A STUDY TO DETERMINE SOME SOUND PROCEDURES FOR
ORGANIZING THE COMMUNITY SCHOOL CURRICULUM

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CHAPTER I

INTRODUCTION

Problem

This is a study to determine some sound procedures for organizing the school and the community.

Purpose of Study

The purpose of this study is to provide some sound procedures for the organization of the school and the community. Most educators today appear to be in agreement upon the fact that the school and the community should be organized.

The common problems of American youth should become the heart of the school curriculum. The organization of the school and the community could help the individual to meet and solve his needs or problems. The community school should include each area of wholesome living, or the whole child. The recreational life, the civic life, the esthetic life, one's relationship to his fellow man, and similar aspects of a well-balanced life receive due consideration along with vocations. The word "problem" is used in the broader sense. It does not infer a negative approach to

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curriculum building to the extent that the curriculum waits until problems become acute. Rather, it includes guidance in planning a program in harmony with the individual's needs. 2

Definition of Terms

The word "sound" is used to mean a complete, strong, and healthy program, one that is performing its functions with vigor and effectiveness and that is not impaired by faulty practices.

The term "community school" which will set the limits for the scope of this study is accepted as the place where learning and living converge. The community school is a place used freely and informally for all the needs of living and learning as characterized by Olsen:

1. The community school seeks to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.
2. The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet these needs.
3. The community school begins its responsibility for better living with the immediate school environment.
4. The curriculum of the community school is sufficiently comprehensive and flexible to facilitate the realization of its purpose.
5. The community school program is dynamic, constantly changing to meet emerging community needs.
6. The community school makes full use of all community resources for learning experiences.

2Leslie L. Chisholm, Guiding Youth in the Secondary School, pp. 7-11.
7. The community school develops and uses distinctive types of teaching materials.

8. The community school shares with other agencies the responsibility for providing opportunities for appropriate learning experiences for all members of the community.

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

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

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

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

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

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

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

16. The community school budget is the financial plan for translating into reality the educational program which the school board, staff members, students, and other citizens have agreed upon as desirable for their community.3

Sources of Data

The data used in this study were research gleaned from much reading on the findings, opinions, and suggestions of

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3Edward G. Olsen, School and Community Programs, pp. xiii-xliv.
recent psychological and sociological studies in the field of curriculum education, youth needs, democracy in education, and education in general.

Treatment of Data

This study is presented in eight chapters. The first chapter gives the statement of the problem, the purpose of the study, definition of terms, sources of data, and an evaluation of related studies in the field.

In Chapter II a plan is made to present criteria of soundness of a curriculum program from a sociological, psychological, and democratic point of view.

In the third chapter a plan is made to give an overall view of the four purpose areas of living.

In chapters four through seven plans are made to present procedures for living in the home; for making a living or vocational living; for leisure or recreational living; and for living in the community.

In Chapter VIII the conclusions and recommendations reached from the study are given.

Related Studies

Smith, in his thesis, "A Psychologically and Democratically Sound Solution of the Distribution of High School Offerings in an American City," draws these conclusions:

1. No one of the proposed plans studied measured up to the needs of all of the standard criteria.
2. All of the proposed programs gave less consideration to the democratic criteria than to the other two phases.

3. No one of the proposed plans studied offered a program of equal educational opportunities.

He recommends:

1. That the program provide for a series of guided experiences.

2. That the program must be planned to satisfy the student.

3. That the program provide for physical and mental activity.

4. That the program be planned to fit the local community.

5. That the program provide for individual differences.

6. That the curriculum be based on present conditions.

7. That every teacher be a counselor.

8. That the program provide training in citizenship.

9. That the program provide training in the appreciation of beauty, art, and literature.

10. That a course be provided to teach the basic scientific facts.

11. That the program be planned to cover the entire period of youth.
12. That the program provide training in cooperation with others for the common good.

13. That the program provide training in proper leadership.

This study by Smith differs from the present study in that the former deals with a secondary education program for a typical city of about 300,000 population,⁴ while this study plans to set up procedures for the four purpose areas of living in any town or city.

Doane says that there are fifteen major areas in which needs and problems arise. They are as follows:

1. Vocational choice and placement.
2. Philosophy of life; mental hygiene.
3. Getting along with people.
5. Plans for marriage and family.
7. Finances.
8. Relationships with the opposite sex.
10. Sex and reproduction.
11. Religion.
12. Relationships with family.

