

A PSYCHOLOGICALLY AND DEMOCRATICALLY SOUND SOLUTION
OF THE DISTRIBUTION OF HIGH SCHOOL OFFERINGS
IN AN AMERICAN CITY

APPROVED:

Harold Brinkholz
Major Professor

James F. Webb
Minor Professor

J. C. Matthews
Director of the Department of Education

Jack Johnson
Dean of the Graduate Division

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OF THE DISTRIBUTION OF HIGH SCHOOL OFFERINGS
IN AN AMERICAN CITY

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Joseph Doyle Smith, B.A.

149441
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CHAPTER I

INTRODUCTION

Problem

This is a study to determine a psychologically and democratically sound solution of the distribution of high school offerings in an American City.

Delimitation

The study is limited mainly to the city high school and the literature necessary to set up criteria for a sound psychological and democratic distribution of high school offerings for a city of some three hundred thousand population. Most high schools of the American city today are very little different from those of nearly a century ago. The subjects used then are still mainly the subjects used today. Some new subjects have been offered, but the same method of teaching prevails. It has been found that one high school within a city offers courses that are not offered at some or all the other high schools in that city. Some schools within that city are much better equipped than other schools. Taking an over-all picture of the true situation, there seems to be an inequality of educational opportunities for the youth of the average American city.

Definition of Terms

The word "sound" is used to mean a complete, strong, safe distribution of high school offerings, and is further defined and explained in Chapter II.

The term "high school" is used to differentiate between that school and the Junior High School.

The term "psychological and democratic" is also explained in Chapter II of this study.

Source of Data

The data used in the study were obtained from two main sources: "Bulletins of the National Education Association," and readings from writers and teachers in the field of curriculum education.

Proposed Treatment of Data

The first step in the study was an examination of the educational literature regarding the criteria for a sound psychological and democratic high school program. Sources used were books by educational writers in the field of curriculum education, and reports of committees of the National Education Association.

The second step was a study of several possible programs which included the present program in Dallas, Texas, "A New Curriculum" by Harold Rugg, "Education for All American Youth," by the Education Policies Commission of the National Education Association, and a democratic high school program

set up by the Secondary School Principals Association.

The third step was the application of these possible programs to the criteria for a sound psychological and democratic high school program which was set up in Chapter II of the study.

Related Studies

In making the study the writer found several related studies, though none was of the same type as this study.

In 1937-38 Bigelow¹ made a critical appraisal of the public secondary school program in Tennessee. The following are some of the conclusions drawn from this evaluation:

1. More than one-fourth of the students are now attending sub-standard schools.
2. The high schools enroll only half of the youth of high school age.
3. To double the enrollment would increase the costs to the extent that local districts could not pay for their schools.
4. The typical high school curriculum in the Tennessee public secondary schools is subject-centered, imposed from above.
5. Youth needs and interests are neglected or wholly over-looked in the preparation of curriculum materials.

¹R. Gilbert Bigelow, A Critical Appraisal of a State Secondary School Program, pp. 1-10.

This study in Tennessee differs from the present study in that the former deals with a state wide secondary education program, while the present study is concerned only with a secondary education program for a typical city of about 300,000 population.

Rainey,² in his book How Fare American Youth, wrote a volume devoted mainly to an analysis and statement of problems of American Youth. The problems presented were: Youth and Jobs; Youth and the Schools; Youth and Health; Rural Youth; Negro Youth; and Youth and the Home. He made no conclusions or suggestions for dealing with the problems. This study differs from the present study in that the former deals with problems on a National scale, while the latter is confined to a city secondary school program.

Reed,³ in his thesis, Curriculum Changes Needed for Waco State Home, made a study of the offerings at the State Home and those of the high school at Waco, Texas. His findings showed that there was a lack of necessary vocational training in the State Home School. This study, however, was limited to vocational training improvements.

The Educational Policies Commission⁴ of the National Education Association proposed a plan of secondary education

²Homer P. Rainey, How Fare American Youth, pp. 1-178.

³Walter Reed, Curriculum Changes Needed for the Waco State Home, Chapter V.

⁴Educational Policies Commission, Education For All American Youth, Chapter IV.

for the average city in 1944. This plan was to provide a continuous educational program throughout the period of youth. The curriculum of each school included four divisions of learnings, designated as vocational preparation, individual interests, common learnings, and health and physical education. The Commission proposed this plan while the war was on, and while industrial and vocational education was on the boom. All the schools included the main divisions of learning, but many of the vocational subjects were offered only at a technical school. This idea, along with the fact that the program was proposed to meet the conditions at the time of the war, makes this plan different from the present study.

CHAPTER II

CRITERIA OF SOUNDNESS FOR A SECONDARY SCHOOL

The purpose of this chapter is to establish standards or criteria of psychological and democratic soundness for a high school system in a large American city.

The Committee on Orientation of the Secondary-School Principals Association has given an extended discussion of the school curricula and the schools' functions.

They found that in the American high schools today, the curricula is organized in two ways. Under the more common type of organization, the subjects of the curriculum are grouped into department, such as history or science. What is taught in each of these department is organized into subjects --American history, or botany, for instance. Each of these subjects is further subdivided into sections or topics. The arrangement of these under each subject heading and of the subjects in each department constitutes the "conventional" organization of the curriculum.

Another type of organization, newer and more infrequent, but nevertheless, beginning to appear, disregards more or less completely the conventional plan of organization, substituting some other categories which seem to agree more closely with the functional use of knowledge. There are now

a few clear cut examples of complete departure from the use of subjects as categories, and some text-book writers are attempting to incorporate other than subject-categories into their text-books on certain subjects. This is an indication that there is a real effort to discover new and "more fundamental" categories.

Criteria

When are categories more fundamental? What is the influence of social philosophy? In answer to these questions the Committee held:

That how the school curriculum is organized, which is a basic question raised in this issue, as well as what shall be included in the content of the curriculum, should be determined by the function of the school in the society in which it exists. The curriculum of any school, public or private, is essentially the means by which those responsible for establishing the school and those responsible for sending children to it provide for these children what is considered to be an appropriate and desirable education. The form and content of the curriculum of every school system is and always has been retained without change, or is and always has been modified from time to time either on the basis of thought, experiment, tradition, prejudice, emotion, or the lack of these, as those in control of the system decide upon what is an appropriate and desirable education for the young. The only reason for the existence of any curriculum or for organizing it in any particular way is the better to accomplish the function served by the school. The organization of the curriculum into categories which may be the maximum contribution toward a realization of the function of the school. This committee believes that any categories under which the school curriculum is organized should be as fundamental as it is possible for those in charge of the school to

conceive of them and that their fundamentalness is dependent upon the closeness of the fit between them and the function of the school.¹

The various sections of this report, written by the different members of this Committee, show them to be in rather close agreement with respect to the special functions of the public schools in our American democracy. Many statements found in the discussion of the issues support the ideas presented by Briggs in his "Golden Rules" and in this "investment theory of education."² Taken by themselves, the statements of Briggs point out that the representatives of the State decide what are the "desirable things" and the "higher activities" on the basis of what it considers to be likely to help "preserve itself," "promote its own interests," and make itself "a better place in which to live and in which to make a living." This is to say that they show how the function of the school in any state is decided upon. The statements written by this committee go further in that they reflect what the members of this Committee think are the functions of the public school in a representative democratic state. Summarized, this Committee holds:

That a representative democracy is a form of social organization in which each person agrees with all other members of the society so to organize group life that

¹Committee on the Orientation of Secondary Education, "School Curricula and the School's Functions," Bulletin of the Department of Secondary-School Principals, No. 59, (January, 1936), p. 260.

²T. H. Briggs, Secondary Education, pp. 258-267.

each has an opportunity to grow; to develop; to attain to the highest level of welfare within the limits of his ability so long as in his efforts thus to advance his own welfare he does not, in the opinion of the majority, begin to deny a similar opportunity to others.³

What do we know about the psychology of learning which has to be taken into account in organizing a curriculum for secondary schools, and in deciding what categories should be used? This Committee thinks that the following propositions are of fundamental importance.

1. Learning proceeds more rapidly and tends to be more permanent when relationships between what is being experienced and the welfare of the learner are seen by him. Because of this it is said that the learning situation should be "meaningful;" "interest" must be present, or the learner must "give attention." In childhood and adolescence the "welfare" is conceived of as something relatively personal and immediate; with increasing intellectual maturity the learner may be equally well motivated by a relationship to welfare which he recognizes as more remote, impersonal, abstract, and intellectual. He is more likely than the immature to demand that this relationship be seen and accepted.

2. Learning proceeds more rapidly and tends to be more permanent when it is an outgrowth of, or a development from, the experience of the learner. This is a corollary of the above. Therefore, it is said learning proceeds "from the known to the unknown" or that we must "build on the past experience of the learner." The greater the degree of intellectual maturity attained by the learner the more experience there is to build upon.

3. Learning proceeds more rapidly and tends to be more permanent; in proportion to the amount of satisfaction the learner derives from the process of learning, and in proportion to the immediacy of the satisfaction. With the increasing intellectual maturity of the learner, the attainment of the satisfaction by the learner may be longer delayed with less

³Committee on Orientation, op. cit., p. 261.

danger of interfering with or inhibiting learning ideas about what values or satisfactions are to him worth a sustained effort. He is not only a more persistent but a more critical learner. The type of satisfaction must, therefore, vary from such elemental goals as having hunger appeased to more intellectual goals such as preparing for a state bar examination. Consequently, we read that immediate values are more potent than "remote" ones; "nothing succeeds like success;" learning should be an "enjoyable process;" and that for effective learning every learner must have a "worthy purpose."

4. Learning proceeds more rapidly and tends to be more permanent when it involves activity--physical and mental--one the part of the learner. This is true whether the activity is simple like "looking it up in the dictionary" or complex like functioning as a member of a student government body. With increasing intellectual maturity the character of desirable learning activities tends to become more highly organized whether mental or physical, more socially significant and to require a long period of sustained application. If it is self-initiated activity, for such the better as this is indicative that the relationship to one's own welfare called for in 1 above probably is apparent to the learner.

5. The probability that what is learned will later be recalled for use when needed increases in proportion as the learning situation resembles that in which the learning is used or applied. High degrees of intellectual ability and maturity probably supply sheer ability to bridge long gaps between the learning and the use-situations, but there is no advantage in leaving longer gaps than absolutely necessary. The common error in the secondary school is to over estimate the power of the learner to carry over from the learning--to the use-situation. Thus it is argued that "schools should be life-like;" that activities should be "drawn from life," and that Briggs' Golden Rules indicate the general nature of the curriculum.

6. The probability that what is learned will later be recalled for use when needed increases in proportion as the relationships between each element (skill, idea, fact, ideal) which is being learned and the other elements being learned is understood by the learner. It is greatest when many relationships between the elements being-learned-in-relationship and a larger more complete "whole" situation are seen by the learner.⁴

⁴Ibid., pp. 243-244.

The ability and determination to learn continues throughout life. It is because of this that programs of adult education are defensible and that some argue against childhood education becoming a "preparation for future living" and against its being a process of "storing for future use." With intellectual maturity comes a "present life" of greater strength and importance. There is, also, a cumulative ability to learn and to use what is learned, which will remain and perhaps increase through out most of life.⁵

This Committee, on the basis of the social philosophy and the considerations drawn from the field of psychology, makes the following deductions which, in its judgment, are of major importance in planning a curriculum for our secondary schools.

1. The content of the curriculum must be socially justifiable.
2. The content should be drawn from or related to the students' experience.
3. The content must involve what he recognizes or can be brought to recognize as of interest to him because it involves his welfare or the welfare of others for whom he is concerned.
4. The content of the curriculum should either extend the students' experience horizon or better relate what is already within it.
5. The content of the curriculum should involve a large quantity and wide variety of activities in which students can engage with a satisfying degree of success.
6. Most of the activities should be cooperative ones involving participation of all the members of the whole group. Individual activities may be fitted into this group activity and seen by each worker as his personal contribution to the success of the group project.

⁴Ibid., p. 265.

7. The activities included as curriculum content should be organized into situations which are as like ideal democratic life as possible without losing reality by loss of contact with the students' experience.

8. The curriculum should be organized to permit and encourage the development of specialized abilities in socially valuable ways.

9. The curriculum should recognize the increasing degree of intellectual maturity of the learners.

10. The curriculum should recognize that living, learning, and growing are inherently and intrinsically interrelated and any attempt to separate or isolate one from the other tends to stop all three.⁶

In the judgment of the committee, both the content and the organization of the curriculum must meet the demands of the above criteria. The curriculum must be a direct effort to educate the youth in such a way that they will want to make this country a better place for all to live and to make a living in.

William H. Burton has summarized some of the characteristics of learning and teaching in a secondary school. These statements are not considered as laws, but they are valuable general principles.

