsin.

An activity curriculum is one based upon a child's real and worthwhile experiences, and whose outcomes result in related and pertinent activities of varied scope. These activities so function that a child realizes his own needs and responsibilities.


Since education is life, it follows that the school program, to be educational, must be life-giving to the body, mind, and spirit -- that is, it must tend to produce a sound, accomplished, beautiful body; an intelligent, sympathetic mind; and a sweet sincere spirit.


An activity curriculum is a continuous, sequential, progressive, internally organized series of experiences that have their beginning in the child's developmental needs. The child is necessarily identified with these experiences; they include worthwhile learnings, and are bounded only by reasonable interest and concept spans.

26. Kyte, George C., Professor of Elementary Education and Supervision, University of California, Berkeley, California.

An activity curriculum, briefly defined, is the totality of normal learning experiences essential to the effective and continuous adjustment of an individual to the changing social order.

27. Lull, H. G., Head, Department of Education and Director of Teacher Training, Kansas State Teachers College, Emporia, Kansas.

Successful living requires abilities to make all needed adjustments. Pupils must be left free to form their own purposes, and to act accordingly. The child-centered school seems to place complete reliance in the so-called "natural interests" of the children.

An activity to be of educational value must make desirable changes in a child. It must help him to grow, enlarge his appreciations, and so on.

29. Mead, Cyrus D., Department of Education, University of California, Berkeley, California.

My conception of an activity curriculum is:

A. For earlier grades:

1. A flexible, variable, changeable series of immediately past and present participating experiences of pupils.

2. A more stable, recurring series of broader social life activities, mainly present, but also past.

3. In the above, mastery or proficiency in skills and knowledge is purely secondary, if at all.

B. For intermediate-upper grades:

1. Experiences, activities, personal and group, as the individual or group may conceive and plan, arising and emanating more immediately, however, than in (1) and (2) above, from the best thought of man reposing in books, or "subjects", as, dramatizing discovery, how man has communicated ideas.

2. Some opportunity for individual conceptions and executions as ends in themselves, as, making a beehive to house a captured swarm of bees (done by two boys of my own teaching experience twenty years ago).

3. In the above, mastery or proficiency in conventional skills and knowledge is a large criterion.

30. Mearns, Hughes, New York University, New York.

Activity, as applied to the curriculum, is merely a word that pictures one of the most obvious characteristics of modern, or progressive, school procedures, the children "active," the mainspring of their behavior functioning from within under the guidance of persons who know how to direct that activity to a worthwhile educational result.


An activity curriculum (a) recognizes child growth
as the basic consideration of the school's program, (b) stresses experience as the medium through which growth takes place, (c) integrates subject matter of the elementary school around problems, or units of experience, (d) organizes subject matter into a series of experiences, rich and interesting to children, (e) makes the teacher the guide to the individual and group experiences of children, (f) emphasizes the mastery of new knowledge when needed in the study or solution of problems, (g) accepts the mastery of basic skills and knowledge as an essential phase of children's experiences, (h) recognizes the necessity for preparing children to meet situations that cannot now be adequately foreseen.

32. Parker, Beryl, formerly Assistant Professor of Education, New York University; later, Head of First Kindergarten and Primary School, Ankara, Turkey.

Time: the activity curriculum is a post facto product; i. e., it is compiled from actual classroom work after particular experiences in teaching and learning have actually occurred. Therefore, it is retrospective as well as anticipatory, tentative and transient instead of fixed and lasting.

33. Pickell, Frank G., Superintendent of Schools, Montclair, New Jersey.

A real activity curriculum is, in the elementary school, one that provides and then utilizes, for the education of children, those experiences and activities that enable the children to participate in a meaningful way, and cooperatively, in the dynamic process of learning to live and work together.

34. Pollitzer, Margaret, Co-Director of the Walden School, New York.

Activity is the natural mode of learning and living for the little child, but we think that the relation between the activity and the inner development of each child should be of primary concern to the teacher.

35. Pottenger, Mary O., Supervisor of Kindergarten, Primary Grades, and Special Classes, Springfield, Massachusetts.

An activities curriculum organizes subject matter to be taught around the interest and activities of children.
36. Pratt, Caroline, City and Country School, New York City.

An activity program to be most effective: (1) Must be based upon whether or not the main group activity is useful to the school (bearing the same test that a household job bears to the home); (2) Must be of such nature that it may be enriched through science, history, geography, literature, etc.; (3) Should not be so demanding that it tends to swamp the individual interests and activities.


A school curriculum can be planned around either a given content or a given activity. The progressive schools are usually anxious to furnish opportunity for considerable activity, but they differ in that some make the content the center and others the activity.

38. Shimel, Vesta M., Assistant Director of Fine Arts and Elementary Practical Arts, Grand Rapids, Michigan.

An activity curriculum utilizes children's natural interests as the starting point and builds on them a living interaction between the child and his surroundings.


An activity curriculum should be one so built on and fitted to children's possibilities and interests at each age that it will give scope for, stimulate, and make feasible the acquiring of knowledge, skills, habits, and attitudes through interested self-activity of mind and body.

40. Waddell, Charles W., Director of the Training Department, University of California at Los Angeles, Los Angeles, California.

An activity curriculum is one in which the units are large, integrating activities, problems, or enterprises rather than the usual unrelated units in various types of subject matter. An activity curriculum is one in which the materials used and the enterprises to be engaged in are vital to the interests of real boys and girls; contribute to the solution of child problems; lead on to other worthy interests, skills, and to the mastery of other types
of subject matter than those immediately involved.

41. Washburne, Carleton, Superintendent of Schools, Winnetka, Illinois.

There are progressive educators who would have us merge our underlying principles in an "activities curriculum" so that children's mastery of knowledges and skills would grow naturally out of child-life, social situations. This sounds good; but we seriously doubt whether it can be done without damaging each type of activity. Socialized activities demand that the whole group work together. Knowledge-and-skill mastery requires that different children proceed at different rates. Some of the social problems children need to attack and some of the knowledges and skills they need to learn are not really childlike, and cannot therefore be taught through childlike activities.

42. Wilson, G. M., School of Education, Boston University, Boston, Massachusetts.

The purpose of an activity curriculum is to insure the articulation of the school with life.

Some Selections from Contributors to the Thirty-third Yearbook, National Society for the Study of Education, Part II, on the Activity Movement

Purposes of activity

1. To give the children understanding and experiences that are considered necessary in the well-rounded living of any individual.
2. To get away from mere verbalism and to add concreteness to the child's learning.
3. To help the child get his understandings through experiencing them himself in a life-like situation.
4. To help motivate the formal school subjects by giving specific purposes for their mastery.
5. To give children more opportunity to take responsibility to do their own planning, their own initiating, and their own problem-solving.
6. To aid in the development of character through furnishing greater opportunity for social interaction in life-like situations.
7. To accomplish these social objectives without
detracting from a mastery of the tools of learning.

8. To help develop the creative impulse, or at least give it stimulation and opportunity to operate.
9. To add more physical activity, to the school situation, thus bettering the child's physical well being.
10. To add interest to all of school life through helping children to identify their interests with life's finest values.22

Present trends

As the program gradually expands, certain major trends become apparent in it. Among these are:
(1) emphasis upon actual experiences of children;
(2) inclusive of national or social and economic value in the local community and closer contact with the environment as a source of experience and materials;
(3) wider use of library books as a reference;
(4) recognition that activities provide motivation for needed drill but are not necessarily a vehicle of drill;
(5) increasing view of the school as a home;
(6) viewing shop, music, art, physical education as integral work in the classroom;
(7) analysis of their own work by teachers and pupils for new leads and for improvement.23

Activity curriculum

1. It is possible through an activity curriculum to maintain as high (or higher) standards of achievements in the skill subjects as are maintained when these skills are taught through traditionally organized subjects executed by a fixed daily teaching schedule.
2. Less time for formal drill is used in the curriculum taught activities.
3. There is more time and greater opportunity for the development of creative self-expression in the activity curriculum.


4. An activity program permits greater freedom for real education.
5. Pupils acquire more information through an activity curriculum.
6. Pupils engaged in activities read more general literature.
7. The activity curriculum increases the pupils' interests in school and other worthwhile activities.
8. Following a curriculum that is based on activity tends to improve the quality of teaching.²⁴

An experience with the activity program

Up to the present time an experience with the activity program leads us to feel that we have never had anything that tied up the child's school experience with the experiences out of school as the activity program has done..... We feel that, in keeping with the philosophy of the activity program, the child is being guided into richer individual expression and social participation through utilization of his natural tendencies toward activity. Experience of the child rather than the form of subject matter has been the starting point.²⁵

Contribution of the activity school to modern curriculum

An outstanding contribution of the activity program to modern school practice has been that of unification..... The activity program has beyond question revolutionized practice in the public school. It has set high value on child interest and experiences, it has stressed the importance of meanings and understandings; it has brought real living into the schoolroom; it has taken the school out into real life; it has opened the way to the development of thoughtful type of conduct.²⁶

Five-year experiment with the activity program

(Hartmen, after a five-year experience with the ac-

²⁴ E. E. Oberholtzer, ibid., pp. 139-141.
²⁵ R. H. Palmer, ibid., p. 143.
Activity program, concludes that the activity program should have a definite place in the curriculum, but that such a course should be followed for only part of the day. He says of this plan:

An activity program...leads to development of initiative.... In teaching the skills, however, specific helps are necessary. Therefore, pupils must be taught to read, write, spell, and cipher. Then they are equipped for the larger and more interesting problems of enrichment.27

Curriculum as human experience

Ideally, the whole curriculum is divided into pieces of human experience and not into pieces of formal knowledge. However, it is possible to organize the experience of a formal subject like arithmetic into a series of activities that conform to the conception set forth in my definitions of the activity program.28

The activity program

The activity program, as represented by the composite definition at the close of chapter 3, I should regard as a valuable and legitimate supplement to a program of systematic and sequential learning. As a substitute for systematic and sequential learning the activity program (as so defined) is pitifully inadequate, as a Soviet experience so abundantly demonstrates.29