13. Social competence.
15. Other areas of interest.\textsuperscript{5}

Following the selection of areas of needs, a course of action was set up to represent each area. Each course of action was in the form of a proposed high school "course," resulting in a total of twenty "courses" which included all the needs which seemed pertinent. The student was asked to check the five courses which he would most want to take in one year, and the five courses he would least want to take. To make certain that the needs of the students were revealed, they were also asked to check a large number of topics which presumably would fall under the various courses proposed.

There were 2,069 usable replies received from high-school students in several geographical localities. The following are some of the conclusions that were reached:

1. The area of greatest concern to the total group was vocational choice and placement;

2. Help in the development of social abilities, relationships with the opposite sex, health problems, philosophy of life, learning to play a musical instrument, reading for enjoyment, and science topics all received high ranking;

\textsuperscript{5}Donald C. Doane, \textit{The Needs of Youth}, pp. 53-133.
3. Religion, current problems, government and history, learning a foreign language, and problems involving moral standards received low rankings.

This study differs from that of Doane in that it does not exclude from consideration needs that are not immediately felt by the student; also this study will go a step further and set up some procedures for organizing the school and the community to meet the immediate needs felt by the students as indicated in the major areas.

Voss, in her thesis, "To Determine a Sound Program for Organizing the Needs of Youth and the Curriculum in the Secondary School," draws these conclusions:

1. The needs of youth can be grouped under four areas of living:
   a. Living in the home.
   b. Leisure or recreational living.
   c. Making a living (vocation).
   d. Living in the community.

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

3. It seems to be possible to give the student training in meeting his need in one or more of the areas of living.
This study by Voss differs from the present study in that the former deals with a program for organizing the needs of youth and the curriculum,\(^6\) while this study plans to give the procedures for organizing the school and the community around the needs of youth which seems to be the four purpose areas of living--living in the home, leisure or recreational living, making a living (vocation), and living in the community.

CHAPTER II

CRITERIA OF SOUNDNESS IN A SCHOOL CURRICULUM

The purpose of this chapter is to establish standards or criteria of soundness of a curriculum sociologically, democratically, and psychologically.

Soundness of a Curriculum Sociologically

In the world today people live as social beings. Only in the process of living and working together is it possible to rebuild the world, since human personality does not develop in a vacuum. Every person feels, thinks, and acts as an individual. He becomes a different kind of person through an association with the world of objects and people. What he does, what he says, how he behaves, influences others, and he is similarly influenced by them. Full development, therefore, seems to be dependent upon association with others. Individuals working together for the common good of all expand mentally. Through the interweaving and interaction of the individual and society both are able to achieve maximum development. One individual's idea may lead others in the group to reflect upon opinions entirely different from those previously
considered. Individuals stimulate each other in their thinking and such action leads to full development of those who participate.

Education has a social as well as an individual function: it is one of the means by which society as a whole can become conscious of its traditions and its destiny, can fit itself to make adjustment to new conditions, and can inspire it to make new efforts towards a fuller realization of its aims.¹

The public school cannot be held solely responsible for the alleviation of all social evils. Nevertheless, it is believed that the school can take a much broader and more significant part in the social training of its youth.²

The institutions of a culture should be stable enough to reflect an ordered world while at the same time flexible enough to permit the working out of individual tensions within its commonly accepted values.³

The problem which schools must face is how to help people to live together. The problem is one which must deal with preparing people to live in a world which is rapidly changing. Membership in a group that is experiencing success reduces the loneliness of human beings. "It

¹ Julian Huxley, UNESCO: Its Purpose and Its Philosophy.
² American Association of School Administrators, Youth Education Today, p. 65.
³ Nathaniel Cantor, Dynamics of Learning, p. 42.
reduces the sense of frustration that the individual feels in a period of extremely rapid change like the present.\(^4\)

It has been observed that problems can be solved by the application of group power that could never be touched by individuals working singly.\(^5\)

It takes a heap o'livin' to attain to maturity in any area of life. One cannot, for instance, become an emotionally seasoned member of society by drawing apart from people for study, however profound, of social relations and the techniques of social living. Nor in the sphere of practical life can one become socially mature overnight. It requires long and sympathetic association with others and long practice in sensing their problems and sharing their needs.\(^6\)