Characteristics of a Learning Organism

1. The learner is a behaving organism.
2. The learner is a goal-seeking organism. Activity is directed toward and controlled by purposes.
3. The learner reacts to whole situations or total patterns and not to isolated parts.
4. The learner reacts as a whole.
5. The learner reacts in a unified way.

Characteristics of Learning Processes

1. The learning process is experiencing, reacting, doing.

⁶Ibid., pp. 265-267.

2. The learning products are responses and controls of response, values, understandings, attitudes, skills.
3. The learning process proceeds best when the numerous and varied activities are unified around a central core of purpose.
4. The learning products accepted by the learner are those which satisfy a need, which are useful and meaningful.
5. The learning process proceeds and the learner grows through continuous individuation of new patterns out of original wholes.
6. The learning products are perfected through a series of discrete, definite experiences.
7. The process of organization may be slow and gradual, or rapid, or sudden.
8. The learning products, when properly acquired, are complex and adaptable, not simple and static.
9. The learning experiences, to be of maximum value, must be lifelike for the learner.
10. The learning experience, initiated by need and purpose, is likely to be motivated continuously by its own incompleteness.
11. The learning process and its products are conditioned by heredity and environment.
12. The learning process and its products are affected by the maturity level of the learner.
13. The influence of previous experience upon learning is regarded important.
14. The learning process proceeds best when the learner has knowledge of his status and progress.
15. The learning products are interrelated functionally but may be listed separately for discussion.
16. The learning process proceeds more effectively under that type of teaching which guides and stimulates without dominating or coercing.

Characteristics of the Teaching Process

1. The teacher will aid pupils in defining their purposes; set the state for the emergence of desirable purposes.
2. The teacher will aid pupils in choosing types of purposes that will lead to outcomes deemed desirable by our civilization.
3. The teacher will direct pupils in planning procedures for the achievement of their purposes. That is, the teacher will guide the learners into experience, out of every day living, which satisfy the selected purpose, which are continuous and interactive.

4. The teacher will guide pupils in a sufficient number of these experiences to guarantee, as far as it ever can be guaranteed, the acquisition of desired outcomes.
5. The teacher will guide pupils or help provide for numerous and diverse learning activities.
6. The teacher will help pupils in selecting experiences fitted to their abilities, needs interests, and levels of maturity.
7. The teacher will aid pupils in discovering how to judge their own progress and encourage self-evaluation.⁷

These principles of learning and teaching have been developed with special reference to general education. The purpose of general education is to develop the powers and abilities of the individual. General education, however, is not the whole story. Success in earning a living demands scores of specialized learnings. Special subjects organized as separate offerings are therefore natural and expected upon the upper levels. The junior college and the high school need at present a mixture of general unified courses and special subjects. The increasing inclusion in high school of all the children of all the people also necessitates methods adapted to different levels of maturity.⁸

In the Spring of 1944, the Educational Policies Commission of the National Education Association issued its first statement on educational needs. Here is a summary of the ten "imperative educational needs of youth" which was used as the basis for much of the program planning in secondary schools.

⁷ William H. Burton, The Guidance of Teaching Activities, pp. 211-214.

⁸ Ibid., p. 214.

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.⁹

These statements would have availed but little, however, had not the commission followed it shortly with the following proposals for a program of action:

⁹Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, pp. 225-226.

Raise the end of the period of compulsory education to the eighteenth birthday (or high-school graduation, whichever occurs earlier), in order that all may have the benefits of at least twelve years of education. The educational needs of youth and the responsibilities placed on schools are now so many, so varied, and so complex that the minimum time for school education must be increased, State legislation is required.

Make all three American City high schools comprehensive in purposes and programs so that all youth in the city may have access to equal educational opportunities, regardless of place of residence. We do not say, however, that all high-school programs should be identical. Some specialization, particularly in vocational fields, is clearly advisable. Action by the board of education is required.

Establish a free institution of public education above the high school in order to enable those American City youth, who wish to do so, to prepare for occupations that require one or two years of training beyond high school and to continue their general education at the same time. Studies of American City youth show that only twenty per cent of those who graduate from high school go on to college. At least an additional thirty per cent of the high-school graduates, however, state that they would continue full-time education beyond high school if opportunities were available locally for one or two years of vocational education in technical and semiprofessional fields combined with continuing civic and cultural education. Moreover, around forty per cent of those who end their full-time education at high school graduation or earlier say that they would be interested in continuing their education in part-time classes. This requires action by the state legislature, the state department of education, the board of education, and the voters of the district. But certain steps can be taken at once. The board of education can provisionally authorize the institution. The broad features of the initial curriculum can be tentatively planned. Preliminary plans and estimates of costs of buildings and equipment can be drawn up. And work can be started to secure the desired state legislation.

Develop a curriculum for Grades VII through XIV which will provide for all youth the experiences through which they can best grow in all the ways indicated in the statement of 'imperative educational needs of youth.' This curriculum should be planned as a whole, to cover the entire period of youth, from Grades VII through XIV. Whatever the administrative organization of the schools may be, it is essential that there be continuity of

program throughout these eight years. This requires the cooperative action of all teachers and administrators concerned with secondary education aided by groups of interested parents and other citizens.

Begin at once to develop an adequate system of guidance continuous throughout both elementary and secondary years. Allow adequate time for guidance on teachers' schedules and provide such specialists as may be needed. This requires action by the board of education and cooperative planning and action throughout the staffs of the schools.

Plan to secure the additional funds which will be needed: (1) to expand the high-school plant as needed to accommodate additional students; (2) to furnish additional types of educational service such as expanded vocational education and more adequate guidance; (3) to meet the city's share of the cost of building the proposed new community institute; (4) to finance the annual operating costs of providing education to some 2000 additional high-school students and the students who will enroll in the community institute; and (5) to provide financial aid to individual students who need to earn money for personal expenses. Funds will have to come from local, state, and federal sources. Begin at once a public relations program for increasing local funds. Support--if necessary, initiate--a campaign for state funds; and support the national effort to secure federal aid without federal control.

Invite the boards of education of the high-school districts in the region surrounding American City to join with this commission in planning an educational program to serve the youth of the region as well as the city, and particularly to share in the development of the American City Community Institute which should be a regional institution. Call in the state department of education at once to assist in this cooperative planning.¹⁰

The time for citywide action had come. The superintendent of schools and his staff and the board of education took up these generally accepted statements of educational needs and proposals for action and pressed forward, calling on many associated groups to continue to help as further planning was needed.

¹⁰Ibid., pp. 226-229.

There was one other problem discussed by the commission. This was the problem of how youth education should be organized. If the American City had been building a completely new program, it is probably that a 3-4-4 type of organization would have been adopted. That is, the elementary schools through Grade VI, lower secondary schools for Grades VII through X, the upper secondary schools for Grades XI through XIV.

The American City, however, already had its three high schools and six junior high schools, each with a faculty involved in the process of educational reconstruction, each with a relatively modern building, and each with assets in the form of community cooperation and goodwill. It did not seem advisable to change the structure of the school system if the educational ends could be attained otherwise.

What was essential, was that the educational program for the entire period of youth be planned and operated as a whole. From Grade VII through Grade XIV, the curriculum should be a continuing process. A 3-3-2 system, it was believed, would be better suited to such a program, provided that those in charge of curriculum construction always kept educational needs foremost in their thinking. It was decided to think of the junior high school as the lower secondary school, and of the new community institute as the advanced secondary school, and to plan the curriculum for all three levels.¹¹

¹¹Ibid., pp. 229-230.

After studying the various authorities quoted, it is the opinion of the writer that the secondary school program in a large city should have the following criteria of psychological and democratic soundness:

4. Psychological

1. The curriculum must be a series of guided experiences.
2. The learner must be satisfied and understand what he is trying to learn.
3. The learner must realize the benefits of what he has learned to his future life.
4. The curriculum should provide a program of physical and mental activity for the student.
5. A curriculum must be provided to fit into and be acceptable to the local community.
6. There must be provisions for individual differences.
7. The curriculum should be based on present conditions.
8. Curriculum can be accomplished only through assistance from many fields of study.
9. The curriculum must lead to some definite life objective.
10. The curriculum should be based on life.
11. The curriculum should be so constructed that it makes learning a real situation--a real experience.
12. Every teacher must be a counselor.
13. The teacher must help pupils select desirable purposes.

14. The teacher should help pupils select experiences that will fit their needs and abilities.

B. Needs

1. All pupils need to learn certain skills and attitudes that would make them more useful and successful in economic life.

2. All pupils need an understanding of citizenship and realize their responsibilities in a democratic society.

3. All youth need to understand the importance of the family.

4. Pupils need to know how to buy and sell intelligently.

5. All pupils need to know the main scientific facts about the nature of the world and of man.

6. All pupils need to grow in their appreciation of beauty, art, literature, and nature.

7. All pupils need to be involved in a good health and physical education program.

8. Every student needs to learn to respect others, and to work cooperatively with them.

9. Every student needs to develop his ability to think, to speak clearly, and to read with understanding.

C. Democratic

1. That we uphold and respect the Great Liberty documents of this country.

a. The Declaration of Independence

Preamble

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to separation.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of those ends, it is the right of the people to alter or to abolish it and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government.¹²

From this Declaration are some criteria of Democratic soundness:

- (1) A decent respect to the opinion of Mankind.

¹²William F. Russell and Thomas H. Briggs, The Meaning of Democracy, pp. 369-370.

- (2) That all men are created equal.
- (3) That all men have certain unalienable rights of life, liberty, and happiness.
- (4) That governments are instituted among men.
- (5) That governments obtain their powers from the consent of the governed.

b. The Constitution of the United States

Preamble

We, the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our posterity, do ordain and establish this CONSTITUTION for the United States of America.¹³

Bill of Rights
(First Ten Amendments)

Article I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Article II

A well regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

Article III

No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war, but in the manner prescribed by law.

¹³Ibid., p. 385.

Article IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article V

No person shall be held to answer for a capital or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia when in actual service in time of war or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be witness against himself; nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Article VI

In all criminal prosecutions the accused shall enjoy the right of a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Article VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved; and no fact tried by a jury, shall be otherwise reexamined in any court of the United States than according to the rules of the common law.

Article VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article IX

The enumeration in the Constitution of certain rights, shall not be construed to deny or disparage others retained by the people.

Article X

The powers not delegated to the United States by the Constitution or prohibited by it to the States, are reserved to the States respectively, or to the people.

The following points should be noted for their democratic soundness.

- (1) To establish justice
- (2) To insure domestic tranquility
- (3) To provide for a common defense
- (4) To promote the general welfare
- (5) To secure the blessings of liberty to ourselves and our posterity.
- (6) To have freedom of religion
- (7) To have freedom of speech
- (8) To have freedom of press
- (9) The right to have free meetings and petition the government.
- (10) No person to be deprived of life or liberty without due process of law.
- (11) The right of a speedy trial by jury
- (12) No excessive fines imposed.
- (13) No unusual punishments inflicted
- (14) Powers that are not specifically given to the United States are reserved to the people.

2. All high schools within a city should have programs that all pupils in the city may have equal educational opportunities, regardless of place of residence.

3. The curriculum should be planned as a whole, to cover the entire period of youth.

4. The curriculum should measure up to the conceptions of American democracy by Spears,¹⁵ namely:

1. Exalts individual worth and calls for respect for personality. ✓

2. Grants the individual the right to free speech, free press, free worship, free discussion and criticism, and the right to think for himself; but asks him to examine with an open mind the facts before he speaks or acts.

3. Asks the individual to assume the responsibility for his own action.

4. Asks the individual to share decisions and to cooperate with others for the common good.

5. Asks the individual to be tolerant of others, to respect their rights and opinions.

6. Asks the individual to be aware of the society's problems, to be ready to act for the common good, and to be alert to the improvement of the common culture.

7. Challenges the individual to improve conditions about him and to judge group action in the light of accepted social procedures.

8. Respects proper leadership and holds out to each properly qualified citizen the right to emerge as leader. Leadership is achieved rather than seized.

9. Cautions the leader that his successful action; in either personal or governmental affairs, is dependent upon enlightened public opinion.

¹⁵ Spears, Harold, Secondary Education in American Life, pp. 366-367.

10. Follows the will of the majority in determining the policy pertaining to the exercise of such rights as free speech, free press and free assemblage.

11. Marks democratic self-government as dependent upon self-discipline and self-reliance.

12. Provides a republican government of three branches, whose checks and balances protect the state against the rule of the mob as well as the rule of the dictator. (?)

5. The curriculum should observe the Hallmarks of Democratic Education.

1. Democratic education has its central purpose the welfare of all the people.

2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic conditions, or vocational plans.

3. Democratic education respects the basic civil liberties in practice and clarifies their meaning thru study.

4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.

5. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.

6. Democratic education uses democratic methods, in classroom, administration, and student activities.

7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.

8. Democratic education teaches thru experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege of authority.

9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.

10. Democratic education liberates and uses the intelligence of all.

11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.

12. Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to service in a great cause.¹⁶

¹⁶The Journal of the N.E.A., Volume 29, Number 7; (October, 1940) p. 196.

CHAPTER III

PROPOSED PROGRAMS OF SECONDARY EDUCATION

This chapter is an analysis of several programs of secondary education proposed to meet the demands of high school boys and girls in a relatively large city.

The High School program in Dallas, Texas, is taken from the General Information Bulletin concerning Dallas Junior and Senior High Schools, published by the authority of the Board of Education in June, 1946. For a better understanding of an over-all picture of the program some parts of this bulletin will be quoted.

Transfers.--Unless pupils are transferred, they are expected to attend high school in the district in which they live. When conditions will permit, transfers will be granted for good reasons. Pupils from all sections of the city may, as far as facilities will permit, be transferred to the N. R. Crozier Technical High School for courses not offered in their local high school.

N. R. Crozier Technical High School.--In general, the courses of study offered in the different high schools are the same, with the exception of the special, industrial, and technical courses offered at the N. R. Crozier Technical High School. In addition to the regular courses offered in the other high schools, this school has the industrial shops and offers a wide range of special courses designated to meet the need of different classes of students.

Hearing Conservation.--N. R. Crozier Technical High School is the hearing-conservation center for Dallas high school pupils. Hearing is one of the most important senses used in acquiring an education, and in preparing for efficient citizenship. Defects in hearing can often be cured by proper modern methods. With the assistance of expert aid such as is provided at the Technical High School, pupils hard-of-hearing

are taught to pursue a normal educational program and train for important vocational work.

Lip Reading and Speech Correction.--Courses in lip-reading and in speech correction are open to pupils with deficient hearing. Individual hearing tests are given all high school pupils reported by principals as needing this service. At the recommendation of the doctor in charge of school health, or of a reputable physician, pupils will be admitted to the class. Much of the handicap resulting from poor hearing can be overcome by taking advantage of lip-reading instruction. Pupils hard-of-hearing should join this class. The class meets daily for one hour for beginning pupils or for those who are severely deafened. Advanced pupils may register for this study on alternating days during the regular physical education period.

Choice of Course.--As far as practicable, pupils should plan their work for the entire high school period rather than for just one term; and include in their program subjects that promise to be of the greatest value to them, regardless of whether these subjects appear easy or popular.

Home-room teachers will keep a sheet for each pupil, on which the pupil's credits and plans for future high school work are recorded.

Accredited Units.--The Dall High Schools are accredited by the State Department of Education in seventy-seven units, as follows:

Art.	4	Journalism.	1
Aeronautics.	1	Languages:	
Civics	1	French	3
-Commercial Subjects:		Latin.	4
Advertising	$\frac{1}{2}$	Spanish.	4
Bookkeeping	$1\frac{1}{2}$	Mathematics:	
Commercial Geography.	$\frac{1}{2}$	Advanced Arithmetic.	$\frac{1}{2}$
Commercial Arithmetic	$\frac{1}{2}$	Algebra.	2
Commercial Law.	$\frac{1}{2}$	General Mathematics.	1
Junior Business Training.	1	Plane Geometry	1
Office Practice	$\frac{1}{2}$	Solid Geometry	$1\frac{1}{2}$
Salesmanship.	$\frac{1}{2}$	Trigonometry	$\frac{1}{2}$
Stenography and		Mechanical Drawing:	
Typewriting	3	Architectural Drawing	2
Cooperative Part-time.	2	General Drawing.	2
Diversified Occupations.	2	Machine Drawing.	2
Economics.	$\frac{1}{2}$	Music:	
English.	4	Vocal.	2
History:		Band	2
American.	1	Orchestra.	2
Ancient	1	Occupations	$\frac{1}{2}$
English	$\frac{1}{2}$	Printing.	2
Latin-American.	$\frac{1}{2}$	Public Speaking	$2\frac{1}{2}$

Modern.	1	Radio	1
Texas	1/2	Sciences:	
World	1 1/2	Biology.	1
Home Economics:		Chemistry.	1
Clothing.	1 1/2	General Science.	1
Foods	1 1/2	Physics.	1
Home Economics 7 & 8. 1		Physiology	1/2
		Shop Work	4

(No one school offers all these courses)

Designation of Courses.--Courses are designated for semester or term periods by Arabic numerals. Thus, English 1 means first-term English in the ninth grade; English 2, second-term English in the ninth grade. One-term courses, such as Commercial Law, usually have no special numeral.

Number of Subjects.--Ordinarily, pupils in senior high school will take subjects amounting to four or 4 1/2 credits a year in addition to Physical Education or R.O.T.C. Pupils with an average of B for the preceding semester and seniors who have passed all subjects (by approval of the senior counselor) may take five major subjects. In no case will pupils be permitted to take more than five major subjects. In addition to the four or five full-credit courses, pupils may enroll for Chorus, Band, Orchestra, or Typewriting. Not more than three credits may be earned in any one semester in these courses. Bible credit, however, may be obtained in addition to the above amount.

Requirements for Graduation.--A total of seventeen year-credits (units) or thirty-four term-credits (half-units) are required for graduation from the Dallas high schools, including the following:

- 3 units in English (ninth, tenth, and eleventh grades). (The State law requiring U.S. and Texas constitution study is met by this course.)
- 1 unit in American History
- 1 1/2 units in World History
- 2 units in mathematics: 1 unit in General Mathematics and one unit, elective, (Commercial Arithmetic 1, 2) may be offered to satisfy this requirement; any other combination of two units.
- 1 unit in upper-grade science (Physics, Chemistry, or Biology) or General Science 3 and 4.
- 4 years in Physical Education (State Requirement)

Major and Minor Sequences.--All pupils will be required to include in their high school courses at least three majors and one minor, or two majors and

two minors. English is one of the required majors. A "major" is three or more units of work in the same subject field; a "minor", two units of work in the same subject field.¹

The following is a list of offerings in the general high school of Dallas:²

A Capella Choir	History 1, 2, 3 (World)
Aeronautics 1, 2	History 7, 8 (American)
Algebra 1, 2, 3, 4	History 3, 4 (Modern)
Architectural Drawing 1, 2, 3, 4	History 5 (English)
Arithmetic, Advanced	History 6 (Latin-American)
Art 1, 2, 3, 4, 5, 6, 7, 8	History 9 (Texas)
Art Appreciation 1, 2	Home Economics 6 (Child Care)
Band	Home Economics 7 (Home Planning)
Bible 1, 2	Home Economics 8 (Home Management)
Biology 3, 4	Journalism 1, 2
✓ Bookkeeping 1, 2, 3, 4	Latin 1, 2, 3, 4
Chemistry 1, 2	Machine Drawing 1, 2
Chorus	Mechanical Drawing 1, 2, 3, 4
Civics (Social Science 3)	Military (R.O.T.C.)
Clothing	Music Literature 1, 2
✓ Commercial Geography	✓ Office Practice 1, 2
✓ Commercial Law	Orchestra
Economics (Social Science 4)	Physical Education 1, 2, 3, 4, 5, 6, 7, 8
English 1, 2, 3, 4, 5, 6, 7, 8	Physiology
Foods 1, 2, 3,	

¹General Information Concerning Dallas Junior and Senior High Schools, Bulletin No. 124, pp. 8-18.

General Mathematics 1, 2	Physics 1, 2
French 1, 2, 3, 4, 5, 6	Physics 2a
General Science 1, 2	Public Speaking 1, 2
Geometry 1, 2 (plane)	Public Speaking (Debate)
Geometry 3 (Solid)	Radio
✓ Shorthand 1, 2	✓ Salesmanship
Social Studies 1 (Elementary Civics)	Spanish 1, 2, 3, 4, 5, 6, 7, 8
✓ Typewriting 1, 2, 3, 4	Trigonometry

The courses listed below are those offered at N. R. Crozier Technical High School only.³

Advertising	Landscaping and Gardening
Art, Commercial 1, 2, 3, 4, 5, 6, 7, 8	Industrial Science 1, 2
Bookkeeping 5, 6	Machine Accounting 1, 2
Business Training 1, 2	Photography 1, 2, 3, 4, 5, 6, 7, 8
Business Psychology	Pottery 1, 2, 3, 4, 5, 6, 7, 8
Cafeteria Training 1, 2, 3, 4	Printing 1, 2, 3, 4, 5, 6, 7, 8
Commercial Arithmetic 1, 2	Related Mathematics 1, 2, 3, 4
Cosmetology 1, 2, 3, 4, 5, 6, 7, 8	Related Science 1, 2
Comptometer 3	Shop, General
English	Typewriting 1, 2 (Ninth Grade)
General Mathematics 3, 4	
General Science 3, 4	

²Ibid., pp. 28-35.

³Ibid.

The program in Dallas may be summarized under the heads of psychological criteria, needs, and democratic criteria.

1. Psychological criteria

- a. The curriculum provides a large variety of offerings, but not the same in all schools.
- b. The curriculum provides a program of physical and mental activity for the student.
- c. The curriculum makes limited provisions for individual differences.
- d. The curriculum is based on traditional subject matter.

2. Needs

- a. All pupils must be enrolled in health and physical education.
- b. All pupils must take one unit in upper-grade science (Physics, Chemistry, or Biology).
- c. Three units in English are required of all students.
- d. One unit is required in American History.
- e. One and one-half units in World History are required of all students.
- f. Every students must have two units in mathematics.
- g. All students have some time for elective courses.

3. Democratic criteria

- a. The curriculum provides for a study of the Texas and the United States constitutions.
- b. The curriculum recognizes freedom of speech and petition.
- c. The curriculum is planned to meet the requirements of college entrance.
- d. Pupils of a general high school may transfer to the Crozier Technical High School, if facilities will permit.
- e. The curriculum provides for student participation in certain school activities.
- f. The curriculum teaches respect for competence in positions of responsibility.

The Educational Policies Commission of the National Education Association has proposed a secondary education plan for the average American City. The American City might be any one of two hundred or more cities in the United States.

Secondary education in American City begins with the seventh grade, continues through the fourteenth grade, and includes all students from ages twelve through twenty. Although carried on through three institutions--the junior high schools, the high schools, and the community institute--the program is considered as continuous, and is planned accordingly. The plan is illustrated in Figure 1.

FIGURE 1

AMERICAN CITY SYSTEM OF PUBLIC EDUCATION*

	Grades	Adult Education	Age	To liberal Arts college, Technical Colleges, and Pro- fessional Schools
Secondary Education	14	Advanced Secondary School	19	
	13	(Community Institute)	18	
	12	Middle Secondary School	17	
	11	(Senior High School)	15	
	10		15	
	9	Lower Secondary School	14	
	8	(Junior High School)	13	
	7		12	
	6		11	
	5		10	
Elementary Education	4	Elementary School	9	
	3		8	
	2		7	
	1		6	
	Kinder- garten		5	
	Nursery School	-5		

The three high schools--Washington, Jefferson, and Lincoln--enroll 7,088 local students, or all the youth of American City under eighteen years except some seven hundred who attend nonpublic schools. In addition, there are 386 students in the high schools who live in suburban areas.

The community institute has 3,787 students; 2,481 from the city, 1,171 from the twelve town and village high schools, and 135 from the rest of the State. It also offers a wide variety of daytime and evening classes for adults, among whom are some 300 youth under twenty-one, who have left full-time school.

The curriculum of each school includes four divisions of learning, designated as "Vocational Preparation", "Individual Interests", "Common Learnings", and "Health and Physical Education". There is, also, a tenth grade course in science closely related to the course on "Common Learnings". The first two divisions are referred to as the "area of differential studies" since students elect their programs in these fields from a variety of offerings. The last two divisions and the science course are called the "area of common studies" since here all students follow the same general programs.

For a student following the usual schedule, vocational preparation will occupy one-sixth of his school time in grade ten, one-third in grades eleven and twelve, one-half in community institute. Common Learnings will occupy one-third of his time in each year of high school, one-sixth in community institute. Science will occupy one-sixth of his time in grade ten. One-sixth of his time will be given to health and physical education throughout the five years, and the same to individual interests.

The content of each of these divisions is summarized in Figure 2.⁴

⁴Educational Policies Commission, N.E.A., pp. 241-244.