Six tenets of the learning process

In summary, we call attention to six tenets of learning upon the principle that the effort and concern of the learner are vital to the learning process:

(1) the belief that at times a little active pupil participation may be helpful, providing it does not hinder but furthers the learning of the prescribed material and

27Albert L. Hartmen, ibid., pp. 110-112.
28Henry Harap, ibid., p. 219.
29William C. Bagley, ibid., p. 77.
that, hence, some pupil initiation and responsibility may be admitted into the school procedure;

(2) the belief that some participation by the learner in the development of the required work is valuable and hence there results definite effort of the teacher to include it to further the work;

(3) a belief that some learnings of social, esthetic, and creative nature are best secured through group enterprises in which pupils have a large share of responsibility, but, likewise, a belief that more important than these are certain fundamental learnings, not acquired through work involving initiative, self-expression, and responsibility, but through performance of definitely arranged pieces of work arranged to develop sequential hierarchies in seeking mastery;

(4) a belief that the child’s growth is best furthered through a cooperative study of a large central theme, representative of an important phase of race experience, accompanied by systematic drill upon fundamentals, and drill not necessarily related to the central theme;

(5) a belief that learning and growth come through the things the learner does as he engages in life and that proper guidance of this activity is the proper way to promote the desired learnings and growth;

(6) so profound an acceptance of the faith that the learner develops through his own initiated activity that there is distrust of guidance lest it transgress individual possibilities, and great emphasis upon study of the individual and upon helping him to further his own efforts.30

The informal school movement

The activity movement or informal school movement, as we prefer to call it,...is the outgrowth of a definite philosophy of education. The purpose of education is to effect desirable changes in conduct through wholesome and complete learning of the highest type, leading to satisfactory adjustment of the individual (a) to himself, (b) to the social group, and (c) to a changing world....

To summarize, the two prime characteristics of the new school are

(1) the development of the persons in the school -- children and adults alike -- into human beings, of the highest type, and

(2) the good living which is constantly going on in

30Adelaid W. Ayer et al., ibid., p. 76.
which all participate, good living meaning in this conception a sequence of daily experiences, something undergone, something shared, something enjoyed, real, vital, interesting, profitable, and satisfying to all. These experiences we sometimes call activities; hence the term "activity program". The term "the informal program" is preferable, because the activities are seen as a means to an end, the end being the building up of a happy and successful group life. 31

In this study the information from the forty-two definitions made by experts, from the twenty-five carefully selected curricula illustrating the activity program, and from the fifteen books giving authoritative treatment of the subject, were placed in tabular form. This tabular form established the following principles:

1. The content of the element in the activity program, under whatever name it may be designated, is predominately thought of as actual living or active interaction with the social or physical environment.

2. Subject matter, for a great majority of the educators here reported, comes thus to be selected, in and for and through the successful prosecution of the activity and not otherwise; but with a distinct minority it appears that subject matter be be prior claim, with an appropriate activity then set up to effect its learning.

3. The physical, the intellectual, and the emotional seem to be counted as inseparable aspects of life, all of

31 Robert H. Lane, ibid., pp. 117-120.
which will appear, in varying emphasis, to be sure, in different experiences of the children.

4. Actual problem solving is stressed as a common aspect of the activities and experiences.

5. Both individual and group activities are expected. These are to have interest value to the children and should bring learnings that are socially useful, both in the more immediate and in the wider relationships, as well as make for individual growth along various desirable lines.

6. Teacher to be the guide and leader.

7. Work planned by teacher and pupils working together most often mentioned.

8. Most of the fifteen books would have the teacher, for her own direction, plan in general in advance.

9. Everywhere in this study and evaluation, in speaking of the children's part in the work, there seems to be the idea of the cultivation of thoughtfulness. The children should look upon the activity as their own, and should develop responsibility, self-control, cooperation, self-judgment.

10. Freedom to carry on activity, respect for the personality of the child, but expect growth and self-control.

11. Definite acceptance is asserted of the principle of adaptation to individual differences.

12. Evaluation of children's experiences is called for.

This tabulation form so closely parallels Dewey's philosophy of education that it seems as though the committee took
Dewey's twelve points as listed in Chapter I of this thesis as the underlying basic philosophy of all activity programs. Therefore, in this study the term, "activity movement," will be accepted as being based on the philosophy underlying the first activity school (Dewey's Laboratory School).

There has been much concern on the part of educational organizations for the redirection of curriculum. The following excerpts were taken from an examination of two pertinent reports published by an organization whose purpose is the study and advancement of education.

In their Seventh Yearbook, a committee of the Department of Superintendence of the National Education Association reported that the kindergarten should be the continuation of the work begun in the home nursery school and should teach the further education of the child in the following way:

1. To train the child more readily to adapt himself to his environment.
2. To teach the child to realize that the privileges and rights he formerly had as an individual cease to be his alone when he becomes a member of a group.
3. To teach the child to associate with those outside of his family group.
4. To develop the power of self-control.
5. To provide for many children an enriched environment.

The Fourteenth Yearbook of the Department of Superintendence is thorough in the report of the committee on the Social

32Seventh Yearbook of the Department of Superintendence, National Education Association, 1929, p. 69.
Studies Curriculum. In their report on this continuous curriculum, the members of the committee give the guiding principles and philosophy set up for constructing curriculum material in consonance with the philosophy at which we have arrived:

Underlying psychology

1. Self-activity is fundamental to learning.
2. Learning takes place most effectively and economically in the matrix of a situation which grips the learner, which to him is vital and worthwhile.
3. Learning is most effective when a pupil has a dominating purpose.
4. There are enormous differences in the interests and capacities of members of a class.
5. The school must give conscious practice in problem-solving which offers first-hand experiences. Then and only then can there be whole-hearted planning, collecting of facts, consulting, observing, and using of imagination in seeking possible solutions.

The nature of the curriculum

1. The philosophy of the curriculum.
   (1) The curriculum may be defined as all the experiences which children have within the influence and under the general or specific direction of the school.
2. The curriculum and subject matter.
   (1) The entire environment is potential subject-matter. Whenever the school teaches a particular area of environment, that area then becomes subject-matter of the curriculum.
   (2) The environment is dynamic and therefore constantly changing; for this reason the curriculum must be constantly changing.
   (3) Subject-matter must be thought of as a means to be used, rather than to be acquired.

3. The curriculum and the learner.
   (1) The learner must eventually set up his own goals and objectives.
   (2) Through his own interests, purpose, and needs, the learner helps to determine the content of the curriculum with the guidance of the teacher.
   (3) Each learner is different from every other one; therefore, opportunities must be provided for each individual to vary his interaction with his environment in ways most meaningful and productive of his growth rather than by conformity to a set pattern. 35

The Third Yearbook of the John Dewey Society for the Study of Education, entitled Democracy and the Curriculum, the Life and Program of the American School, was compiled by a committee of nine members, with Harold Rugg acting as chairman and editor. It surveys the political, economic, and social background of our present-day educational problem; analyzes the needs of youth and society in the light of America's potentiality for realizing "the abundant life"; and examines critically efforts in curriculum reform which give promise of meeting these needs, indicating what should be the life and program of the school in the years immediately ahead of us.

35Fourteenth Yearbook of the Department of Superintendence, National Education Association, pp. 346-347.
It is designed to assist teachers, youth, and parents in thinking through the relation of education to the problem of creating a democratic society and an economy of abundance in America.

This book, written on the American system of education, has aroused more interest and caused more discussion than any book published since the appearance of *Educational Frontier*. It is an outspoken, hard-hitting, and far-sighted critique of traditional education that includes constructive and specific recommendations for curriculum reorganization. The book presents a clear picture of the development of thought in the field of curriculum reorganization. One of its major contributions is that it helps to place recent curriculum developments in a proper social perspective.

Views of the Committee on "The Life and Program of the American School" as Expressed in the Third Yearbook of the John Dewey Society for the Study of Education

The culture and the curriculum

We conceive the school to be an enterprise in living; hence, what was narrowly and forbiddingly called in the old education "the curriculum" becomes in the new education "the life of the school". Every aspect of a truly vital education partakes of life itself; the school becomes a school of living....learning is seen as living through novel situations....the curriculum becomes the very stream of dynamic activities that constitute the life of the young people and their elders. Thus the new school is a social enterprise in living.34

Youth and depressed society

Contemporary America must provide a place for American youths. It must accord them the status of growing persons, for only on this basis can they find themselves as adolescents. With a recognized place in a dynamic society, they must learn to participate in it, learn to deal with social transition and to direct it toward the realization of their aspirations. The educators alone cannot bring this about, but they can help young persons find their places and to recognize their responsibilities in social and economic change.35

The school, a delinquent institution

But the worst of the school's delinquency here is its ignorant or wilful neglect of responsibility for the pathological complicity for which it is clearly guilty. Clinical evidence now points unmistakably to the numerous emotional disturbances and breakdowns of youth caused in part at least by the school. We can understand how the school, being a reflection of the belief that success in life is highly correlated with academic success, would exaggerate an abstract idealism. We can also understand how, in view of the inevitable interaction of institutions, the school would reflect inconsistencies within its own general method of dealing with the young. But we fail to find any justification for the long delay in accepting responsibility for the disillusionments and frustrations so universally experienced by our youth today. Thus the school's continued devotion to the examination-mastery of subject-matter and its highly institutionalized system of marks, credits, promotions, and failures, have had some part, no doubt, in the creation of the spirit of revolt and lawlessness proclaimed everywhere today as a characteristic of modern youth.36

The promise of American democracy

The conception of education as a progressive and enlivening force in society...remains today a vital

35 Caroline Zachry, ibid., p. 132.
36 Pickens E. Harris, ibid., pp. 182-183.
element in the heritage of American education and democracy. Indissolubly linked with this conception are integrity of person, freedom of conscience, scientific method, the spirit of unfettered inquiry, and all those creative forces for whose release courageous men and women in many ages have faced the combined power of church and state armed with inquisition, dungeon, sword, and fagot. If organized education cherishes freedom for itself, its first task is the marshaling of its resources for the purpose of preserving and perfecting a condition of society in which this great liberating tradition may live and flourish. 37

The current educational awakening

This concern of democracy for developing socially creative individuals disposed to meet their problems with increasingly intelligent action places upon the school three major responsibilities:

(1) It should aid each individual to mature his potentialities to the highest degree.
(2) It should help each individual to build himself more and more deeply into an ever-widening area of the cultural and group life.
(3) It should help each individual understand by actual living the process through which and for which democracy is maintained. 38

In order to meet the needs of American democracy the school has already begun to modify seriously the program hitherto to common and instead to introduce more fruitful procedures:

(1) The school has begun to accept as its primary function to aid boys and girls -- or men and women -- to improve their daily living.
(2) The school is now consciously aiding each individual to come to believe in the worth of creative human individuality and to develop a willingness to strive toward producing conditions that promote and sustain

37 George S. Counts, ibid., pp. 224-225.
38 L. Thomas Hopkins, ibid., pp. 257-258.
creative experience for all others.

(3) The better schools now aid learners to understand democracy by exemplifying in their practice the type of democratic society demanded by the deepest yearnings of the American historic spirit.