Lynd lists the following as criteria of cultural adequacy:

1. The human personality craves to live not too far from its own physical and emotional tempo.
2. The human personality craves the sense of growth, of realization of personal powers, and it suffers in an environment that denies growth or frustrates it erratically.
3. The human personality craves physical and psychological security (peace of mind, ability to "count on" life's continuities, and so on) to the control over the options as to when to venture (for the fun of it, for the values involved) into insecurity.
4. The human personality craves to do things involving the felt sense of fairly immediate meaning.
5. But the human personality is active and cherishes in varying degrees the right to exercise these optional insecurities.

\(^4\)Alice Miel, *Changing the Curriculum, a Social Process*, p. 82.

\(^5\)Ibid., p. 83.

\(^6\)"Not Theorizing but Living," *The Cumberland Presbyterian*, CXX (April, 1943), 1.
6. As a corollary of the preceding, the human personality craves the expression of its capacities through rivalry and competition, with resulting recognition of status—but, again, under the same circumstances as noted in 5 above: only when energy and interest are ready for it and the personality is set to go and to go on its own terms.

7. But if rivalry and the status it yields provide some of the arpeggios of living, the more continuous melody is the craving of the personality for human mutuality, the sharing of purposes, feeling, and action with others.

8. But the human personality also craves a sense of freedom and diversity in living that gives expression to its many areas of spontaneity without sacrificing unduly its corresponding need for basic integration of continuities.

9. The human personality craves coherence in the direction and meaning of the behavior to which it entrusts itself in the same or different areas of its experience.  

The twelve objectives listed below form a typical list of a socially significant curriculum:

1. To build within the pupil a rational patriotism and a desire to maintain the democratic standards of our national life.

2. To instill in the pupil an appreciation of his rights, duties, privileges, and responsibilities as a citizen.

3. To acquaint the pupil with the communities of which he is a part, their conditions, and their problems.

4. To impress the pupil with the necessity of cooperative effort in this world of increasing interdependence.

5. To develop within the pupil a loyalty to our basic institutions, with the understanding that they must be adjusted to changing conditions.

6. To train the pupil to select and weight evidence with an open mind, so that he will think through social situations with truth as a goal.

7. To cultivate on the part of the pupil tolerance and a friendly attitude toward the customs, ideals and traditions of other peoples.

8. To impress the pupil with his indebtedness to other people—past and present—in order to stimulate him to make his own contribution to progressive society.

9. To broaden and enrich the pupil's life through the awakening and growth of cultural interests.

10. To help the pupil to acquire the habit of considering the historical background of a current problem in attempting to solve it.

11. To encourage the pupil to acquire the habit of reading extensively concerning social affairs.

12. To give the pupil an understanding of the economic system of which he is a part, and to help him find a place for himself in it.\(^8\)

Koopman, as the result of a study involving an experiment in educating college students for social living conducted at Central State Teachers College, Mount Pleasant, Michigan, concluded that the effective citizen should have:

I. A knowledge of
   a) What the pressing problems of modern society are.
   b) Present social trends.
   c) Why problems arise.
   d) Current movements, legislation, theories, etc., directed toward the solution of these problems.
   e) Ways in which social changes may be directed by the citizens.
   f) The philosophy and work of great social leaders and thinkers.

II. The ability to
   a) Apply the scientific method to social problems.
   b) Act as a leader or a cooperative worker in improving social situations.
   c) Grow in awareness to social situations and their implications.

III. The attitude of
   a) Broadmindedness.

\(^8\) Harold Spears, *The Emerging High-School Curriculum*, pp. 381-382.
b) Tolerance.
c) Willingness to accept responsibility and to function constructively as a citizen in various social situations.9

The school should take a much broader part in the social training of youth. To this end, the curriculum should make provision for:

1. The development of those traits of character and ways of behaving which are of social significance in a democratic society, such as tolerance, suspended judgment, and capacity for-sharing.
2. The cultivation of an intelligent understanding and solution of problems of a social nature, such as crime, war, failure to employ workers, and profiteering.
3. The development of a sense of responsibility toward home, vocation, associates, community, and society at large.
4. The development of a sympathetic understanding and appreciation of the worthy traditions, institutions, and achievements of mankind.
5. The cultivation of a willingness and an ability to cooperate effectively in democratic institutions.
6. The development of the ability to comprehend and to use the most effective and reliable methods in the solution of economic, social, and civic problems.
7. The discovery and application of more adequate methods for the solution of these problems.10