FIGURE 2

MAJOR DIVISIONS OF LEARNING IN AMERICAN CITY

Grades	High School			Community Institute	
	X	XI	XII	XIII	XIV
1	<u>Individual Interests</u>				
	(Elected by the student under guidance, in fields of avocational, cultural, or intellectual interest.)				
-----*					
	<u>Vocational Preparation</u>				
2	(Includes education for industrial, commercial, home-making, service, and other occupations leading to employment, apprenticeship, or homemaking at the end of Grade XII, XIII, or XIV; education for technical and semiprofessional occupations in community institute; and the study of sciences, mathematics, social studies, literature, and foreign languages in preparation for advanced study in community institute, college, or university. May include a period of productive work under employment conditions, supervised by the school staff. Related to the study of economics and industrial and labor relations in "Common Learnings.")				
3	<u>Science</u> (Methods, principles, and facts needed by all students)	(Methods, principles, and facts needed by all students)			
	<u>Common Learnings</u>				
4	(A continuous course for all, planned to help students grow in competence as citizens of the community and the nation; in understanding of economic processes and of their roles as producers and consumers; in cooperative living in family, school, and community; in appreciation of literature and the arts; and in use of the English language. Guidance of individual students is a chief responsibility of "Common Learnings" teachers.)				
5					
	<u>Health and Physical Education</u>				
6	(Includes instruction in personal health and hygiene; health examinations and follow-up; games, sports, and other activities to promote physical fitness. Related to study of community health in "Common Learnings.")				

*Broken line indicates flexibility of scheduling.

**Heavy line marks the division between "differential studies" (above) and "common studies" (below).

Before moving on to a detailed description of the program, a few words should be said concerning the community institute. This is a new institution, only four years old, yet enrolling nearly 4,000 students. It was established because the people in American City came to the conclusion that a large proportion of youth needed free public education beyond the twelfth grade, chiefly to prepare them for occupations which require training beyond that which is possible in high school, and also to carry them on in a general education.

Following are some of the reasons why students attend the community institute.

1. Some students want to prepare for various technical and semiprofessional occupations which require all the training that high schools can give and one or two years in addition.
2. Some want advanced training beyond that which can be offered in the years of high school in the occupations for which high schools provide the basic preparation. Machine shop, metal trades, retail selling, office management, automobile and airplane mechanics, and the various building trades are examples.
3. Some want to prepare for admission to professional schools and the last two years of technical and liberal arts colleges. For various reasons, they prefer to take the first two years of college or university work while living at home. For them, the community institute provides courses comparable to those of the first two years of the four year colleges.
4. Some want to round out their general education before entering employment or becoming homemakers. To them, the community institute offers a wide range of elective courses in science, social studies, literature, languages, psychology, home economics, music, athletics, art, and handicrafts.

5. There is yet a fifth group, composed of adults and older youth, mostly employed, who no longer attend school full time, but who wish to continue their education during their free time.⁵

So much for the general picture of the program. Now let us look at the main divisions of the curriculum-- "Common Learnings", "Science", "Health and Physical Education", "Vocational Preparation", and "Individual Interest"-- and see what youth learn in each of these fields.

"Common Learnings"

The main purposes of the course in "Common Learnings" may be stated briefly as follows:

1. Civic responsibility and competence
2. Understanding of the operation of the economic system and of the human relations involved therein
3. Family relationships
4. Intelligent action as consumers
5. Appreciation of beauty
6. Proficiency in the use of language⁶

Perhaps the best way to introduce this course to the reader is by quoting from the latest edition of the "Students Guide to Common Learnings" supplied to all students at the time of enrollment.

"Common Learnings 10" is the first unit in a course that extends through the three years of high school and the two years of community institute. It meets for two periods daily, and is required of all tenth graders.

What does this title, "Common Learnings", mean? It means that this course consists of learning experiences which everyone needs to have, regardless of what occupation he may expect to follow or where he may happen to live.

⁶Ibid., p. 249.

A part of your time during the first week or two will be used to help you learn to feel at home in high school and to find out how to get around and what to do. You will be taken on a tour of the building to see all the school's facilities. You will talk about what is in store for you here, both in classes and in other activities. You will also visit the community institute to see what the school system has to offer those who continue beyond high school. All this will take only a few hours, but it may save you many costly mistakes.

You will study the matter of using your time efficiently. We all have exactly the same amount of time--twenty-four hours a day. But we differ greatly in the ways we use our time and in our abilities to use it well. A little time spent now in studying the use of your time may save you a great deal of time in the long run.

You will take some tests--tests of your speed of reading, of your understanding of what you read and what you hear, of your ability to express your thoughts orally and in writing, of your mathematical abilities, and of your habits of studying. Don't be frightened by that array of tests. For their one and only purpose is to find out whether you need any help in language or mathematics or in your study habits. If you do, your teachers will see that you get that help promptly.

In class, you will read and discuss what psychologists have to say that might help you to improve your own methods of studying, reading, and listening. You will also talk about planning and budgeting the use of your time--and practice it, too.

Along with these studies of your school and your use of time goes a third which may require eight or ten weeks. It is called "American City at Work," though it might be "Planning One's Work in the World." Here you will become acquainted with what people in American City do to earn a living. You will visit stores, factories, offices, the new airport, and other places where people work. You will see motion pictures which will help you to understand the many different jobs that have to be done in a factory, a department store, a hospital, or a railroad terminal. You will listen to talks by employers and workers and teachers in various vocational fields. You will read about occupations, and find out which fields offer the most openings nowadays and which are overcrowded. You will learn about the work of the public employment service, the occupational research bureau, and the occupational planning council.

At the same time, with the help of your teacher, you will be learning more about your own abilities and aptitudes, and checking these against the requirements

of the occupations in which you are interested. Perhaps you have already decided what occupation you want to follow; or maybe you haven't. This study should be helpful to you in either case.

Finally, you will try to fit these industries and businesses and other occupations together into what we call an economic system and see how the various parts depend on one another and how the system operates as a whole. You will have to come back to that again and again in later grades, but you will make a good beginning in tenth grade.

That is as far as "Common Learnings 10" is planned and scheduled in advance. As for the rest, you will be given the general purposes of the course and the areas within which you will be expected to work. Within these limits, your teacher, your classmates, and you will decide on the topics and problems which you will study and the order in which you will take them up.

Now, that these purposes and areas of work for tenth grade. We have already told you about two of them. One is to help you to make the most of your years in high school; to make wise choices of courses and activities; to study; to read, and listen efficiently. The second, as we have just seen, is to make you acquainted with American City at work and to help you on your way to finding a useful place in the world of work.

A third and very important purpose of this course is to help you grow in knowledge of your city, and in usefulness as a citizen. In order to be a good citizen in these times, you have to know a great deal about the world you are living in.

A fourth area is "family life". Do you know that your experiences in your home have probably had more influence on your personality than all the other experiences of your life? Too often we assume that we know how to be good members of families without giving the matter any thought. Indeed, there are many people who have spent years in getting ready for jobs in factories or stores and who will rush into the far more important and more difficult job of making a home without any preparation whatever. In the course in "Common Learnings", you can learn a great deal about the conditions of successful family life, which will help you to be a better member of your family, both now and later.

The fifth area we call "consumer economics". Those are big words, but don't let them frighten you. What we mean is this: Every day you are a consumer of goods and services--of food, clothing, recreation, education, and many others. Now, do you know what you are

getting for your money, or for your father's money, or for the tax money that is being spent on you? Are you getting your money's worth? How do you know whether you are or not? And how can you know? How does one determine what is a fair price for a product or a fair charge for services? Does it make any difference in the long run whether you spend your money for product A or product B? Whether you buy from merchant X or merchant Y? These are some of the questions you encounter very quickly when you start studying consumers' problems--as you will study them somewhere in the "Common Learnings" course.

Sixth, and last, is the area of growth in ability to use the English language. Whatever your future career may be, you can have no more important assets than the ability to express your thoughts clearly in spoken and written English, and the ability to understand the spoken and written words of others. In "Common Learnings" you will be listening, reading, speaking, and writing every day, and instruction and practice in English will be a part of your regular work.⁷

Such is the plan for tenth grade. The work of the course in the eleventh grade consists chiefly of education for civic competence. After describing the course in the tenth grade, the authors continued:

As far as civic education is concerned, the eleventh grade course is continuous with the tenth. Here also, the aims, at the start, are to help students to become better acquainted with their city and to help them to keep on growing in usefulness as citizens.

The practical difficulties of civic education are greater in cities than in small towns and rural communities. In the latter, all the students are able to go out and see their community for themselves. When they study occupations, they see them in action. When they study health, recreation, public services, community organization, and the like, they gather many of the pertinent facts through personal observation.

Such experiences are only rarely possible in high schools in a city of 150,000. Now and then a class may make a fairly complete first-hand study of health, or housing, or recreation within a neighborhood, or have a

⁷Ibid., pp. 252-256.

significant part in some community improvement project. But it would be nearly impossible to arrange such experiences for all students.

This year the course moves on to the more complex aspects of city life.

Classes study the city's people, finding out who they are and where they live. They learn that they live together in neighborhoods, by races, by nationalities, and to some extent by family incomes. They find that there are many communities within the city community, and that some of these have their distinctive churches, clubs, fraternal and political organizations.

Classes study the employment situation and the critical problems which may develop in the years just ahead when the reserve supply of wartime demands and wartime savings have been used up. They try to find out about the steps being taken and the plans proposed to meet those problems if they come.

Students become more familiar with the city planning commission and the various voluntary planning groups associated with it. They find that the work of these planning groups now embraces many areas--economic development, employment, housing, health, recreation, education, parks, libraries, traffic, transportation, land use, public utilities, and others. These reports furnish a wealth of materials for use by classes, no matter what problems they may be studying.

Before a half of the year has passed, most students have a fairly clear idea as to what the city's main problems are. Moreover, by this time they see that all these problems have connections. The connections reach out into national and world situations. They reach back into causes and movements of the past. Local problems of employment are seen to be connected with national and world economic conditions.

Most of our students soon realize that they will not make much progress in dealing with problems that are rooted in the past unless they know something about the roots. They see that without this knowledge they will blunder along and make all sorts of mistakes which are quite unnecessary. They are ready, therefore, to spend practically all the latter half of the year in studying the history of American civilization.

We do not attempt to teach the whole of American history within one school year, for we do not think that anyone will learn the whole of history at a single reading. History is, rather, a lifelong study. One searches the past for light on some particular problems of the present, and having found light, he acts more intelligently.

So when we teach the history of American civilization in eleventh grade, we focus it on the issues in the life of American people today, of which students are most keenly aware. Events and movements of the past become alive, because students are always searching for and finding their connections with the present. Most of the things students learn about the past become useful to them at once as aids to intelligent action in the present.

Note that we have called this the study of the history of American civilization--not of government, or industry, or any other part of civilization. The most important things about a civilization are the ideas and the ideals of the people. Such things are often vividly expressed in literature and art.⁸

For information concerning the third year, the authors continued to quote from the guide.

Just as the eleventh-grade moved to the study of the city in a national setting, so the twelfth-grade course moves to the study of the nation in a world setting. The eleventh-grade study of the history of American civilization has supplied a good background of information as well as a knowledge of where to go and what to do to get more information as needed.

Each class must make careful choice of areas to studied, for national and international problems are many and difficult. It is better by far to select two or three domestic problems and the same number of the international, and to study these thoroughly, than to rush superficially through a large number.

During this year, students become familiar with the foremost thinking about plans for maintaining our domestic economic system at a high level of employment and production--the nation's number one problem just now. Their acquaintance with city planning helps them to understand planning on the national scene and the relations between local and national planning.

The twelfth-grade "Common Learnings" course has another purpose, no less important than this expanding civic aim. That purpose is to give every student a wide range of opportunities to grow in ability to appreciate and enjoy beauty in literature, art, and music. Literature and the arts have been studied

⁸Ibid., pp. 257-263.

incidentally throughout the course, but now they become the matter of chief concern for perhaps as much as half the class time during the year.⁹

One-sixth of a student's time is given to "Common Learnings" in Grades XIII and XIV. This is the community institute. The course during these two years consists chiefly of study and action in the field of citizenship.

There is a continuing study of current problems and their historical backgrounds, divided about equally between problems of the city and region, on the one hand, and of the nation and the world, on the other. A student is in the same class throughout the two year, so his program has continuity.

The aim in the community institute is to develop well-informed average citizens, rather than specialists in any field.

The community institute students are often able to take a direct part in city planning projects. Most of these projects requires the assembling of a great amount of material. Each year now there are several institute classes engaged in gathering and organizing data; preparing statistical tables, charts, and maps.¹⁰

Science

The need of all youth to understand the methods of science was one of the ten imperative educational needs of youth. In

⁹ Ibid., pp. 263-264.

¹⁰ Ibid., pp. 265-266.

order to meet this need, a basic course in science is a required part of the program of all tenth-grade students.

The chief aim of this course is to help students understand the social significance of science. In American City, attention is given to the effects of science on urban life and on industry. Great stress is placed on the possibilities for improving health, housing, and home and neighborhood life through the application of scientific knowledge to the planning and development of cities.

Health and Physical Education

The schools of American City seek to promote the health of children and to keep them physically fit. The following six features are particularly noteworthy:

1. Thorough and complete health examinations lead at once to effective follow-up with students and their parents, to individualized programs of health instruction, and (when needed) to plans for correction of defects or treatment of disease.

2. The health of students has become a chief concern of the entire school, and health-promoting activities are found throughout the school program.

3. The activities of schools in behalf of students' health are extended to homes, to neighborhoods, and to the city as a whole.