(4) Our schools increasingly aid learners as they face the problems of human adjustment to supplant reliance upon the dogmatic authority of the past with reliance upon conclusions formulated by the best use of human intelligence in the present.

(5) The emerging school theory recognizes that guidance is an aspect of all proper learning and must therefore be centered in the intelligent management of the learning situation.

(6) The newer school practice recognizes that administration exists for the purpose of making possible the best external conditions in which to promote the improvement of living for all learners and thus contribute positively toward the building of their creative individuality.

(7) Educational theory of today increasingly recognizes that the principles herein stated apply also to the preparation of its teachers.39

Life, learning, and individuality

In final sum, we must somehow help our youth so to live that the quality of life itself shall be good and lead on fruitfully to other and finer living. How each one does this -- that it is which for him builds his individuality. Thus do life, learning, and individuality go always hand in hand together and it is the quality of the living that counts.40

The school -- looking forward

Again, the best theory of growth indicates that "study and learning" are carried on in solving the daily problems faced in living. To illustrate: Reading is best mastered as a tool in situations where the individual is eager to find the answer to some perplexing problem, believing he will find pertinent information on the printed

39 Ibid., pp. 259-267.
40 William H. Kilpatrick, ibid., p. 378.
page. Here the focus is on "reading to learn" rather than "learning to read", and psychological research indicates that greater growth results from the former approach than from the latter... In many ways he (the individual) is "learning" as he carries on life in cooperative socially useful projects under the direction of the school. 41

The design of the curriculum

In brief, the school community should be as nearly an ideal democratic community as it is possible to build and the design of the curriculum should be such as to give direct emphasis to those activities needed so to make it. 42

Promising effort

The idea of scope and sequence is not new, but the content as worked out in certain curriculum studies is quite different. In the traditional school the scope and sequence were represented by the areas covered by the text within particular fields. The statements of scope and sequence today reflect clearly the desire on the part of curriculum workers to focus attention upon selected problems with reference to basic human needs and to the essential conditions of social living. It is designed to help the school to pay attention to some orderly development of the major aims of education, conceived in a traditional society still wishing to develop both a unity for group action and competence for purposeful uniqueness. 43

Although each member of the committee assumed responsibility for one or more chapters in the Third Yearbook, the work, nevertheless, represents a joint statement of position by all those collaborating in its compilation. While, of course, there are a number of minor differences among the authors in

41 Paul R. Hanna, ibid., p. 402.
42 Hollis L. Caswell, ibid., p. 419.
43 Paul R. Hanna and J. Paul Leonard, ibid., p. 490.
theory and in practice, they see eye-to-eye on the crucial
issues of our times. This comparative unanimity is brought
by many years of cooperative study of the problems of educa-
tion and culture. Three members of this committee, Rugg, Kil-
patrick, and Counts, have worked together on curriculum problems
since 1924-1926, when they collaborated in the preparation of
Foundations of Curriculum-Making, the Twenty-sixth Yearbook
of the National Society for the Study and Advancement of Educa-
tion.

In the concluding chapter of the Third Yearbook of the John
Dewey Society for the Study of Education, the committee have
given their composite statement of a new psychology to guide
educational reconstruction and ten key concepts that now serve
as a solid basis upon which new schools of living can be
built. A review of the twelve points of Dewey's educational
philosophy, presented in Chapter I of the present study, in-
dicates that each of Dewey's principles is found in the ten
key concepts listed by this committee. Indeed, they are an
expression of Dewey's philosophy.

Ten Key Concepts

The committee who prepared the Third Yearbook say:

Our book has shown that a new dynamic organic out-
look has been built by the imaginative and competent re-
searches of a growing company of creative people. Al-
ready thousands of teachers are being inoculated with it
and are making over the life and program of the school.
In our book we have noted many heartening examples in
public and private schools.

Ten key concepts. — Ten great ideas now serve as a solid basis upon which new schools of living can be built:

1. That the living creature is a growing organism evolving, maturing, from small but "whole" beginnings... (the concept of growth).

2. That each human act is integrating, not additive, the organism acting and growing as a whole... (the scientific principle of integration).

3. That the delicate, highly differentiated living creature, continuously beset by the danger of instability, is equipped with sensitive means of self-regulation... (the concept of self-balance).

4. That the living creature is dynamic, always characterized by active movement, thus learning is reacting, making responses (as likewise is the building of meaning, of intelligence, of skill, what not)... (the concept of dynamic response).

5. That man thoughtfully is a generalizing being... that central to every response is the perception of the relationships between parts of the whole situation... that the meaning of any phrase or phrase is determined by such relations, in generalization, in problem-solving as basic... (the concept of generalization).

6. That the living creature is primarily a goal-seeking organism, his behavior determined by his purposes, by his attempts to satisfy his needs... ends and means are continuous, unified... (the concept of purpose).

7. That by the process of interaction between the individual and his environment the self is formed, egocentric and defensive, the product of learning... (the concept of self and personality).

8. That the individual learns to adjust to his world by patterns of behavior which have been selected and stereotyped for him by the culture... (the concept of the stereotype).

9. That indispensable technical competence in behavior (intellectual, social, manual, and other physical skills) is furthered by recurrence of learning situations in which settings are varied and marked by positive intention to learn... (the new concept of habit).

10. That integrity of expression requires: originality of imagined conceptions, "clarity of perception" (grasp of significant relationships).... technically competent objectifying of imagined conceptions... (the concept of the creative act). 44

44 Ibid., pp. 527-530.
Dewey's celebrated declaration that "school is life" is the basic thought brought out in this report. The compilers of the *Third Yearbook* give as the most comprehensive one of the ten key concepts the idea of a self-balanced personality.

These concepts, and especially that of self-balance are the basis for the design of "living" which the artist-teachers of the new school are striving to create.

In the preface to the *Twenty-sixth Yearbook*, Rugg says that it is really startling to note to what a great extent Dewey's philosophy permeates the thought of all the educators whose published views on curriculum development are contained in the book, as well as in the comments made by educators in the field.
CHAPTER IV

COURSES OF STUDY

Every age has tried to construct a useful curriculum, albeit with varying success. It was not until John Dewey opened the eyes of our educational leaders to the fact that school must help to adjust youth to the community life and to equip the adolescent for improving the economic and social world that the curriculum problem was viewed intelligently by many school people.

Through his earlier writings, The School and Society and The Child and the Curriculum, and his experimental school, Dewey clarified the educational situation by revealing child growth in a social institution as the function of the school. The development of the "new school" dates from these events.

The evaluation of present-day methods and trends in education can best be traced through a study of courses of study used in our schools.

As the educational trends are traced, the reader should keep in mind Dewey's basic principles -- the growth of the child rather than subject matter, education as experiencing, the doctrine of interest and effort, the concept of the school as an integral part of the total social process, the school
itself as a social institution, pupil activity, experimentation. It is easy to see that many of the great changes that have taken place must be ascribed to the influence of Dewey, the creative thinker who, more than any other educational philosopher, has affected schools in his own time.

The story of this change during the past thirty-nine or forty years is so interesting and indicates so well how Dewey's philosophy has affected practice that a brief account of courses of study will be given. The evidence has been gathered from many sources, but those most frequently used were courses of study during the different periods of change and descriptions taken from curriculum and other educational writings. Comparisons will be made of courses of study among the various periods on a number of significant points.

A Brief Account of Courses of Study

The hard-headed and intelligent layman has great difficulty in following the trend of educational progress through a verbal thicket of educational slogans.

In 1900 the faith of the school people lay in the Herbartian Steps; in 1910, in the problem method; in 1915, teachers were enthusiastic about supervised study; in 1920, the project method promised to solve all our difficulties; in 1925, we had individualized instruction with many different models; in 1930 we became enthusiastic about the child-centered school; and in 1935 we had a great faith in social studies
as the core of the curriculum (integration method).

The periods the writer has selected for study and comparison are courses of study of the antebellum days, 1900 to 1915; the post-war period, 1920-1925; the Harap studies for 1928-1929, 1929-1931, and 1933-1934; and those for the last two years. (These last are the most interesting as they give an evaluation of public school courses by one of our foremost educators of today).

During the period, 1900 to 1915, there were very few courses of study. The few that can be traced to this period were issued by large city systems and were only summary outlines of the topics contained in the textbooks. The work of the pupils and teachers was based entirely upon the textbook. For this reason it is most difficult to obtain programs of courses of study for this early time for comparison with our modern program of education.

From about 1914 to 1925 there came the development of a technique of curriculum making by analysis of activities of adults, from which specific objectives were set up in advance for both teachers and pupils.