There are certain social goals toward which secondary education should be directed. These may be defined as follows:

1. Secondary education should give primary attention to developing citizens competent and willing to make every needed sacrifice to make democracy work for all men.
2. A concomitant of this primary responsibility is the task of developing a consuming desire for that

9 Margaret O. Koopman, Social Processes, pp. 54-55.
10 American Association of School Administrators, op. cit., p. 65.
kind of public behavior toward other nations which produces peaceful international relationships.

3. Secondary education should be committed to teaching youth that we have adequate resources to meet the economic and social needs of all our people and that these resources must be used for this purpose.

4. The high school should direct the attention of youth to the fact that successful living depends upon adequate personal and public health and to physical fitness for employment, social and family life.

5. The high school should teach youth that America is committed to an economic system of private enterprise and that this system must be healthy, but government regulation is required to insure its serving the public good.

6. Youth need to learn that all men work to produce for individual and group welfare and that opportunities for work must always be available.

7. The high school should see that each young person has the knowledge he needs to improve his social and economic status to the limit of his capacities. He should know that each occupational level carries its own rewards and affords each individual and opportunity to enrich his life. He should not strive to rise to levels where he cannot succeed.11

The constant interaction between the individual and the entire world around him—physical and social—is the basic pattern of life.

Any attempt to understand and foster the development of the individual and every effort to provide the means and the agencies for such development must be based upon an analysis of this two-way-process—the individual and the forces external to him in continual interaction, each at times a directive agent, at times directed.12


Education is in part an attempt to help people to discover what their needs are. The following statement by Bode is illustrative:

It is a commonplace that the infant's only chance to grow into a human being is through social relationships. This is only another way of saying that growth is not directed from within but by the "patterns" embodied in the social order. If we believe that these patterns require continuous revision. As they actually exist in our complex modern world, they not only present conflicting types, but the basic patterns are severally incoherent and internally contradictory. In business, for example, we accept both rugged individualism and the ideal of social security; in the field of esthetics we find that standards are both absolute and relative. Back of all this confusion lies the issue of democracy versus tradition, which must be the central concern of a democratic school.¹³

Certain Criteria for Determining the Soundness of a Curriculum in a Sociological Sense

Effective social development is essential to meet the needs and interests of youth. After studying the various authorities quoted, it appears that the secondary school program should have the following criteria of soundness, sociologically:

1. A program must develop the attitude of tolerance.

2. A program must develop the attitude of broad-mindedness.

3. A program must develop the willingness and ability to cooperate effectively in democratic institutions.

4. A program should develop in the student an appreciation of his rights, duties, privileges, and responsibilities as a citizen.

5. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.

6. A program must help the student to improve in his social relationships in the school, the home, and the community.

7. A program must develop an intelligent understanding of problems of a social nature.

8. A program must help the student to develop the ability to comprehend and use the most effective and reliable methods in the solution of social and civic problems.

9. A program must give the student an understanding of the economic system of which he is a part, and to help him find a place for himself in it.

10. A program must teach the students to respect others.

Soundness of a Curriculum Democratically

Democracy is a society in which there is no permanent social stratification of the population. Democracy is a society in which the individual is of supreme importance. The individual in a democracy is unhampered in his progress by race, class, or religious affiliation, and he is encouraged to realize his utmost possibilities. A democracy
insures to all a sense of security, it protects the weak and so cares for the needy that they maintain their self-respect, and it develops in all a sense of belonging.

Democracy, a form of government, is the responsibility of the entire citizenship. In a democratic society every person should have a voice in making and executing policies for the group.

Democracy is the basis of American life and education. It is both a personal way of life and a system of social and political organization.\textsuperscript{14} It has been defined thus:

Democracy is not the inevitable result of natural forces. It is rather the achievements of a long struggle, inspired by ideals of justice and brotherhood, and led by men who loved life, but preferred death to the degradation of enslavement.