4. In the American City high schools and in the community institute, each student follows a program of physical conditioning based on the results of his health examination and on information gained by the physical education teacher from other tests and from observation.

5. Beyond his physical conditioning program, each student has an area of free choice of physical activities.

6. The schools endeavor to extend physical education outward into the community and onward into the years of adult life.¹¹

Vocational Preparation

The program of vocational education is based on a study of the occupations in American City. The commission on post-war education drew up a statement of seven qualifications of the person equipped for work in the cities.

1. The youth prepared to be a successful worker in any occupation should have mastered the basic skills of his occupation and as much of the related scientific and technical knowledge as is possible within the limits of his abilities and the time available.

2. He should have had experience in productive work under conditions of regular employment (or conditions approximating those as nearly as possible), where he can learn the requirements of work for production and be helped to develop those personal qualifications of dependability, cooperation, and resourcefulness which bulk so large as factors in success.

3. He should know the requirements for entering the occupation in which he is interested--such as education, apprenticeship training, health and physical fitness, previous experience, and union membership (if required). He should also know how to go about getting a job through the public employment service, the personnel offices of employers, and (in some cases) the labor unions.

4. He should understand the functions both of management and of employees' organizations in his occupation and the relations between them. He should be acquainted with the purposes and operations of labor unions.

5. He should understand the relations of government to his occupation--the applications of federal and state laws relating to such matters as unemployment compensation, old age and survivors' insurance, employers' liability, collective bargaining, and safety provisions.

6. He should know how the industry, business, profession, or service field which he expects to

¹¹Ibid., pp. 271-281.

enter, operates as a whole, and about its place in the life of the city. He should be familiar with the most reliable predictions as to the future of his occupation and with the work of local planning bodies which relate to his work.

7. Finally, he should know how to use the public services available to him after he leaves full-time school--particularly the services to placement, guidance, advanced vocational training, recreation, health, and civic education.¹²

Individual Interests

The demands for civic, vocational, and health education for youth are sometimes so great that young people neglect their own individual interests. The American City schools have recognized this and have arranged the program so that one-sixth of the student's time is spent in activities in which he is really interested.

The program is extremely broad. It includes reading, a wide variety of hobbies, the playing of musical instruments, singing, painting, photography, handicraft activities, dramatics, and interests in attending opera, movies, and concerts.

Since the purpose of these activities is primarily avocational, no effort is made to develop professional artists.

Students' choices of individual interest courses are not restricted to leisure-time activities. A student may have a desire to study chemistry or literature, apart from the needs of his prospective vocation. If so, he is free to pursue this interest in his elective period.¹³

¹²Ibid., pp. 289-290.

¹³Ibid., pp. 307-308.

Guidance

The need for providing an adequate system of guidance was recognized early in the process of planning for post-war schools. After careful consideration, the commission on post-war education recommended that the chief responsibility should be placed upon the teachers, and that specialists be used only when necessary to supplement teachers. Two other recommendations were made: the new "Common Learnings" course should meet for an average of two periods daily, thereby giving the teachers time to become acquainted individually with their students; and that all teachers serving as general counselors should be allowed time on their working schedules to perform their counseling duties.¹⁴

A summary of this program was prepared in the fall of 1944 by the National Association of Secondary--School Principals, under the title of "Planning For American Youth".

According to this bulletin, the pupils in American City are at present working with a curriculum which contains the following divisions:¹⁵

Personal Interests -- Grades 7,8,9
 Individual Interests -- Grades 10,11,12,13,14
 Vocational Preparation -- Grades 10,11,12,13,14
 Common Learnings -- Grades 7,8,9,10,11,12,13,14
 Health and Physical Fitness -- Grades 7,8,9,10,11,
 12,13,14

Figure 3 shows the four major areas of the curriculum in American City.

¹⁴Ibid., pp. 309-310.

¹⁵National Association of Secondary-School Principals, Planning For American Youth, N.E.A., p. 47.

Figure 3

THE CURRICULUM IN AMERICAN CITY DIVIDED INTO
FOUR MAJOR AREAS

Periods per day	G R A D E S							
	Early Secondary School			Middle Secondary School			Advanced Secondary School or Community Institute	
	7	8	9	10	11	12	13	14
1	<u>Personal Interests</u> Exploration of personal abilities and individual interests; discovery of interests in art, music, science, languages, sports, crafts, home and family problems, and leisure activities.			<u>*Individual Interests</u> Election by the pupil under guidance of teacher in fields of avocational, cultural, or intellectual interest.				
2				<u>Vocational Preparation</u> Includes the study of science, mathematics, social studies, literature, and foreign languages, in preparation for advanced study in Community Institute, college and universities, as well as education for industrial, commercial, home-making, service and other occupations, leading to employment, apprenticeship or home-making at end of grade 12, 13, or 14, and work experience.				
3								
4								
5	<u>Common Learnings</u> A continuous course in Social Living to foster growth in personal living and in civic competence.			Guidance of individual students is a chief responsibility of Social Living teachers.				
6	<u>Health and Physical Fitness</u> Includes games, sports, and other activities to promote physical fitness, together with the study of individual and community health.							

*Broken line indicates flexibility of scheduling for youth who need to spend more time in either of these areas, depending upon their occupational or future education plans.

From this study we can see that the Secondary-School Principals endorse the program set up by the Educational Policies Commission.

The following is a summary of the outstanding characteristics of this program:

A. Psychological features

1. The program provides for a series of guided experiences.
2. The program is planned to satisfy each pupil.
3. The program provides for physical and mental activity.
4. The curriculum is designed to be acceptable to the local community.
5. The curriculum provides for individual differences.
6. The curriculum is based on present conditions.
7. The curriculum recommends that every teacher be a counselor.

B. How the program meets the needs of the students.

1. All students may learn skills needed for economic life.
2. All students are given training in citizenship.
3. All students are in a program of health and physical education.
4. All students must take a course in science.

5. All students are trained in cooperative living in the family.
6. All students are trained in the art of buying and selling.
7. All students are trained to appreciate beauty, art, and literature.

C. Democratic elements

1. The curriculum is planned to cover the period of youth.
2. The curriculum gives the individual the right to free speech, press, and discussion.
3. The curriculum provides for individual responsibility.
4. The curriculum is planned to train students to cooperate with others.
5. The curriculum is planned to be flexible.
6. The program attempts to use the intelligence of all.

The following program is one offered by the Committee on Orientation of the Department of Secondary-School Principals. It is a plan to reorganize the curriculum so that the proposed functions of the secondary school would be consistent with present-day psychology. The proposed functions derive from the "Golden Rules" and the "Investment theory" of Briggs.¹⁶ Interpreted by this Committee, these statements require that the schools have a double function, firsts, the improvement of human relationships, and second, to develop the ability to use the natural resources of society's physical environment so that they will contribute to the development and welfare of all.

1. Accept as fundamental to all planning for public education the 'investment theory' and test all proposals against it.

2. Accept the two major functions for secondary Education in America as stated herein or formulate other more acceptable ones.

3. Set up these major categories and evaluate the organization and content of the curriculum in terms of their probable success in contributing to the achievement of the educational purposes underlying them.

4. Accept as psychologically sound the interrelatedness of living, learning, and growing, and plan the content of the curriculum, the methods of teaching, and total experience involved in attending the school with full recognition of this condition in mind.

5. Consider the following suggestion for daily program for a Junior school (Grades 7,8,9,10) and a Senior school (Grades 11,12,13,14) and begin to bring the present thought and practice in schedule and program making into line with this one or another better one if and as proposed.

¹⁶Secondary-School Principals, Bulletin No. 59, 1936, p. 280.

TABLE 1

SUGGESTED DAILY PROGRAM FOR A JUNIOR
AND SENIOR HIGH SCHOOL - GRADES
7-14

Grades 7,8,9,10

Program Units	Minutes	Activity	Per cent
2	60	Social Studies and Activities (including English)	18
2	60	Science (including Health)	18
2	60	Service courses	18
2	60	Play	18
3	90	Exploratory Opportunity for Special Ability Discovery and Development	27
<u>11</u>	<u>350</u> net (6 hours gross)		<u>99</u>
	Grades 11,12,13,14		
2	60	Social Studies (including English)	15
1	30	Service Courses	8
2	60	Play, Health, and Physical Recreation	15
4	120	Major Interest	30
4	120	Minor Interest	30
<u>13</u>	<u>480</u> net (7 hours gross)		<u>98</u>

Note 1. The Human Relationship core is the first major category. It includes the use of much of the content now thought of as English, Social studies, Play and Health. It should contain the integrating social experience which should be common to all. Further (specialized) education in these areas for those interested and able is available in the upper years, especially as a major or minor interest program.

Note 2. The service courses area is in reality an upward extension of the elementary-school curriculum to meet special individual deficiencies. This

is patterned on present college practice of carrying elements of secondary education even into graduate schools to meet "shortages" with which some students are still struggling. It is not an inherent part of the secondary-school program as herein proposed but is included to meet an existing situation arising out of deficiencies in previous educational opportunities or the presence of personal physical handicaps. At present, it should involve a practice opportunity for those who needed better command of fundamental processes of mathematics, English composition, spelling, handwriting or typewriting, speech, reading, and corrective physical and health education.

Note 3. The Use and Management of Society's Environment (for brevity, shown on diagram as Science) is the second major category. It should incorporate the experience with the environment considered essential for all to have. Due to the limitations of graphic representation it appears to come to an end at the close of the tenth year. It must be remembered, however, that its study would be continued by many, either as a major or minor interest.

Note 4. The Special Ability and Exploratory Opportunity provision permits beginning of differentiation essential to discovery and development of major interests and abilities. This, however, is not extra-curricular in any sense, as no socially justifiable school experience can fall wholly outside of the activities involved in the two major categories (cores), for everything grows out of experience with the social, biological, or physical environment. This provision simply amplifies the opportunity for further differentiation provided for by the minor categories falling under each major one.

Note 5. The Major Interests program of each student also must be an elaboration of some elements of the two cores for the same reasons. In this major interest sector, extra time is spent on human relationships problems, or science is continued for some students though not as a constant. For some students, this area represents (at first) pre-vocational or pre-professional (now called college-preparatory) experiences and in the later years vocational and professional education. It must be based upon discovered interests (purposes) and abilities of the learner potentially most profitable to society and satisfactory to the individual. Hence an appraisal and guidance service is an essential feature of school administration.

Note 6. The provision for Minor Interests is avocational and recreational in nature. Recreation on the diagram is meant to imply chiefly physical recreation. Minor interests include mental and social recreation, and activities usually called "hobbies". The cultural advance depends upon the number and variety of interests. This is true for a society as well as for an individual; therefore, this is a justifiable expense for society to incur.

6. Consider the present school program. Decide to which category (if to any) each element of it should be assigned and how it would have to be modified, reorganized, and supplemented better to serve the purposes of the proposed secondary school.

7. Set up a plan for systematically making such modifications, reorganizations, and supplementations and inventions as would bring each element of the school's program and activities more into harmony with the functions to be performed by the curricular category to which it has been assigned. Holding the first four of the above proposals in mind, continue to select and organize activities and content more effectively to get the results demanded by these proposals until conventional-subject organization has been abandoned wherever and to whatever degree experience determines to be desirable when the proposed functions of the secondary school are honestly and intelligently sought.

8. As this content and these activities are selected and instituted, begin to bring together under minor categories those sets of experiences that should be included to produce common or similar types of growth in various types of youth. Arrange these sets of experiences and the unit-experiences in each set into a good order for producing this growth. Many of these sets will, of course, involve growth along several socially desirable lines rather than along one alone. If the experiences are really like those of life, this is inevitable. Assign such to the minor category concerned, with the production of the kind of growth with which they are chiefly concerned. When this is impossible to decide because two or more kinds of growth are so closely intertwined, assignment to one of several minor categories will be satisfactory. Continue until all of the school's program is recognized as belonging chiefly to one of the minor categories.

9. Check over the minor categories under each major division to see if all the recognizably important kinds of growth needed to serve the school's major functions are provided for. If not, add others and

provide appropriate sets of experience. Check over the experience provided under all minor categories to decide whether a desirable amount of the best kind of experience (content) is provided under each. Change this content (that is, reconstruct the curriculum) from time to time and place to place as developments and changes, both within and without the school, make such changes possible and essential to the effective accomplishment of the school's functions.

10. Consider casting these revisions into the form of pamphlets (study-activity or work-guides) to be provided each pupil for each 'set of experiences' under each minor category. These should be thought of as suggesting several possible ways by which an individual or a large or small group may proceed to carry out experiences by which the accepted purposes in terms of desirable growth may be achieved."¹⁷

In the light of what this Committee considers to be a sound educational program in our American democracy, the Committee did not believe that a curriculum using the conventional subjects would be a satisfactory method of procedure. It, therefore, supported the program involving categories which are more fundamental and directly concerned with the proposed functions of American secondary schools.¹⁸

The outstanding characteristics of this plan may be summarized as follows:

A. Psychological characteristics

1. The program must be based upon discovered interests and satisfactory to the individual.
2. The pupil must realize some future benefits.
3. The curriculum must provide for a program of physical and mental activity.
4. The program must provide for individual differences.