Since 1929 there has been a growing trend away from aims and objectives set up in advance from an analysis of adult activities toward specific objectives that represent meaningful goals selected and pursued by children and teachers cooperatively in a real life-like experience. It is difficult to give evidence for the above statement from courses of study,
as so many of them fail to state the underlying philosophy of the course. The above conclusion was reached, however, after an examination of a number of state courses of study as well as courses of study of outstanding public school systems.

Horton says that:

Courses of study, particularly those developed since 1930, give increasing attention to statements of points of view, educational aims, and psychological and educational principles, and to bringing them into an integral and functional relationship to the content and activities suggested. The organismic psychology considers this integration as fundamental. This trend is potentially one of the most significant in the whole field of curriculum building.¹

Keeping in mind the points of Dewey’s philosophy stressed in this study, the reader may examine carefully the principles and underlying philosophy of the courses of study selected for use in this investigation. It is interesting to note how basic is Dewey’s philosophy in the new 1930 to 1939 courses of study; indeed, many of them give Dewey’s philosophy as the basis of their course of study.

State Courses of Study

After examining a great number of state courses of study, the writer came to the conclusion that the following are typical of all the courses which she had occasion to peruse in connection with her investigation.

¹John Kelly Horton, Curriculum Building, p. 555.
Alabama

Principles relating to society.

(1) Society is necessary for the full expression of individual life.

(2) The school is an agent for society.

(3) The school is established for the purpose of society.

Principles relating to the individual.

(1) Learning results from activity.

(2) Activity should be related to the past experiences of the learner.

(3) The aim of an activity should be accepted by the learner as his own.

(4) The learner should experience satisfaction for engaging in activities.²

California

In 1930 a group of California educators prepared a Teacher's Guide to Child Development, Manual for Kindergarten and Primary Teachers. In pursuance of the views that human development is continuous, the commission next prepared a Teacher's Guide to Development in the Intermediate Grades, which was published in 1936.

²Course of Study for Elementary Grades, Alabama State Department of Education, 1930, p. 22.
Dewey's philosophy basic in this curriculum. -- The California group stresses "activity" and a need for a more careful definition of terms. The term is generalized by reference to an "activity curriculum," and "activity" is defined as follows:

An "activity" is any large learning situation brought about by the strong purpose of a child or group of children to achieve a worthy and desirable to themselves, which, like those situations in life through which we are most truly educated, draws upon a large number of different kinds of experiences and many fields of knowledge.

The California group makes mention that education is growth, but that development always implies growth toward desirable goals. Thus, they give due regard to both the requirements of "growth and direction in the reconstruction of the learner's experience."

The Fundamentals in Education

(1) Life is a continuous process of expressing tendencies, of giving outlets to basic urges and wants.
(2) Life is also a never-ending process of making adjustments.
(3) Much more difficult to understand and to meet are the demands for adjustment made upon him by the necessity of living in the world with other people.
(4) The school, then, should be greatly concerned that children learn to express themselves richly and satisfyingly, through a fearless facing of reality, and through means that are socially acceptable, so that happiness and satisfactory adjustment may result.
(5) The direction that growth will take depends upon the wisdom with which, as teachers and parents, we set up conditions and influences in the child's environment.3

Teacher's Guide to Child Development in the Intermediate Grades. -- This volume, published in 1936, is more explicit than the first in its statement of the basic philosophy underlying the program of the elementary school.

In this second volume the statement is made: "The philosophy of John Dewey is basic in the thought and practices of the most advanced schools today." These statements are then presented as epitomizing Dewey's philosophy:

Education is life.

Education is growth.

Education is a social process.

Education is a continuous reconstruction of experience.

The purposes of the elementary school are stated as follows:

To help the child
(1) To establish normal mental attitudes, and controlled emotional reaction, and to develop a sound body.
(2) To develop an understanding of social relationships and a willingness to participate in social activities in ways conducive to the progress of society.
(3) To develop individual talents and abilities as completely as possible.
(4) To cultivate habits of analytical thinking.
(5) To acquire command of the common knowledges and skills.
(6) To develop appreciation for and desire to seek beauty in its many mainpulations.4

The philosophy underlying the program and the broad aims that were accepted as guides to the direction of pupil growth

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related to the perpetuation of a progressive democracy. The views underlying the thinking of the California group may be designated as essentially those of the experimentalists. The curriculum was recognized as a means by which children learn to express themselves richly and satisfyingly through a fearless facing of reality and through means that are socially acceptable so that happiness and satisfactory adjustment may result.

**Line-up of Dewey's philosophy.** -- The following points from the California courses of study are significant when compared with Dewey's philosophy of education and of the nature and function of curriculum:

1. That part of the preface to *Teacher's Guide to Child Development in the Intermediate Grades* that gives the characteristics of a progressive school expresses the belief that if education is to achieve its goal, the school must take into consideration not only individual differences in native ability, but variations in physical equipment, social background, and interest.

2. Modern science is recognized as contributing much that will aid in formulating specific curriculum goals.

3. Many illustrations are given of the manner in which physical, biological, and social science have contributed.

4. Meaningfulness and purposefulness as conditions for effective learning are emphasized throughout both volumes of
the Guide to Child Development.

(1) In the first ten pages there is much emphasis on need and pupil interest, but need is interpreted in the light of the need of the larger society in which the pupil moves and to which he belongs.

(2) In the fourth stated purpose is found the principle, "to cultivate habits of analytical thinking." This clearly indicates an acceptance of Dewey's theory of reflective thinking.

(3) Throughout this guide an opportunity for achieving maximum integration is recognized.

(4) Many suggestions are made to teachers for guiding the development of children.

(5) As to the theory that all arbitrarily imposed inhibitions such as fear, pressure, and domination be eliminated entirely from the curriculum, the California course of study agrees.

(6) The accepted points of view underlying the establishment of desirable learning situations are the same in both volumes.

The Teacher's Guide to Child Development in the Intermediate Grades states:

Children must be happy, confident, and successful if they are to have normal mental attitudes. They must know they are growing, must be free from worry, fear, and any sense of inferiority. The school must adjust
its program to insure a measure of success for each child. Repression is the basis of maladjustment. Children must have opportunity to express themselves physically, mentally, and socially. The school must teach control not through the prevention of activity, but by providing situations in which choice of possible alternative behaviors must be made. The guidance of the teacher is advisory, never dictatorial.  

In conclusion of this line paralleling, it is easy to see that in theory, at least, the curriculum proposed is based upon Dewey's philosophy to a marked degree.

North Carolina

This tentative course of study for elementary grades also follows closely the points of Dewey's philosophy. In stating the aims of education it gives the following:

(1) Aims:

That education is desirable which promotes the expanding, adapting, and enriching of the child's present life so that he lives most profitably to himself and society. As the child develops, his experiences should be constantly reorganized, so that his wants become increasingly those which by promoting the welfare of others rebound to satisfy his own desires. He must grow, too, in power to fulfill his constantly improving wants. The school seeks to provide those experiences which contribute to the child's growth and which are his means of adjusting himself to the life around him and of aiding society in the reconstruction of his experiences to further its progress and development.

(2) Basic Principles:

(1) The child is the center of the educational endeavor. The course of study, the experiences which go to make up the curriculum, the methods to be employed,

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all should contribute toward bringing about desirable outcomes in habit, skills, knowledges, understandings, abilities, appreciations, attitudes and ideals which will help the child effectively to meet situations in life.

(2) The selection and organization of the content of these experiences, the materials, activities, and situations should be adjusted to the period of development, the capacities, attainments, needs, interests, and enrichment of the child's life.6

Montana

In this course of study for rural and graded elementary schools, much space has been given to delineating the philosophy underlying the curriculum. The following direct statements are made:

The teachings of John Dewey form the basis of the most advanced thought and practice in the best American schools today. John Dewey contends that if America is to continue as the world's greatest democracy it must have education in its thinking and in its practice. He explains that education is life; education is growth; education is a social process; and education is a continuous reconstruction of experience.

(1) Education is life.

The modern conception of education, that it is life, a continuous process from the beginning to the end of life, both in and out of school. Daily, the child should be dealt with as an individual with real problems to solve and a real life to live.....

(2) Education is growth.

When the child grows from what he is one day into what he is the next, the great process of education is taking place..... It is the function of the school to see that this growth continues day after day.....

6Tentative Course of Study for the Elementary Grades, State Superintendent of Public Instruction, North Carolina, 1930, pp. 7-8.
Growth that begins in school and continues throughout life is the great goal of modern education.

(3) Education is a social process.

Education in America must be education for a democracy. If education is life and growth, then it must live within a social group. Education is more than learning; it is living. School must be democratic communities wherein children live natural democratic lives with their companions and grow into adulthood with good citizenship as part of their experience. In sharp contrast to this method is the one which would have children learn rules of citizenship. The difference between the results of the two methods is that in the first case, the children through experience are good citizens, while by the second method, through knowledge, they merely know how to be good citizens.

(4) Education is a continuous practice.

The activities of each day are based on past experiences. Every day a child’s life is conditioned upon the previous days. If education is growth, then some new experience is added. When the new experience is added to the old, it is reorganized in the light of the new experiences. The reconstruction of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience is education. Education is then a present activity and not a product to be striven for in the future. It is life and it is growth in a social environment.7

This paralleling of the two philosophies shows that Dewey's philosophy is the basic philosophy of the Montana elementary course of study.

South Dakota

The Social Studies Course of Study for Primary Grades groups all the materials of the social studies around the

7 Montana Course of Study for Rural and Graded Elementary Schools, State Board of Education, 1931, pp. 9-11.
following five themes, each of which is variously stated to
represent the different aspects and each of which is developed
through different units selected and written for different
grade levels:

The Interdependence Theme.

Man's Increasing Control Over Nature Theme.

The Adaptation Theme.

The Population Theme.

The Democracy Theme.8

Instructional materials are canvassed to discover those
suitable for developing the several aspects or themes. Units
of work are then prescribed for each grade.

In Bulletin No. 2, issued by the State Department of
Public Instruction, Herbert B. Bruner says that

A unit is so organized that everything that is in-
cluded in the way of content, the organization itself,
and the method of presenting it to the class is for the
purpose of making it possible for the child to grasp
the big understanding or theme that is back of it.....9

Virginia

This course of study is built around the experiences of
children, and the basic educational principles of Dewey's
philosophy are found to be basic in this course. The following

8Holdis L. Caswell and Doak S. Campbell, Curriculum De-
velopment, pp. 165-171.

9H. B. Bruner, The Place of Units in Course of Study Con-
struction, Bulletin No. 2, State Department of Public Instruc-
tion, Pierre, South Dakota, 1930, p. 10.
point of view illustrates this fact:

(1) The school is an agency of society for its perpetuation and recreation.
(2) Growth processes in individuals and in society are resultants of continuing interaction between individuals and society.
(3) Individuals differ in interests, abilities, attitudes, appreciations, and understandings, habits, and skills, and in capacity to learn.
(4) Growth is continuous.
(5) All learning comes through "experience".
(6) An individual tends to avoid experiences which annoy and to seek experiences which satisfy.\textsuperscript{10}

The \textit{Virginia Course of Study for Elementary Grades} lists suggested activities for use in units of work. Many of Dewey's themes are basic in the thought and practice of this course. For instance, in one place it says, "The school should be democratic, not only in its instructional program, but also in its organization and method."

Again it says, "Democratic ideals can be realized only as democracy is seen to be a way of living."

In another place we find, "The school must guide pupils in the development of types of behavior compatible with democratic ideals."

\textbf{Arkansas}

A tentative course of study for Arkansas schools has been produced by the cooperative efforts of many teachers and institutions. This course of study, initiated in 1933, was

\textsuperscript{10}\textit{Tentative Course of Study for the Virginia Elementary Schools, Grades I-VII, 1932, pp. 1-2.}
published in 1936.

The underlying philosophy of this course is "Education is life," and school must provide activities which make the environment life-like. For it is in the elementary school that the child first finds the elements of democratization, individualization, cooperation, and socialization.

The philosophy is given in the general guides submitted for a desirable type of school:

(1) The school should be organized on a democratic basis.
(2) The school should be an integral part of the community.
(3) The school should provide for the development of social understandings and for the participation of its pupils in the social affairs of the community.
(4) The school should provide a balanced and varied program of activities for its pupils.
(5) The school should provide an attractive physical environment in which children enjoy living.
(6) The school should provide for the cultural environment of the teacher.\footnote{The Arkansas Cooperative Program to Improve Instruction, State Department of Education, 1936, p. 25.}

And again is found a strong reflection of Dewey's theories of educational philosophy in the list of principles of learning and teaching. This printed list is intended to give emphasis to the point of view or philosophy underlying the procedures proposed in this bulletin.

(1) Learning comes through experience. Learning is the forming of new or changed patterns of conduct.
(2) Engaging in purposeful activities engenders learning.... An individual tends to seek satisfying experiences and to avoid unpleasant experiences....

(3) In the experiences of the individual who is seeking a goal, the organism acts as a cooperative whole. Learning takes place most effectively and economically in the matrix of a situation which grips the learner, which to him is vital and worthwhile....

(4) Self-activity is fundamental in the learning process. The teacher's function is to direct the activities of pupils.

(5) Growth and development are continuous processes. Each experience provides a background for future experiences.

(6) Subject matter is a means to pupil development and not an end in itself.

(7) In systematic teaching, the purpose of learning exercises is to stimulate learning activity in pupils compatible with the accepted aims of education.

(8) Attitudes or general patterns of conduct are developed in the situation at hand. Acquisition of knowledge or a skill is accompanied by an attitude toward the thing that is being done or toward the setting in which it is done. Stimuli that lend to response patterns in school should be similar to those that the learner will meet in life in order to insure desirable responses in life out of school.

(9) Individuals differ in interests, abilities, attitudes, appreciations, understandings, habits, skill, and in the capacity to learn.12

Colorado

This is a "broad areas" course of study for elementary grades. It sets up five broad areas -- language, arts, social studies, health, physical education, science, and fine arts. Each broad field is divided into programs. As, for instance, the social studies field is divided into five programs:

1. Program in home and community life for grades one through four;

12 Ibid., pp. 10-11.
2. Program in history and the
3. Program in geography for grades five through eight;
4. Program in Colorado history and geography for grade
seven; and
5. Program in civics for grade eight.

A certain amount of unity is achieved by relating these
programs through their respective broad fields to major func-
tions of individual social life, of which nine different groups
are considered.

In the introductory paragraph is found the following:

This course of study seeks to present the advantages
of an integrated program. It has retained much of the
subject-matter organization, and at the same time, has
provided an opportunity for unit teaching and correlation
of subjects. This course of study is flexible enough so
that it can be adapted to the interests and needs of pu-
pils in different localities.\(^\text{13}\)

The broad-fields curriculum in the elementary school grew
out of the present experience curriculum or what was earlier
called the "activity" curriculum.

Georgia

Again in this new course of study published in 1937 by
the Georgia State Department of Education, the philosophy is
found to be based upon that of Dewey's educational theories.
The course of study asserts that democratic education rests

\(^{13}\text{Colorado State Course of Study for Elementary Schools, 1936, p. 5.}\)
upon certain basic principles:

(1) Education should contribute to the continuous and orderly changing of society toward greater democracy.

(2) The school must seek to provide for each child the type of education that will make it possible for him to develop to his best.

(3) Education must develop in the individual a sense of social responsibility. Individual opportunity in democracy carries with it responsibility for using that opportunity.

(4) Education must develop self-control. This is the responsibility of the school so as to guide the education of the children that they will think and act as responsible persons in cooperative society.

(5) Education must stimulate and guide self-activity. Education is essentially the growth of an active organism (the child) which is seeking through contact with and control of, its environment opportunity for adequate expression of powers already present.... Education takes place as a result of this self-activity of the child..... The child educates himself only by what he himself does.

(6) Education must concern itself with the whole child; it must therefore take into account what the child is thinking and feeling, his attitudes and interests, as well as his overt activities.

(7) The educational activities of children must be purposeful....they must be meaningful to children..... Education must seek to discover the present vital needs of particular children and to help the children themselves to discover those needs. It must seek to find the best ways in which these needs can be met and help children to find those ways.

(8) The school life of children must have a close relationship to the out-of-school life, and the children must see the relationship..... As children are constantly bringing into school, for school experiences, information and objects gathered out-of-school..... as they study the life that is going on about them and in the larger world and participate in community activities, they are being educated.

(9) Education is essentially a process of growth. This means, at any given time for any given child, the development through activity of powers already present rather than ignoring those in the attempt to build from without, others considered better; it also means guidance of activities in such a way that the expansion of powers
Texas

The Texas Course of Study for the Elementary Grades is a broad-fields course of study. There are three publications of vital interest in this respect: A Handbook for Curriculum Study, published in 1934; A Handbook for Curriculum Development, published in 1936; and the Course of Study for the Elementary Grades. This course of study is divided into bulletins: Course of Study for Years One Through Three, published in 1938, and Course of Study for Years Four Through Six, published in 1939.

The guiding principles set forth in the Handbook for Curriculum Development are as follows:

(1) The curriculum shall provide experience to the fundamental needs of each child of whatever race, type, or mental aptitude.
(2) The curriculum shall provide educative experiences for effective participation in social life, and which will serve to perpetuate and improve the ideals of our democratic society.
(3) The curriculum shall be conceived as a body of dynamic experiences.
(4) The curriculum shall be conceived as a program of study and activity subject to teacher guidance.
(5) The curriculum program shall be conceived as an experimental program.
(6) The curriculum shall not be subverted to special interests.

Summed up, the six guiding principles may be stated in the

---

following terms:

1. Individualization.
2. Socialization.
3. Dynamic teaching.
4. Teacher guidance.
5. Experimentation.
6. Democratic construction.\textsuperscript{15}

In the "Points of View" this statement is made:

The purpose of the program outlines in these courses of study is that of making it possible for the child to become increasingly competent in meeting effectively life situations with which he is and will be confronted. Such a program, to be effective, must make provision for the acquiring of knowledge and the development of desirable ideals, attitudes, skills, habits, appreciations, interests, and tastes. The subject matter must be drawn from all fields of experience of children and must be related to their interests and to their personal and social needs.\textsuperscript{16}

The core curriculum refers to one broad field which is set out as superior to any other broad fields, and which operates as a center around which the other broad fields revolve.

The Texas Course of Study for Elementary Schools has for its broad field "Complete Living," with the following major points of interest: Controlling Interest, Home and School, the immediate community, and the expanded community.

All new courses of study, those published in the last six


\textsuperscript{16}\textit{Ibid.}, p. 18.
years, are based upon the activity method of teaching, and an increasing number of states are now working on a revised curriculum. The Curriculum Journal for the year 1939 reported the following state programs now under way of revision.

Illinois

Curriculum work in Illinois centers for the time being around the rural schools. Two bulletins have been issued to date: Curriculum Bulletin Number One, outlining the principles underlying the whole program, published by the Department of Public Instruction; and The Rural School Curriculum Guide, a report of the Rural Education Committee, issued in a tentative mimeographed form to curriculum workers only and not for general distribution until revised and printed.

Three general principles form the basis upon which the curriculum for the rural schools will be developed:

1. Subject material has been consolidated into five areas of instruction, namely, the social sciences, the natural sciences, the fine and applied arts, the language arts, and mathematics.

2. It is recommended that the traditional eight grade levels in the rural school be reduced to three, namely, the Primary, the Intermediate, and the Advanced levels.

3. In order that the work of instruction in the school might be made more effective, the rural school curriculum guide has been set up on the unit plan of instruction rather than the page-by-page procedure now in use in the majority of the rural schools.