¹⁷Ibid., pp. 285-289.

¹⁸Ibid., p. 290.

5. The program must be based on present conditions.

6. The program must be based on life.

B. Needs of the pupils

1. Every pupil needs effective training in citizenship.

2. All pupils must realize the importance of the family.

3. All pupils need to know the basic scientific facts.

4. All pupils need a good health and physical education program.

5. All pupils must learn to respect others.

C. Democratic

1. The curriculum must be planned to cover the entire period of youth.

2. The curriculum respects the right of the pupil to free speech, free press, and free discussion.

3. The program must consider the welfare of all the people.

4. The program must teach thorough experience.

Harold Rugg, in 1936, proposed a program of secondary education which is illustrated in Figure 4.¹⁸

¹⁸Harold Rugg, American Life and the School Curriculum, pp. 354-355.

FIGURE 4

RUGG'S PROPOSED PROGRAM OF SECONDARY EDUCATION

A Next-Step Junior-Senior High School Program

I. The Life of the School as a Whole; The Heart of the Curriculum.

Practicing competitive individuals in social co-operation through the school assembly and council, class councils and committees, the newspaper and magazine, the court, athletic, literary, dramatic, and scientific organizations. The co-operative participation of students in the group activities of the school develops social techniques--for example, organizing people, taking part in open-forum discussion, and planning excursions. These are not extra-curricular; they are the crux of the curriculum.

	Grades VII, VIII, IX	X	XI, XII
Time: 1 hour daily. Grades: VII-XII	II. Body Education.		
	<ol style="list-style-type: none"> 1. Participation in intramural outdoor and indoor games--tennis, baseball, football, and basketball. 2. Use of the modern dance and its integration with literature, dramatics, pageantry, etc. 3. Integration of the foregoing with the scientific data of body engineering, also with work of VI, "The Study of Personality and Human Behavior". 		
Time: 1 to 1½ hours daily each year. Grades: VII-XII	III. The Study of Man and His Changing Society--The New Social Science. A. Introduction to American civilization and culture. An integration of all factors necessary for intelligent understanding and participation. 1. Contemporary	A world view of the development of civilization and cultures (World History, Social Anthropology, etc.)	A critical study of problems and issues of our changing American civilization (Economic, Political, Social, Cultural.)

FIGURE 4 (Continued)

	Grades VII, VIII, IX	X	XI, XII
<p>Time: 1 to 1½ hours daily each year. Grades: VII-XII</p>	<p>a. Economic life b. Government c. Social and aesthetic life 2. Historical a. Economic life b. Government c. Social and aesthetic life Including geographical and psycho- logical factors. B. Introduction to 12 or 15 key civili- zations and cul- tures, the modern world. 1. Changing in- dustrial: Great Britain, France, Germany, Japan, and their em- pires. 2. Changing agri- cultural: Russia, China, Japan, India, Near East, Mexico, and other Latin American ex- amples. 3. Simple types: For example, island types (Samoa) de- sert or steppe types, Central African types.</p>		
<p>Time: 1 to 1½ hours daily. Grades: VII-XII</p>	<p>Iv. Introduction to Creative and Appreciative Arts 1. Reading, observation, listening to and critical discussions of poetry, fiction, novels, plays, music, painting, sculpture, and architecture.</p>		

FIGURE 4 (Continued)

	Grades VII, VIII, IX	X	XI, XII
Time: 1 to 1½ hours daily. Grades: VII-XII	2. Excursions to galleries and museums, concerts, theaters, etc., including in upper years. A world history of literature and the other fine arts. Closely integrated with "A World View of the Development of Civilizations and Cultures".		
Time: 1 hour daily. Grades: VII-XII	V. Creative Work Period (individual and group creative activity.) 1. Teachers and rooms available in all the arts and sciences at stated intervals; library and reading rooms, laboratories, art and music studios, shops, theater, student periodicals, offices, clubrooms, etc. 2. All activity voluntary; carried on in individual or group "projects" or "research units".		
Time: 1 hour daily. Grades: VII-XII	VI. A. Introduction to the physical and natural world. An integration of all factors necessary for intelligent understanding and appreciation of concepts and laws.	VI. B. The study of Personality and human behavior. A Critical Study of Personality and Conduct. 1. Bodily factors--health, diet, understanding, disease, etc. 2. Psychological factors--attitudes, beliefs, stereotypes, personal relations, mental hygiene, etc. 3. Sex factors.	
Time: 2 - 3 hours. Grades: VII-IX	VII. General Mathematics needed technique and concepts.		
	VIII. Foreign Language. Optional offerings in modern and foreign language or in Latin for small selected groups. No student to take a modern language for less than four years.		

FIGURE 4 (Continued)

	Grades VII, VIII, IX	X	XI, XII
	Special remedial periods to be provided each week for individuals needing it.		
All work (except mathematical and other techniques) to be organized in the form of projects or units-of-study.			

The outstanding characteristics of this program may be outlined as follows:

A. Psychological

1. The program is a series of guided experiences.
2. The program organized for intelligent understanding and participation.
3. The program plans physical and mental activity for all.
4. The program is arranged to fit the local community.
5. The program is based on the present conditions of life.
6. Learning is experienced through real situations.

B. Needs

1. All students trained in citizenship.
2. All students introduced to creative and appreciative arts.
3. All students take part in a health program.

4. All students trained in the basic science of the world.
5. All students trained to respect others.
6. All students need to develop ability to think for themselves.

C. Democratic

1. The curriculum teaches the student to assume to responsibility for his own action.
2. The program practices competitive individuals in social cooperation through the school assembly and council.
3. The program is one of co-operative participation of students in the group activities of the school.
4. The program trains the individual for leadership.
5. The program teaches through experience.
6. The curriculum makes all activity voluntary.

In this presentation, Rugg, it is indicated, has discussed many of the fundamental problems that confront the teacher today. His program is based on new psychological discoveries and the new emphasis on democracy as an aim of education. The program has received wide attention from educators.

Leonard, in his book "Developing the Secondary School Curriculum,"¹⁹ said that the most extensive listing of the activities common to mankind was made by Frederick and Parquear in connection with the Mississippi State Curriculum Program. This list, beginning with Spencer's five classifications and going on through those proposed by Clark Wissler, George Counts, Franklin Bobbitt, the Lynds, John Dewey, Edward L. Thorndike, W. W. Charters, and by state curriculum programs, is as follows:

1. Protecting life and health
Medical science, life, health, conservation, mental health, safety, protection against diseases, accidents, fears
2. Getting a living
Vocations, maintenance, production, distribution, consumption, economy, labor, occupation, industry, unemployment, work, capital wealth, income
3. Making a home
Parental responsibilities, practical activities, domestic, family, childhood and youth, biological heritage, personal and household regimen, child rearing, private property, conservation of property, sex, marriage, courtship and love, eugenics, housing, food, clothing, "we consumers," parent education, position of women.
4. Expressing religious impulses
Morality, religious organization, the church, religious practices, philosophy of life
5. Satisfying the desire for beauty
Culture, fine arts, mythology, aesthetics, literature, language arts, charm and good manners
6. Securing education
Mental efficiency, culture, self-improvement, childhood and youth, the school, the press, cinema, the radio, integration of the individual, intellectual vision, how to study, reflective thinking and capacity for work, prevailing ideals, "folkways," and "mores"

¹⁹J. Paul Leonard, Developing the Secondary School Curriculum, p. 371.

7. Cooperating in social and civic action
International relations, social relationship, citizenship, justice, crime and punishment, government, social and public welfare work, taxation, law, ameliorative institutions, social attitudes, the community, democracy, farm relief, social protection, war, conservation of property, extension of freedom, the constitutions, legislation, population, people, social intercommunication
8. Engagin in recreation
Leisure, enjoyable bodily and mental activity
9. Improving material conditions
Communication and transportation, physical heritage, invention, exploration, discoveries, technological development, science, material traits, scientific knowledge, conservation of material resources, nature, men and machines, power, steel, mastery of material circumstances, expanding the sources of science, adventure and risk, plants and animals, climate, natural wealth, standards of living²⁰

The Commission on Secondary School Curriculum of the Progressive Education Association defined four areas of needs for youth as follows:

1. Immediate social relationships
2. Wider social relationships
3. Economic relationships
4. Personal living²¹

The Secondary Teachers of Tulsa, Oklahoma, used the following five "major aspects of life," in remaking their curriculum program:

²⁰O. I. Frederick and Lucile J. Farquhar, "Areas of Human Activity," *Journal of Educational Research*, pp. 672, May, 1937.

²¹Caroline Zachry, V. T. Thayer, and Ruth Kotinsky, Reorganizing Secondary Education, p. 44.

1. Personal development, mental and physical and cultural
2. Immediate social problems
3. Broad social problems
4. Social-political relationships
5. Economic relationships²²

Marshall and Coetz suggested the following as the basic social processes:

- A. The process of adjustment with the external physical world
 1. The process of learning to manipulate natural forces
 2. The process of organizing to manipulate these forces-the economic order
 3. The process of the distribution of the population over the physical and cultural areas of the earth
- B. The process of biological continuance and conservation
- C. The process of guiding human motivation and aspiration
 1. The process of securing minimum adherence to value standards or norms
 2. The process of establishing value standards or norms
- D. The process of developing the operating the agencies of social organization
- E. The process of securing and directing cultural continuance and cultural change
- F. The process of personality molding²³

These processes are stated in terms of the scholar in the field of social sciences, but they may, on the other hand, serve to point out to youth that these processes are continual in nature.

Closely related to the scope is the sequence of learning experiences. The sequence "is an order of development in

²²Curriculum Study in the Tulsa Secondary Schools, Final Report of the Eight-Year Study, Tulsa, Oklahoma, 1940, p. 47.

²³Leon O. Marshall and Rachel Marshall Coetz, Curriculum Making in the Social Studies, pp. 15-16.

harmony with the continued expansion of the abilities and powers of youth, leading to an enlargement of a working comprehension of the social conditions of living."²⁴

According to Leonard, the development of a pattern of sequences should be considered from the following points of view:

1. The development of a pattern of sequential areas is necessary because of the departmentalized teaching in the secondary school, the lack of understanding on the part of the teacher concerning the problems of a rapidly changing civilization, and the poor guidance and evaluation systems current in the secondary school.
2. The desirable sequence of learning experiences needs to be mapped by cooperative planning on the part of all the teachers, each bringing his training and experience to bear upon the problem and each taking some part in the additional research necessary to build an adequate pattern.
3. The frame work of scope and sequence should be general enough to permit flexibility of teacher-pupil planning, but at the same time it should be specific enough to help guide the teacher in selecting and rejecting problems which may arise to claim the time of the pupils. It should be planned also as to avoid duplication of work and provide for a totality of experience.
4. The pattern should be rooted in the nature of the culture in which it exists and should vary somewhat from community to community. However, this local community variation has been over-played. It must also be adjusted to the maturation of the pupils for whom it is intended.
5. The pattern must be built by the teachers using it; it cannot be imported and be helpful, understood, or utilized properly.
6. The scope and sequence taken together should provide for a complete pattern of cumulative development in each boy and girl in those common social problems which all in a democracy will face. It does not undertake to provide for the whole of the educational program;

²⁴Op. cit., Developing the Secondary School Curriculum, p. 374.

it provides only for the core experiences or for the problems which are common to all members of the group.²⁵

One of the best illustrations of a sequence designed upon these basic ideas is to be found in Santa Barbara, California. Another plan was created in the State of Virginia and was used for the framework in the curriculum revision program of that state. A variation of the Virginia pattern was used in the Arkansas and Georgia state curriculum programs. A similar plan was used by the secondary school teachers in Eugene, Oregon. An examination of these plans will reveal certain fundamental similarities in basic pattern.