By this method all of the activities in a certain group, say in the primary group, will be centered around a unit of content which is of particular interest to the pupils involved and all phases of this content will be taken up as they naturally lend themselves to a study of
the materials being considered. There is no suggestion that the pupils will become the sole determinants of a school program, but rather they will be led by the teacher into experiences essential and worth while in such a way as to utilize the natural interest children manifest.17

Florida

This state has initiated a program for the improvement of instruction, especially in the secondary school. The chief characteristic of the program may be stated as a recognition of at least two fields of education in the secondary school -- general education and specialized interests.

(1) General education has been conceived to be those common experiences that all students have in adjusting themselves to their environment and through which the ideals of the people are preserved.
(2) The specialized interests of education arise from the special needs and abilities of the student and are expressed, for example, in pure mathematics, pure science, the arts, and vocational subjects....
(3) The schools must be urged to conduct their procedures in accordance with the democratic ideals. Teachers must assume their part in planning experiences that will carry forward the objectives of education. Students must have experiences in democratic living. Their needs and interests must be an integral part of the development of the secondary school curriculum.....

Teacher and student planning is to be utilized as much as possible in the suggested framework and suggested sequence.....

Through this planning, it is hoped that the curriculum will come to be more a product of the individual and his environment rather than a program of study handed down by a committee of adults.18

Courses of Study for Outstanding School Systems

Many of our outstanding school systems have been working on the improvement of their educational programs. The character of curriculum making has changed greatly. The emphasis is away from subject-matter to children.

The new school curriculum is one of curriculum reorganization around categories of human activity. For the beginning of a fairly widespread experimentation, it is not necessary to go back more than a decade.

The more recent courses of study are based upon child experience emphasizing relationships to the physical and social worlds. Subject-matter is utilized whenever and wherever it may contribute toward a more successful development of the experience. Some of these outstanding school systems are listed below:

Ann Arbor, Michigan — Social Studies in the Public Schools, Grades Three to Six.
Park School, Baltimore, Maryland.
The Cheltenham Township, Pennsylvania.
Aliquippa, Pennsylvania.
Pasedena, California.
Goldsboro, North Carolina.
Detroit, Michigan.
Denver, Colorado.
St. Louis, Missouri.
New York, New York.

Many other cities have instituted new programs of curriculum.

The first broad-fields course of study in the elementary school was Teacher's Guide, Intermediate Unit, published by the Los Angeles County Board of Education in 1931. This was developed out of an experiment in activity or experience units in the first six grades, carried on over a number of years. The Broad-Fields Curriculum in the elementary school grew out of the present experience curriculum or what was earlier called the activity curriculum.

It would be of no real value to attempt to classify all of the various types of new curricula that have recently been put into operation in various school systems throughout the nation.

From a large and increasing number of school systems accepting this type of curriculum, a few of the more outstanding systems with their broad fields in the elementary school are as follows:

Fort Worth, Texas.
Houston, Texas.
Rochester, New York.
San Antonio, Texas.
Wilmington, Delaware.
Tulsa, Oklahoma.
Table 4 presents an evaluation of the school curricula as expressed in the twelve state courses of study selected for intensive study, in terms of the principles of Dewey's educational philosophy.

**TABLE 4**

**CHECK LIST FOR USE IN EVALUATING DEWEY'S PHILOSOPHY UNDERLYING THE PROGRAM OF CURRICULUM DEVELOPMENT IN TWELVE STATES**

<table>
<thead>
<tr>
<th>Dewey's Philosophy</th>
<th>Minimum</th>
<th>Medium</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the broad inclusive aim (school is living) been formulated?</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Is it recognized that the school must be child-centered?</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Is child growth rather than the demands of subject-matter made the center of the school activities?</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Are meaningful experiences recognized as essential to effective pupil learning?</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Are the activities based upon the interests of the pupils?</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Is the term, &quot;pupil need,&quot; interpreted in the light of social needs?</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Is the curriculum regarded as an opportunity for developing the power to think critically?</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Is the curriculum recognized as an instrumentality for acquiring the controls necessary for successful participation in functional phases of social life?</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
TABLE 4 -- Continued

<table>
<thead>
<tr>
<th>Dewey's Philosophy</th>
<th>Minimum</th>
<th>Medium</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the broad aims indicate the characteristics of the democracy considered as the ultimate goal of society and the school?........</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Does the curriculum emphasize cooperation between the school and the home?........</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Does the educational platform indicate an acceptance of the philosophy of experimentalism?...</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Are ideals for guiding pupils to participate in the functional phases of society clearly stated?......................</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Does the curriculum recognize that the chief aims of education are to enable the individual through reflective thinking to direct his own life into socially useful channels?............</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Is individual freedom regarded as implying intelligent self-direction and restraint?............</td>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

The questions found in the table are not easily answered with "yes" or "no," hence the answer to each question is a judgment of the extent to which the program appraised meets the criterion implied in the question. Thus a given curriculum may be judged to meet a given criterion to a minimum degree, to a moderate degree, or to a maximum degree.
The result of this check shows that all twelve courses of study given in this report make Dewey's philosophy of education basic in the philosophy of that course to a medium degree and all courses of study made since 1932, to a maximum degree. In this line-up of courses of study, eight state courses checked to a maximum degree. All of the outstanding city systems of schools mentioned in this report are listed as being activity or experience curriculum schools.

For the past eight or ten years the movement in course of study construction has been away from the subject-curriculum type toward the experience-curriculum type. The evidence here presented indicates that many of the courses are based upon the same principles and practices as were stressed in Dewey's educational philosophy.

Comparison of Daily Schedules of the Reagan Elementary School, Quanah, Texas, for 1909, with Suggested Daily Schedules for the Modern School

The daily schedules for the traditional school of 1909 and the suggested daily schedules for the modern school of 1938 speak for themselves. They are presented in tables in the following pages.

The 1909 schedules were copied from a teacher's register. All of these schedules reflect the work of the Reagan Elementary School, Quanah, Texas, and were found to be typical programs for public elementary schools at that time.

The set program of the 1909 schedule is formal, rigid,
and permanent. The program consists of subjects, each occupying a very narrow place -- just a few minutes given to each subject on the cut-up program; for example, word drill from 9:30 to 9:40, number work from 9:00 to 9:20, etc.

The programs of 1938 reflect the work of a child-centered activity school. The following set of tables of daily schedules for study and recitation were made to show in sharp contrast the teaching procedures of the traditional and of the modern school.
# TABLE 5

**DAILY SCHEDULE OF THE LOW-FIRST GRADE -- TRADITIONAL SCHOOL, 1909**

<table>
<thead>
<tr>
<th>Begin</th>
<th>Close</th>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>8:45</td>
<td>15 min.</td>
<td>First bell.</td>
</tr>
<tr>
<td>8:45</td>
<td>9:00</td>
<td>15 min.</td>
<td>Opening exercises.</td>
</tr>
<tr>
<td>9:00</td>
<td>9:20</td>
<td>20 min.</td>
<td>Number work (board and seat work)</td>
</tr>
<tr>
<td>9:20</td>
<td>9:30</td>
<td>10 min.</td>
<td>Seat work.</td>
</tr>
<tr>
<td>9:30</td>
<td>9:40</td>
<td>10 min.</td>
<td>Word drill (use cards, board, etc.)</td>
</tr>
<tr>
<td>9:40</td>
<td>10:05</td>
<td>25 min.</td>
<td>Reading.</td>
</tr>
<tr>
<td>10:05</td>
<td>10:15</td>
<td>10 min.</td>
<td>Memory gems, 3 days, health and citizenship</td>
</tr>
<tr>
<td>10:15</td>
<td>10:30</td>
<td>15 min.</td>
<td>Writing.</td>
</tr>
<tr>
<td>10:30</td>
<td>10:45</td>
<td>15 min.</td>
<td>Recess.</td>
</tr>
<tr>
<td>11:10</td>
<td>11:25</td>
<td>15 min.</td>
<td>Nature study 3 days; geography and history 2 days.</td>
</tr>
<tr>
<td>11:35</td>
<td>12:00</td>
<td>25 min.</td>
<td>Language.</td>
</tr>
<tr>
<td>12:00</td>
<td>1:00</td>
<td>1 hr.</td>
<td>Noon rest.</td>
</tr>
<tr>
<td>1:00</td>
<td>1:05</td>
<td>5 min.</td>
<td>Story telling and songs.</td>
</tr>
<tr>
<td>1:05</td>
<td>1:10</td>
<td>5 min.</td>
<td>Word drill.</td>
</tr>
<tr>
<td>1:10</td>
<td>1:30</td>
<td>20 min.</td>
<td>Reading.</td>
</tr>
<tr>
<td>1:30</td>
<td>2:00</td>
<td>30 min.</td>
<td>Drawing and construction.</td>
</tr>
<tr>
<td>2:00</td>
<td>3:15</td>
<td>1' 15&quot;</td>
<td>Plan lesson for following day.</td>
</tr>
</tbody>
</table>
### TABLE 6

**DAILY SCHEDULE OF HIGH-FIRST GRADE -- TRADITIONAL SCHOOL, 1909**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td>Close</td>
</tr>
<tr>
<td>8:30</td>
<td>8:45</td>
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<tr>
<td>8:45</td>
<td>9:00</td>
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<td>10:00</td>
<td>10:30</td>
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<tr>
<td>10:30</td>
<td>10:45</td>
</tr>
</tbody>
</table>
| 10:45 | 11:10 | 25 min. | **M-1 music, by music teacher.**  
**I-3 drawing.** |
| 11:10 | 11:25 | 15 min. | **Mon-Wed-Fri, nature study.**  
**Tues-Thurs, history.** |
| 11:25 | 11:35 | 10 min. | **Mon-Wed-Fri, physiology.**  
**Tues-Thurs, geography.** |
<p>| 11:35 | 12:00 | 25 min. | <strong>Language.</strong> |
| 12:00 | 1:00 | 1 hr. | <strong>Noon.</strong> |
| 1:00 | 1:40 | 40 min. | <strong>Word drill and reading.</strong> |
| 1:40 | 2:00 | 20 min. | <strong>Writing.</strong> |
| 2:00 | 2:30 | 30 min. | <strong>Drawing and construction.</strong> |</p>
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td>Close</td>
</tr>
<tr>
<td>6:30</td>
<td></td>
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<tr>
<td>8:30</td>
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<td>2:20</td>
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<tr>
<td>2:20</td>
<td>2:30</td>
</tr>
</tbody>
</table>