FIGURE 5

SCOPE AND SEQUENCE PROGRAM AT SANTA BARBARA, CALIFORNIA²⁶

Scope

Developing and conserving personal resources
 Developing and conserving other than personal resources
 Producing, distribution, and consuming goods and services
 Communicating
 Transporting
 Recreating and playing
 Expressing and satisfying spiritual and aesthetic needs
 Organizing and governing

Sequence

First Year (Kindergarten)	Second Year (Grade I)	Third Year (Grade II)	Fourth Year (Grade III)
Growth in effective living through self-adjustment within the immediate environment.		Growth in effective living through adjustment to the community.	Growth in effective living by further adjustment to the community through the development of insights into the manner in which

FIGURE 5 (Continued)

First Year (kindergarten)	Second Year (Grade I)	Third Year (Grade II)	Fourth Year (Grade III)
			the natural and controlled environment is contributing to life in our community.
Fifth Year (Grade IV)	Sixth Year (Grade V)	Seventh Year (Grade VI)	
Growth in effective living by further adjusting to the community through developing insights into the manner in which the present culture-groups are adjusting to life in our community.	Growth in effective living through developing insights into the manner in which present as compared with former culture groups carry on the basic functions of human living in Santa Barbara and California.	Growth in effective living through problem-centered experiences directed toward understanding how modern technics are being utilized in carrying out the basic functions of human living in the United States.	
Eighth Year (Grade VII)	Ninth Year (Grade VIII)	Tenth Year (Grade IX)	
Growth in effective living through problem-centered experiences directed toward understanding the interdependence of individuals in our school, our community, the regions of our nation, and in the countries of our American neighbors.	Growth in effective living through problem-centered experiences directed toward understanding how man's courage, knowledge, discoveries, and inventions have affected his way of living.	Growth in effective living through problem-centered experiences directed toward understanding and appreciating the individuals privileges and responsibilities as an American citizen.	
Eleventh Year (Grade X)	Twelfth Year (Grade XI)	Thirteenth Year On (Grades XII and On)	
Growth in effective living through problem-centered experiences directed toward happy, effective, personal, spiritual, social, recreational, and vocational living in home, school, and community.	Growth in effective living through problem-centered experiences directed toward achieving the highest possible quality of experiences through striving for social, political, and economic democracy in local, state, and national setting and for peace and cooperation on the international scene.		

FIGURE 6

SCOPE AND SEQUENCE PROGRAM IN THE STATE OF VIRGINIA²⁷

Scope

Protection, conservation of life, property, and natural resources
 Production of goods and services, and distribution of returns of production
 Consumption of goods and services
 Communication and transportation of goods and people
 Recreation
 Expression of aesthetic impulses
 Expression of religious impulses
 Education
 Extension of freedom

Sequence

Centers of Interest

Grade I	Grade II	Grade III	Grade IV	Grade V
Home and school life	Community life	Adaptation of life to environmental forces of nature	Adaptation of life to advancing physical frontiers	Effects of inventions and discoveries on out living
Grade VI	Grade VII	Grade VIII	Grade IX	Grades X and XI
Effects of machine production on our living	Social provision for cooperative living	Effects of inventions and discoveries upon basic human needs	Effects of agrarianism and industrialism on our living	Effects of democracy on human relationships

²⁷Taken from Tentative Course of Study for Virginia Elementary Schools, State Board of Education, Richmond, Virginia, March, 1937, pp. 16-17; and Tentative Materials of Instruction Suggested for the Third Year for the Core Curriculum of Secondary Schools, State Board of Education, Richmond, Virginia, October, 1939, pp. iv-vii, cited by Paul Leonard, Developing the Secondary School Curriculum, p. 378.

FIGURE 7

SCOPE AND SEQUENCE PROGRAM IN THE STATE OF ARKANSAS²⁸

Scope

Protection and conservation of life, property and natural resources
 Production and consumption of goods and services, and distribution of the returns of production
 Communication and transportation of goods and people
 Recreation
 Expression of aesthetic impulses
 Expression of religious impulses
 Education

Sequence

Centers of Interest

Living in Our Immediate Environment		
Grade I	Grade II	Grade III
Home and school life	Our immediate community life	Our expanded community life
Adjustments to Natural Forces		
Grade IV	Grade V	Grade VI
Adaptation of life to environmental forces of nature	Effects of man's control over the development of plants and animals upon our living	Adaptations of life to advancing physical frontiers.
Adjustment to Social Controls		
Grade VII	Grade VIII	Grade IX
How man controls his natural environment and adjusts himself to it	How invention and discoveries have changed man's environment	How society has developed through the agencies of the community

²⁸From Bulletin Prepared for State Committee on Scope and Sequence of Major Learnings of the Curriculum in Arkansas, February, 1937, cited by Paul Leonard, Developing the Secondary School Curriculum, p. 379.

FIGURE 7 (Continued)

Adjustments to Industrialism		
Grade X	Grade XI	Grade XII
Rise of modern civilization and culture	Development of American civili- zation and culture	Contemporary prob- lems of American life

FIGURE 8

SCOPE AND SEQUENCE PROGRAM IN THE STATE OF GEORGIA²⁹

Scope

Maintaining physical, mental, and emotional health
 Earning a living
 Performing the responsibilities of citizenship
 Utilizing and controlling the natural environment for
 individual and social needs
 Receiving and transmitting ideas, and transporting persons
 and commodities
 Expressing aesthetic and spiritual impulses
 Utilizing education as a means of acquiring and transmitting
 the social heritage, and as an agency for conserving and
 improving human and material resources

Sequence

Preschool	Early Elementary	Later Elementary Grades 4, 5, 6, 7
The immediate en- vironment. The home, play, and nature.	The immediate environ- ment. The home, school, community, nature, literature, art, music, rhythm.	Exploring and ad- venturing in an ex- panding environment, in health and rec- reation, in the physical world, in the realm of science, in the fine arts, through the lives of great men, in

FIGURE 8 (Continued)

Pre-School	Early Elementary	Later Elementary Grades 4,5,6,7
		relationship between the individual and the group.
Lower Secondary Grades 7, 8, 9	Upper Secondary Grades 10,11,12 Junior College	Adult Education
The relation of the individual to the modern world; individual adjustment to problems of health and recreation; the vocational world, science, fine arts, music, art, literature; social usage and customs.	Individual and group relationships in meeting modern problems with reference to health and recreation, organized and unorganized group efforts; world civilizations and cultures; government, social usage, and customs.	Individual and group relationships in adjusting to society in which we live, in terms of the needs and previous educative experiences of the individual.

FIGURE 9

SCOPE AND SEQUENCE PROGRAM FOR EUGENE, OREGON³⁰

Scope

Conserving human resources
 Conserving non-human resources
 Producing, distributing, consuming goods and services
 Expressing and satisfying recreational, aesthetic, and spiritual needs
 Communicating
 Transporting
 Governing
 Educating

²⁹From Georgia Program for the Improvement of Instruction, Bulletin No. 2, May, 1937, State Department of Education, cited by Paul Leonard, Developing the Secondary School Curriculum, p. 380.

FIGURE 9 (Continued)

Sequence

Effective Living in a Democratic Environment		
Grade VII	Grade VIII	Grade IX
Industry's place considered from regional viewpoint with a national outlook.	Growth and development of American culture.	Contemporary problems of the community.
Economic, Social, and Political Problems of a Dynamic Society		
Grade X	Grade XI	Grade XII
World culture and the personal and social problems of the high school pupil.	Understanding the growth and development of American culture through a study of present day problems.	Social, political, economic problems of concern to the United States and world-wide in scope.

The main characteristics of this program proposed by Leonard, may be outlined as follows:

A. Psychological

1. Program of mental and physical activity.
2. Provide for leisure, and enjoyable bodily and mental activity.
3. Program that will be satisfactory to the community

³⁰From Tentative Scope and Science Chart, Social Living Area of the Core Curriculum, Public Schools, Eugene, Oregon, 1940. Cited by Paul Leonard, Developing the Secondary School Curriculum, p. 381.

4. To provide for individual differences
5. Curriculum based on life

B. Needs

1. Protecting life and health
2. Making a living
3. Satisfying the desire for beauty
4. Securing education
5. Reflecting thinking
6. Improving material conditions
 - a. Science and invention
 - b. Scientific knowledge
 - c. Natural wealth

C. Democratic

1. Extensions of freedom under the constitution
2. Social relationships
3. International relations
4. Government
5. Citizenship
6. Ground for leadership

The Educational Policies Commission in 1938 outlined the proposes of education in American Democracy as follows:

1. The objectives of Self-Realization
 1. The Inquiring Mind. The educated person has an appetite for learning.
 2. Speech. The educated person can speak the mother tongue clearly.
 3. Reading. The educated person reads the mother tongue efficiently.

4. Writing. The educated person writes the mother tongue effectively.
5. Number. The educated person solves his problems of counting and calculating.
6. Sight and Hearing. The educated person is skilled in listening and observing.
7. Health Knowledge. The educated person understands the basic facts concerning health and disease.
8. Health Habits. The educated person protects his own health and that of his dependents.
9. Public Health. The educated person works to improve the health of the community.
10. Recreation. The educated person is participant and spectator in many sports and other pastimes.
11. Intellectual Interests. The educated person has mental resources of the use of leisure.
12. Esthetic Interests. The educated person appreciates beauty.
13. Character. The educated person gives responsible direction to his own life.

II. The Objectives of Human Relationship

1. Respect for Humanity. The educated person puts human relationships first.
2. Friendships. The educated person enjoys a rich, sincere, and varied social life.
3. Cooperation. The educated person can work and play with others.
4. Courtesy. The educated person observes the amenities of social behavior.
5. Appreciation of the Home. The educated person appreciates the family as a social institution.
6. Conservation of the Home. The educated person conserves family ideals.
7. Homemaking. The educated person is skilled in homemaking.
8. Democracy in the Home. The educated person maintains democratic family relationships.

III. Objectives of Economic Efficiency

1. Work. The educated producer knows the satisfaction of good workmanship.
2. Occupational Information. The educated producer understands the requirements and opportunities for various jobs.
3. Occupational Choice. The educated producer has selected his occupation.

4. Occupational Efficiency. The educated producer succeeds in his chosen vocation.
5. Occupational Adjustment. The educated producer maintains and improves his efficiency.
6. Occupational Appreciation. The educated producer appreciates the social value of his work.
7. Personal Economics. The educated consumer plans the economics of his own life.
8. Consumer Judgment. The educated consumer develops standards for guiding his expenditures.
9. Efficiency in Buying. The educated consumer is an informed and skillful buyer.
10. Consumer Protection.

IV. The Objectives of Civic Responsibility

1. Social Justice. The educated citizen is sensitive to the disparities of human circumstances.
2. Social Activity. The educated citizen acts to correct unsatisfactory conditions.
3. Social Understanding. The educated citizen seeks to understand social structures and social processes.
4. Critical Judgment. The educated citizen has defenses against propagandas.
5. Tolerance. The educated citizen respects honest differences of opinion.
6. Conservation. The educated citizen has a regard for the nation's resources.
7. Social Applications of Science. The educated citizen measures scientific advance by its contribution to the general welfare.
8. World Citizenship. The educated citizen is a cooperating member of the world community.
9. Law Observance. The educated citizen respects the law.
10. Economic Literacy. The educated citizen is economically literate.
11. Political Citizenship. The educated citizen accepts his civic duties.
12. Devotion to Democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals.³¹

This outline may be reduced to direct educational characteristics under the following heads.

³¹ Educational Policies Committee, The Purposes of Education in American Democracy, N.E.A., 1938, Washington, D.C., pp. 50-109.

A. Psychological

1. The pupil has an appetite for learning.
2. The educated person must be satisfied and understand what he learns.
3. Program of physical and mental activity.
4. Program to satisfy needs of the local community.
5. Program based on present conditions.

B. Needs

1. The educated person needs to know skills that will help him to get along in later economic life.
2. Training in citizenship.
3. The educated person appreciates the family as a social institution.
4. The educated person needs to know how to buy and sell intelligently.
5. The educated person appreciates beauty.
6. The educated person protects his own health.
7. The educated person needs to know the basic scientific facts.
8. All persons need to respect others.

C. Democratic

1. The educated person respects the laws set out in the liberty documents.
2. The curriculum is planned to cover the period of youth.

3. The program educates the individual to share decisions and to cooperate with others.

4. The program trains the individual to be tolerant of others, and to respect their rights and opinions.

5. The program respects the intelligence of all.

6. The program asks the individual to be loyal to democratic ideals.

Taba, of the University of Chicago, made the following statements in the selection of curriculum experiences:

a. Curriculum experiences should have valid and significant content.

b. Learning experiences should provide the opportunity for attaining a wide range of general objectives of growth.

c. Learning experiences should be appropriate to the interests and needs of children.

d. Learning experiences must provide for continuity and sequential development.

e. Learning experiences should have the maximum relationship to life and living.

f. Learning experiences should permit a sufficient variety of learning activities.³²

Herbert Spencer, writing in 1860, classified, in the order of their importance, the leading kinds of activity which constitute human life. They are:

1. Those activities which directly minister to self-preservation;

2. Those activities which, by securing the necessaries of life, indirectly minister to self-preservation;

³²National Society for the Study of Education, Forty-Fourth Yearbook, Part I, Curriculum Reconstruction, 1945, pp. 92-100.

3. Those activities which have for their end the rearing and discipline of offspring;

4. Those activities which are involved in the maintenance of proper social and political relations;

5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.³³

Hari R. Douglass, professor of Secondary Education at the University of Minnesota, made the following statements in support of a program of universal secondary education.

If it is desirable to give further education to youth, and youth is available or can be made available to participate in it, the school must be so adjusted as to be suitable for the enlarged constituency.