First bell.
Second bell.
Opening exercises.
Arithmetic.
Music.
Phonic drill.
Spelling.
Recess.
Supervised study period.
Reading.
Writing.
Nature study.
Noon.
Physiology-memory.
Language.
Word drill.
Reading.
Drawing.
TABLE 8
DAILY SCHEDULE OF THE HIGH-SECOND GRADE -- TRADITIONAL SCHOOL, 1909

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td>Close</td>
</tr>
<tr>
<td>8:45</td>
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<td>2:30</td>
</tr>
<tr>
<td>2:30</td>
<td>3:15</td>
</tr>
</tbody>
</table>
## Table 9

**Daily Schedule of the Low-Third Grade -- Traditional School, 1909**

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td>Close</td>
</tr>
<tr>
<td>8:30</td>
<td>8:40</td>
</tr>
<tr>
<td>8:40</td>
<td>8:50</td>
</tr>
<tr>
<td>8:50</td>
<td>9:25</td>
</tr>
<tr>
<td>10:20</td>
<td>10:30</td>
</tr>
<tr>
<td>10:30</td>
<td>10:45</td>
</tr>
<tr>
<td>11:35</td>
<td>12:00</td>
</tr>
<tr>
<td>12:00</td>
<td>1:00</td>
</tr>
<tr>
<td>1:00</td>
<td>1:30</td>
</tr>
<tr>
<td>1:30</td>
<td>2:00</td>
</tr>
<tr>
<td>2:00</td>
<td>2:30</td>
</tr>
</tbody>
</table>
### TABLE 10

**DAILY SCHEDULE OF THE HIGH-THIRD GRADE --- TRADITIONAL SCHOOL, 1909**

<table>
<thead>
<tr>
<th>Schedule</th>
<th></th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin</td>
<td>Close</td>
<td>Time</td>
</tr>
<tr>
<td>8:25</td>
<td></td>
<td>First bell.</td>
</tr>
<tr>
<td>8:45</td>
<td></td>
<td>Second bell.</td>
</tr>
<tr>
<td>8:45</td>
<td>8:55</td>
<td>10 min.</td>
</tr>
<tr>
<td></td>
<td>9:05</td>
<td>Opening exercises.</td>
</tr>
<tr>
<td>9:05</td>
<td>9:30</td>
<td>25 min.</td>
</tr>
<tr>
<td>9:30</td>
<td>9:40</td>
<td>Reading lesson.</td>
</tr>
<tr>
<td>9:40</td>
<td>10:05</td>
<td>Phonics work.</td>
</tr>
<tr>
<td>10:05</td>
<td>10:30</td>
<td>Arithmetic.</td>
</tr>
<tr>
<td>10:30</td>
<td>10:45</td>
<td>Writing.</td>
</tr>
<tr>
<td>10:45</td>
<td>11:10</td>
<td>Recess.</td>
</tr>
<tr>
<td>11:10</td>
<td>11:35</td>
<td>Spelling and phonics.</td>
</tr>
<tr>
<td>11:35</td>
<td>12:00</td>
<td>Language.</td>
</tr>
<tr>
<td>12:00</td>
<td>1:00</td>
<td>Nature and geography.</td>
</tr>
<tr>
<td>1:00</td>
<td>1:10</td>
<td>Noon.</td>
</tr>
<tr>
<td>1:10</td>
<td>1:35</td>
<td>Supervised study for reading.</td>
</tr>
<tr>
<td>1:35</td>
<td>2:00</td>
<td>Reading lessons.</td>
</tr>
<tr>
<td>2:00</td>
<td>2:25</td>
<td>Music.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drawing and construction work.</td>
</tr>
<tr>
<td>The Immediate Community</td>
<td>The Expanded Community</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td><strong>Year Three</strong></td>
<td></td>
</tr>
<tr>
<td>Health and protection in neighborhood; duties of community helpers; protection of neighborhood property.</td>
<td>Citizenship in the community; government; protecting and conserving health and resources in the community.</td>
<td></td>
</tr>
<tr>
<td>Industries of neighborhood; how people in neighborhood travel, communicate, and transport goods.</td>
<td>Learning how communities and states secure food and clothing; interdependence of communities in transportation and communication.</td>
<td></td>
</tr>
<tr>
<td>Appreciation of the use of creative expression; appreciation of attractive homes; appreciation of music at home and school.</td>
<td>Creating original designs; observation of nature; musical notation; expressing oneself in music.</td>
<td></td>
</tr>
<tr>
<td>Self-confidence and pleasure in writing; joy in group conversation; appreciation of good writing.</td>
<td>Accuracy and legibility in work; good logical arrangement of written work; effective oral expression.</td>
<td></td>
</tr>
<tr>
<td>Interest in animal, plant, and insect life; correlation of numerical situations with life experiences.</td>
<td>Man's control over nature; use of science in the home; effect of weather on life; appreciation of mathematics and its part in life.</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 12
SUGGESTED DAILY SCHEDULE FOR YEAR ONE -- THE MODERN SCHOOL

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 8:30 to 9:30...  | News reports.  
|                  | Read news on bulletin boards, experience charts, plans, books, etc., for pleasure and information. Special attention for writing and number as the need for them arises. (See charts on writing and number, year one). |
| 9:30 to 9:45...  | Supervised games.  
| 9:45 to 10:45... | Music, which may be listening to musical instruments, playing on rhythm instruments, dancing, singing, etc. (See music charts for year one).  
|                  | Supervised mid-morning lunch.  
|                  | Supervised library reading with children having free choice of books. (See library skills, year one). |
| 10:45 to 11:00.. | Supervised games.  
| 11:00 to 12:00.. | Rest period (children lie flat on mats on floor).  
|                  | Reading, giving special attention to the mechanics. (See developmental charts of reading skills, year one). |

Noon

| 1:00 to 2:00... | Discuss problems related to social behavior, make plans for needed activities. (See units, year one).  
|                | Build, draw, paint, do clay modeling, sew, write, read, garden, etc., as need arises in development of units.  
|                | Make reports to the group and exhibit work accomplished.  
|                | Listen to constructive criticisms made by the group. |

*Texas Course of Study, Years One Through Three, Bulletin 391, p. 30.*
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 to 9:30..</td>
<td>Make news reports to group.</td>
</tr>
<tr>
<td></td>
<td>Post clippings from newspapers, magazines, etc., on bulletin board.</td>
</tr>
<tr>
<td></td>
<td>Read experience charts, plans, books, etc., related to the unit being</td>
</tr>
<tr>
<td></td>
<td>developed.</td>
</tr>
<tr>
<td></td>
<td>Special attention to writing and English as the need for them arises.</td>
</tr>
<tr>
<td>9:30 to 9:45..</td>
<td>Supervised games.</td>
</tr>
<tr>
<td>9:45 to 10:45..</td>
<td>Music. This may be listening to musical instruments, playing on rhythm</td>
</tr>
<tr>
<td></td>
<td>instruments, dancing, singing, songs related to unit being developed, etc.</td>
</tr>
<tr>
<td></td>
<td>Supervised mid-morning lunch.</td>
</tr>
<tr>
<td></td>
<td>Health discussions.</td>
</tr>
<tr>
<td></td>
<td>Supervised library reading with children having free choice of books.</td>
</tr>
<tr>
<td>10:45 to 11:00.</td>
<td>Supervised games.</td>
</tr>
<tr>
<td>11:00 to 12:00.</td>
<td>Rest period (children lie on mats on floor).</td>
</tr>
<tr>
<td></td>
<td>Read, giving special attention to the mechanics of reading.</td>
</tr>
<tr>
<td></td>
<td>Period for needed drill in number and spelling.</td>
</tr>
<tr>
<td>12:00 to 1:00..</td>
<td>Lunch.</td>
</tr>
<tr>
<td>1:00 to 2:30..</td>
<td>Discuss problems related to social behavior.</td>
</tr>
<tr>
<td></td>
<td>Make plans for needed activities.</td>
</tr>
<tr>
<td></td>
<td>Build, draw, paint, construct, sew, plant, etc., as needs arise in</td>
</tr>
<tr>
<td></td>
<td>developing unit.</td>
</tr>
<tr>
<td></td>
<td>Make reports to the group and exhibit work done.</td>
</tr>
<tr>
<td></td>
<td>Listen to constructive criticism of group.</td>
</tr>
</tbody>
</table>

*Ref., p. 55.*
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 8:30 to 9:30.... | News reports.  
--- Post and observe news on bulletin boards.  
--- Read books, reports, plans, experience charts, newspapers, etc., with special attention to mechanics of reading.  
--- Special instruction in number as need arises. |
| 9:30 to 9:45.... | Supervised games.                                                                                                                         |
| 9:45 to 10:45... | Discuss problems involving social relations.  
--- Make plans for needed activities (see Units, year three).  
--- Write stories of experiences, plans for work, names of committee members, and records of other activities with special attention to expression of ideas, spelling, and legible writing. |
| 10:45 to 11:00.. | Supervised games.                                                                                                                         |
| 11:00 to 12:00.. | Build, draw, paint, sew, garden, and do other activities as need arises in the unit. (See units for year three).  
--- Make reports to the group and exhibit work accomplished.  
--- Listen to constructive criticism by the group. |
| 12:00 to 1:00....| Lunch, rest, playground activities.                                                                                                       |
| 1:00 to 3:00.... | Music which may be of various types (see development chart, music, year three).  
--- Special attention to mechanics of spelling as need arises.  
--- Supervised library reading with children having free choice of books. |
Perhaps a few comments on the three preceding tables should be made. In the development of a unit, one cannot place definitely any particular subject or skill in a given period of time, but the teacher will realize that probably all skills function throughout the day. For example, in the supervised library reading-period there will appear opportunities for using English, for writing and spelling in keeping records of books, and perhaps for some use of number, even in the first grade. Throughout the three grades, when there is a felt need of drill, a special period should be given to it at the particular time and place it is needed. The schedules as presented are merely suggestive and should be adjusted to the special needs of the children concerned. The teacher should be careful to make adjustments to fit the needs of the pupils in order to maintain a live center of interest.

The program of the 1909 school is rigid and permanent; that of the child-centered school is very flexible, and it is tentative. It is a provisional plan for the work of the class. It is so flexible and so tentative that educational units may be developed, rich in group and individual activity; in opportunity for developing responsibility, initiative, cooperation, and scientific attitude; also in the need for information and skill. Such a program is rich in social meaning. These programs for the new school are planned by pupils and teacher, partially evolving from the newly discovered interests and needs of pupils.
The new program is also planned in skeleton only, by the teacher in advance.

The activity program has, beyond question, revolutionized practice in the public school. It has set high value on child interest and experience, it has stressed the importance of meanings and understandings; it has taken the school out into real life. Children have gained tremendously in initiative, poise, self-control, and group responsibility, as well as in growth in knowledge and in the development of skills, habits, and appreciations.
CHAPTER V

SUMMARY AND CONCLUSIONS

Resume of the Study

In Chapter I, an attempt was made to set out the main points in Dewey's philosophy of education for the purpose of tracing the contribution of the twelve points selected upon the modern curriculum.

The method used in presenting the material contained in Chapter II was to trace curriculum development from 1900 to 1939 by listing the basic philosophy underlying the written statements on curriculum building by twenty-two prominent educators of the period from 1900 to 1929 and paralleling these with the basic philosophy of twenty-two educators of the period 1930 to 1939. A close study of these excerpts enables one to see that the theory of education and curriculum is really undergoing radical modification. The group of the early 1920's added new subject matter. The traditional viewpoints gradually changed to the child-centered schools. In the late 1920's the educators and writers added many activities based upon child interests and child needs in an effort to bring into being a curriculum that would place the child and the school into closer relation with the social processes and
with the actual needs of the child.

The writers of the 1930's showed radical changes in method. This period witnessed widespread experimentation in method. Great emphasis was placed on significant pupil activity. In the late 1930's the views of the educators encompassed the school as a home or as living, and indicated the following trends in education: increased faith in the child-centered or activity school; recognition that child growth rather than the demands of subject-matter is the center of the school's activities; a recognition that education is the process of continuous reconstruction of experience; the emphasis of the school as a social institution; wider recognition that activities provide motivation for needed drill, but are not necessarily a vehicle for drill; increased view of pupil participation in the government of the school; increased view of cooperation between the home and the school; and a recognition of the fact that through reflective thinking the individual is enabled to direct his own life into socially useful channels.

The writer's conclusion formed from the study of the views of educators of the period given in their published books is that Dewey's basic philosophy underlies the viewpoints of the majority of the authors in the 1930's. Table 2 indicates that 81.8 per cent subscribed to the basic principle, "School is life," and 90.9 per cent believed that child growth rather than subject-matter is the center of school interests.
The second section of Chapter II deals with the trends of education as shown or reflected in the magazine articles from the prominent educative magazines of recent times.

There are no reversals back to the traditional school. All directions of change lead to the activity school. The trend is away from formal education toward the social education of the child, away from imposed discipline toward growth in responsibility.

In Chapter III Dewey's contributions to modern curriculum are traced through the reports and records of four outstanding professional groups: Twenty-sixth Yearbook of the National Society for the Study of Education; Thirty-third Yearbook of the National Society for the Study of Education; Part II; Fourteenth Yearbook of the Department of Superintendents, National Education Association; and Democracy and the Curriculum, the Third Yearbook of the John Dewey Society for the Study of Education. The composite report of each group was strongly in favor of the activity school. Dewey's philosophy was evident in the reports of each group. It is very interesting to note through all of the discussions and conflicts that each of the writers in his own way favored the activity school.

The investigation of state courses of study, as reported in Chapter IV, proved to be very interesting. These courses are the strongest evidence we have that Dewey's philosophy is basic in most of the courses of study. Many of them frankly
state that Dewey's educational philosophy permeates the whole course of study.

The comparison of a typical course of study program in 1916 with that of a typical activity program of 1938 gives vivid evidence of the change that has taken place in our schools of today. The 1916 program is a set program of the most traditional kind. The recitation periods were cut to very small divisions of time and each recitation was based upon a textbook, mostly to be memorized. The second program, that of 1938, was arranged to minister to the development of the growing child by overthrowing the traditional logically arranged subjects of study and substituting a curriculum of activities appealing to the interests of children and involving the learning of knowledge and skills as essential to the fulfillment of the activity. The daily schedule was more flexible. It gave the child more time and freedom to plan the activities.

Table 15 shows checks for each point in Dewey's philosophy, not as being 100 per cent prevalent in the schools, but as a judgment expressing the extent or degree of Dewey's basic principles as they have operated to influence curriculum development. For example, "School is life" is included in all views of the educators and in all the courses of study examined to a maximum degree, and "child-centered school" to a medium degree. This table is direct evidence of the great influence that Dewey has exerted on the development of the modern school
TABLE 15


<table>
<thead>
<tr>
<th>Dewey's Philosophy</th>
<th>Degree of Acceptance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum</td>
</tr>
<tr>
<td>School is life</td>
<td></td>
</tr>
<tr>
<td>Child-centered</td>
<td></td>
</tr>
<tr>
<td>Child growth</td>
<td></td>
</tr>
<tr>
<td>Experiencing</td>
<td></td>
</tr>
<tr>
<td>Interest and effort</td>
<td></td>
</tr>
<tr>
<td>Social institution</td>
<td></td>
</tr>
<tr>
<td>Pupil participation</td>
<td></td>
</tr>
<tr>
<td>Democratic construction</td>
<td></td>
</tr>
<tr>
<td>Teacher guidance</td>
<td></td>
</tr>
<tr>
<td>Dynamic teaching</td>
<td></td>
</tr>
<tr>
<td>Experimentation</td>
<td></td>
</tr>
<tr>
<td>Moral education</td>
<td></td>
</tr>
</tbody>
</table>

**How Dewey Contributed to Modern Curriculum**

John Dewey found a school that was traditional in all of its methods. It was a static and unimaginative institution.
organised around textbook subjects and it turned out unthink-
ing human beings. This kind of school has not entirely dis-
appeared from our midst, but it is rapidly disappearing. The
new school taking its place is transformed into a dynamic in-
stitution dedicated to childhood and to the enrichment of life;
a school where freedom is given to children to work and to
grow; a school where freedom is given to the children to lead
each day a normal life and to engage in fruitful studies and
activities and where the children will become thoughtful,
self-disciplined, vocationally effective social beings, capable
of the highest appreciations and aspirations.

Our schools are in the grip of a great transitional move-
ment. At close range it is most difficult to appraise all
of the forces that conspire to effect these changes. In large
measure they must be ascribed to the influence of a creative
thinker -- Dewey -- who, more than any other educational
philosopher, has affected schools in his own time.

Dr. Newlon pointed out that Dewey's influence came first
in a few experimental schools like those at the University of
Chicago. During the first decade of the century this influ-
ence was distinctly felt. In the second decade, these prin-
ciples were being accepted and tried out in public schools
throughout the United States. Through Dewey's earlier writ-
ings and his experimental school, the educational situation
was clarified by the revelation of "child growth" in a "social
institution" as the function of the school. The development
of the new school dates from these words. It was not until John Dewey opened the eyes of our educational leaders to the fact that school must help to adjust youth to the community life and to equip the adolescent for improving the economic and social world that the curriculum problem was viewed intelligently by many school people. After Dewey, the name most widely associated with these theories is that of one of his students, William H. Kilpatrick, a creative thinker who, through his writings, through the large classes which for nearly twenty years he has taught at Teachers College, Columbia University -- classes composed of teachers, school executives and supervisors from all parts of the United States and from foreign countries, -- and through his public lectures and discussions, is exerting a far-reaching and pronounced influence on education by stimulating thinking that is reflected in widespread experimentation with new procedures. And Kilpatrick says of Dewey:

But after all is said, school life everywhere in our country and in many distant parts of the world is finer and sweeter and more fruitful because of what he has taught. And the body of thought and practice still moves, even if slowly, more and more towards his teachings. A like effect the world has seldom if ever seen within the lifetime of the man himself.¹

¹William H. Kilpatrick, John Dewey, the Man and His Philosophy, p. 3.
pupils, and through his writings and lectures, Dewey's educational theories have been broadly scattered and have reached our schools throughout the land and have contributed the underlying philosophy of our modern curriculum. With the opening of the twentieth century, the emphasis upon the individual pupil was enlarged rather than replaced by an emphasis upon society. The need of developing the citizen to take part in an ever-changing society became the most important factor in education, and the idea that the school should be an example of community life and that this principle govern all plans of school work -- discipline, teaching, pupil activity, etc. -- gained in popular acceptance. As a result, we find that these things have been established in our schools. Dewey's contribution to the modern curriculum is, in short, the activity or experience curriculum.

Dewey has been the most potent factor in formulating guiding principles, promoting curriculum revision, and organizing extra-curricular activities. He has always stressed "cooperative and mutually helpful living" and has brought to the people of America as well as other nations the fundamental principles that should govern a modern educational program.
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Cheltenham Township, Pennsylvania.

Aliquippa, Pennsylvania.

Pasadena, California.

Goldsboro, North Carolina.

Detroit, Michigan.
Denver, Colorado.
St. Louis, Missouri.
New York, New York.
Fort Worth, Texas.
Houston, Texas.
Rochester, New York.
San Antonio, Texas.
Wilmington, Delaware.
Tulsa, Oklahoma.