The selective character of secondary education today. There is clear-cut proof, from a large number of investigations, that secondary education has been and still is definitely selective. Those who go through secondary schools, as compared to those who do not persist beyond the elementary school, or first years of secondary education, are brighter and come mostly from the upper levels of economic and occupational status. There is also abundant evidence that selection takes place on the basis of race, nationality, and place of residence.

Universal secondary education as part of a national program.

The most important consideration, however, is not the right of the individual to free secondary education, but the necessity for a democratic society to provide it and insist upon it.

One of the greatest contributions open to those wishing to render educational service today is the organization of a number of experimental and demonstration schools which will establish a method of effectively taking care of this class of young people previously leaving school before the age of sixteen.

Cooperative education and employment of youth.

Better than universal full-time attendance until eighteen, and perhaps less expensive, would be full-time attendance until sixteen and half-time attendance until twenty or twenty-one.³⁴

³³Herbert Spencer, Education, pp. 13-14.

³⁴Hari R. Douglass, Secondary Education for Youth in Modern America, pp. 73-86.

CHAPTER IV

APPLICATION OF CRITERIA TO THE PROPOSED PROGRAMS OF SECONDARY EDUCATION

The purpose of this chapter is to apply the criteria of psychological and democratic soundness to the proposed programs of secondary education as set out in Chapter III.

In Chapter II the criteria of psychological and democratic soundness was set up as follows:

A. Psychological

1. Program must provide a series of guided experiences.
2. The pupils must be satisfied and understand what he is learning.
3. The pupil must realize benefits from the program.
4. Program of physical and mental activity.
5. Program to fit local community.
6. Program to care for individual differences.
7. Program must be based on present conditions.
8. The curriculum must lead to some definite objective.
9. The curriculum must be based on life.
10. Every teacher must be a counselor.

B. Needs

1. All pupils need to learn skills that will help them in later economic life.
2. All pupils need training in citizenship.
3. All pupils need to know the importance of the family.
4. All pupils need to know how to buy and sell intelligently.
5. All pupils need to learn to appreciate beauty; art and literature.
6. All pupils need a good program of health and physical education.
7. All pupils need to know the basic scientific facts.
8. All pupils need to learn to respect others.
9. All pupils need to learn to develop ability to think and speak intelligently.

C. Democratic

1. To uphold and respect the liberty documents.
2. All schools must offer equal education opportunities.
3. The curriculum must be planned to cover the entire period of youth.
4. The curriculum asks the individual to assume ✓ the responsibility for his own action.

5. The student must be trained to cooperate ✓
with others for the common good.

6. Each student must respect the rights and
opinions of others.

7. The student to recognize the society's
problems and to be ready to act for the common good.

8. The curriculum should challenge the student
to improve conditions about him.

9. The individual respects proper leadership.

10. The student must recognize and respect pupil ✓
opinion.

11. The central purpose of education is the ✓
welfare of all the people.

12. Democratic education seeks to provide equal
educational opportunity for all.

13. Democratic education gives all members of
society the right to share in determining the policies
of education.

14. Democratic education teaches the use of dem- ✓
ocratic methods.

15. Democratic education teaches through ex- ✓
perience.

16. Democratic education attempts to use the
intelligence of all.

17. Democratic education promotes loyalty to ✓
democracy.

The program of secondary education in Dallas has the following important characteristics:

A. Psychological

1. The curriculum provides a large variety of offerings, but not the same in all schools.
2. The curriculum provides a program of physical and mental activity for the student.
3. The curriculum makes limited provisions for individual difference.
4. The curriculum is based on traditional subject matter.

B. Needs

1. All pupils must be enrolled in health and physical Education.
2. All pupils must take one unit in upper-grade science.
3. All pupils get some training in citizenship.
4. All pupils need to appreciate beauty, art, and literature.

C. Democratic.

1. The curriculum provides for a study of the Texas and the United States Constitutions.
2. The curriculum recognizes freedom of speech and petition.

3. The curriculum is planned to meet the requirements of college entrance.

4. Pupils of a general high school may transfer to the Technical high school if facilities will permit.

5. The curriculum provides for student participation in school activities.

Some of these characteristics measure up to the standard set of sound criteria, but much of the needed criteria is missing.

The outstanding characteristics omitted from this program may be grouped by number from the standard set of criteria

A. Psychological

1,2,3,5,7,8,9,10,11

B. Needs

1,3,4,8,9

C. Democratic

2,3,4,5,6,7,8,10,11,12,13,14,15,16

The outstanding characteristics of the program proposed by the Educational Policies Commission in 1944 are:

A. Psychological features

1. The program provides for a series of guided experiences.

2. The program is planned to satisfy each pupil.

3. The program provides for physical and mental activity.

4. The program is designed to fit into the local community.

5. The curriculum provides for individual differences.

6. The curriculum is based on present conditions.

7. The curriculum recommends every teacher as a counselor.

B. How the program meets the needs of the students.

1. All students may learn skills needed for economic life.

2. All students are given training in citizenship.

3. All students are in a program of health and physical education.

4. All students must take a course in science.

5. All students are trained in cooperative living in the family.

6. All students are trained in the art of buying and selling.

7. All students are trained to appreciate beauty.

C. Democratic

1. The curriculum is planned to cover the period of youth.

2. The curriculum gives the individual the right to free speech, press, and discussion.

3. The curriculum provides for individual responsibility.

4. The curriculum is planned to train students to cooperate with others.

5. The curriculum is planned to be flexible.

6. The program attempts to use the intelligence of all.

The outstanding characteristics that are not included in this program may be grouped by numbers from the standard set of criteria.

A. Psychological

3,8,9,10

B. Needs

8,9

C. Democratic

1,2,8,9,10,15

The outstanding characteristics of the plan proposed by the Secondary-School Principals Association in 1933 are as follows:

A. Psychological

1. The program based upon discovered interests, satisfactory to the individual.

2. The pupil must realize some future benefits.

3. The curriculum must provide for a health program.

4. The program must provide for individual differences.

5. The program must be based on present conditions.

6. Program based on life.

B. Needs of the pupil.

1. Training in citizenship.

2. Importance of the family.

3. Knowledge of basic scientific facts.

4. Good health and physical Education program.

5. Learn to have respect for others.

C. Democratic

1. Planned to cover period of youth.

2. Respects the rights to exercise free speech, and free press.

3. Program to consider the welfare of all the people.

4. Program planned to teach through experience.

The outstanding characteristics that are not included in this program are grouped by numbers from the standard criteria as follows:

A. Psychological

1,5,8,10,11

B. Needs

1,4,5,9

C. Democratic

1,2,4,5,6,7,8,9,10,12,13,14,16

An outline of the criteria proposed by Rugg in his program of secondary education follows:

A. Psychological

1. Program is a series of guided experiences.
2. Program organized for understanding and participation.
3. Program plans physical and mental activity for all.
4. Program is arranged to fit the local community.
5. Program is based on the present conditions of life.
6. Learning is experiences through real situations.

B. Needs

1. All students trained in citizenship.
2. All students introduced to creative and appreciative arts.
3. All students take part in a health program.
4. All students trained in the basic science of the world.

5. All students trained to respect others.

6. All students need to develop ability to think for themselves.

C. Democratic

1. Teaches the student to assume responsibility.

2. Teaches the individual in social cooperation.

3. Teaches co-operative participation in group activities.

4. Trains the individual for leadership.

5. Teaches through experience.

6. Makes all activity voluntary.

The standard criteria omitted from this program are:

A. Psychological

3,6,8

B. Needs

1,3,4

C. Democratic

1,2,3,6,7,8,11,12,13,14,16

The next set of criteria is that proposed by Leonard:

A. Psychological

1. Program of mental and physical activity.

2. Provide for leisure and mental activity.

3. Program satisfactory to the community.

4. Provide for individual differences.

5. Curriculum based on life.

B. Needs

1. Protecting life and health.
2. Making a living.
3. Satisfying the desire for beauty.
4. Securing education.
5. Reflective thinking.
6. Study of science and invention.

C. Democratic

1. Extensions of freedom under the constitution.
2. Social relationships.
3. International relations.
4. Government.
5. Citizenship.
6. Leadership.

The standard criteria omitted are:

A. Psychological

1,3,7,8,10,11

B. Needs

2,3,4,8

C. Democratic

2,3,4,8,11,12,13,15,16

The outstanding characteristics of the plan outlined by the Educational Policies Commission in 1938 are as follows:

A. Psychological

1. The pupil has an appetite for learning.
2. The educated person must be satisfied and understand what he is learning.
3. The program is one of physical and mental activity.
4. The program is to satisfy needs of the local community.
5. The program is based on the present conditions.

B. Needs

1. To know the needs of economic efficiency.
2. To obtain training in citizenship.
3. To appreciate the family as a social institution.
4. To know how to buy and sell intelligently.
5. To appreciate beauty.
6. To take part in health program.
7. To know the basic scientific facts.
8. To learn respect for other persons.

C. Democratic

1. Respect for laws.
2. Program planned to cover period of youth.
3. The individual to share decisions and to cooperate.
4. The individual to respect right of others.

5. The program respects the intelligence of all.

6. The program asks the person to be loyal to democratic ideals.

The standard criteria omitted from this plan are:

A. Psychological

1,3,6,8,9,10,11

B. Needs

9

C. Democratic

2,4,7,8,9,11,12,13,14,15

A general survey of these measurements shows that all the proposed programs have some good qualities, but in each case much necessary criteria has been omitted.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study presented an analysis to determine whether it is necessary to build a sound psychological and democratic secondary school program for a city.

The following conclusions were formulated as a result of the study:

1. No one of the proposed plans studied measured up to all of the standard criteria.
2. The proposed plans gave more consideration to the needs of the individual than to the psychological and democratic phases of his education.
3. All of the proposed programs gave less consideration to the democratic criteria than to the other two phases.
4. No one of the proposed plans studied offered a program of equal educational opportunities.

Recommendations

After a review of the proposed programs and the conclusions above, the following recommendations are made:

1. That a program using the best features of the programs studied be used, as follows:

- a. That the program provide for a series of guided experiences.
- b. That the program must be planned to satisfy the student.
- c. That the program provide for physical and mental activity.
- d. That the program is planned to fit the local community.
- e. That the program provides for individual differences.
- f. That the curriculum be based on present conditions.
- g. That every teacher be a counselor.
- h. That the program provide training in citizenship.
- i. That the program provide training in the appreciation of beauty, art and literature.
- j. That a course be provided to teach the basic scientific facts.
- k. That the program be planned to cover the entire period of youth.
- l. That the program provide training in cooperation with others for the common good.
- m. That the program provide training in proper leadership.

2. That the program use some features that were not mentioned in the proposed programs, such as:

a. That the program offer equal educational opportunities.

b. That the program lead to some definite objective.

c. That the program provide for recognition and respect for public opinion.

d. That the program provide training for solving the immediate problems and difficulties of young people.

e. That the program be so organized that there is active participation in the school government.

3. In the light of the facts developed, the following program is suggested as meeting the criteria:

a. Social studies area - Grades VII - XII

(1) A continuous course for all.

(2) A course in cooperative living in family, school, and community.

(3) A course in appreciation of literature and the arts.

(4) Introduction to American Civilization and Culture - planned for intelligent understanding and participation.

(5) Introduction to the key civilizations of the modern world.

(6) A course in the use of the English language.

(7) A study of the problems of our changing American Civilization.

(8) Guidance of individual students.

b. Recreation, health and physical education - all grades

(1) Instruction in personal health and hygiene.

(2) Health examinations and follow-up.

(3) Participation in intramural outdoor and indoor games - tennis, baseball, football, basketball, archery, and swimming.

(4) Use of the modern dance and its integration with literature and dramatics.

c. Vocational education - Mostly for Grades

X-XII

(1) Includes education for industrial, commercial, homemaking, and other occupations leading to employment.

(2) Education for technical and semiprofessional occupations.

(3) Education to know how to buy and sell intelligently.

(4) Teach individual to assume the responsibility for his own action.

(5) Teach individual respect for proper leadership.

(6) A program of learning through experience.

(7) Course integrated with science, literature, and social studies.

d. Science - Grades X to XII

(1) Introduction to the physical and natural world.

(2) Methods, principles, and facts needed by all individuals.

(3) Courses based on life and real situations.

(4) Integrated with other major areas of learning.

(5) A study of personality and human behavior.

(6) Understanding and appreciation of concepts and laws.

e. Civic education - Grades X - XII

(1) Train students as citizens of the community and the nation.

(2) Practicing competitive individuals in social cooperation through the school assembly and council, class councils and similar socials.

(3) The co-operative participation of students in the group activities of the school - for example, organizing people, taking part in open-forum discussions and such like.

(4) Learning to think and speak intelligently.

(5) Respect the rights and opinions of others.

(6) Education is for the welfare of all the people.

f. Elective opportunities - All grades

(1) Foreign language

(2) Optional offering for small selected groups in music and art.

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