Democracy does not perpetuate itself automatically. It is renewed only as those who have experienced its ways are disposed to make its form of life the controlling object of their allegiance. American democracy, now threatened by attacks both within and without the nation, will survive only as we achieve definite ideas about its meaning and conditions, and are prepared to work with intelligence, courage, and persistence to make them effective in increasing the welfare of all men.

One of the primary objectives of the American educational system is to provide the most effectual conditions for the young to attain the equipment in knowledge and attitude to carry on our democratic way of life. American education should make no pretense of neutrality about this great social objective. Our schools should be deliberately designed to provide an education in and for democracy.\textsuperscript{15}

Lip service to democracy is one thing; the realization of real democracy in political, economic, and educational

\textsuperscript{14} Faculty of the Teachers College of Columbia University, \textit{Democracy and Education in the Current Crisis}, p. 4.

\textsuperscript{15} \textit{Ibid.}, pp. 4-5.
affairs is quite another. Real democracy is a most jealous mistress; he who would enjoy the full benefits of her favors must work in the heat of the noon-day sun and burn brain and brawn between twilight and dawn. For such devotion democracy is now calling on the youth of our country.16

Andrews gives a group of principles which summarize, in her opinion, the fundamental ideas of a democracy, namely:

1. Democracy regards the individual as of inestimable value, and his development as the sole objective of society.
2. Democracy guarantees an equality of rights to all individuals.
3. Democracy insures freedom to all individuals.
4. Democracy regards individual and group welfare as interdependent.
5. Democracy achieves its common goals through the cooperative efforts of its members.
6. Government in a democracy is "of the people," "by the people," and "for the people."
7. Democracy depends upon education as a means of perpetuating and improving itself.17

From the Declaration of Independence we derive these principles:

1. Governments are created by, and "derive their just powers from the consent of the governed.
2. Life, liberty, and the pursuit of happiness "are unalienable rights of all men."

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3. It is the right of the people to "alter or abolish" forms of government "that have become destructive of their aims," and to lay their "foundations on such principles and organize their powers in such form as to them shall seem most likely to affect their safety and happiness."\textsuperscript{18}

Pupils who are given an opportunity to discuss their school problems and settle them on a basis of group welfare and who are being encouraged to participate actively in community problems are certainly receiving the proper training for creative citizenship. When such procedures become more common in the high schools, there will be greater assurance that democracy, both as a method of government and as a way of life, will have a better chance for survival.\textsuperscript{19}

Certain Criteria for Determining the Soundness of a Curriculum in a Democratic Sense

After studying the various authorities quoted, it appears that the secondary school program should have the following criteria of soundness, democratically:

1. The school as a democratic institution should promote loyalty to democracy.

2. The school should have as its central purpose the welfare of all the people.

3. Each individual member should have respect for other personalities in the group.

\textsuperscript{18}The Declaration of Independence.

\textsuperscript{19}American Association of School Administrators, op. cit., p. 138.
4. Each individual should have a strong sense of personal responsibility for the welfare of the group.

5. The individual should share decisions and cooperate with others for the common good.

6. Democracy insure freedom to all individuals.

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

8. The individual respects proper leadership.

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

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

11. Groups should solve their problems by thinking them through rather than by resorting to force and emotions.

Soundness of a Curriculum Psychologically

Harold Alberty has given us the nature of the individual and the nature of learning:

The Nature of the Individual

1. The human organism is a dynamic whole that develops in interaction with an active environment.

2. The physical, intellectual, and emotional aspects of behavior are inseparable and operate as a unity in behavior.

3. The goals of the individual (interests, ideals, wants, needs) are the source of the driving power for development.
4. Human behavior is essentially purposeful, and goal seeking.
5. The ability to think reflectively varies with individuals, but all normal individuals possess it in some degree and can improve their ability through appropriate training.

The Nature of Learning

1. Effective learning takes place when there is a reconstruction of experiences, which functions in future behavior.
2. Integration is a process of restoring the equilibrium of the individual in the case of organic or environmental upsets.
3. Most effective learning takes place when goals are clearly seen and are accepted by the learner as ends worthy of achievement.
4. Learning is a process that involves both analysis and synthesis in relation to wholes.
5. Every new mode of behavior is, for a particular individual, creative.\(^2^0\)

Psychology is concerned in one way or another with all the major problems involved in curriculum planning.

1. The curriculum maker's first responsibility in the organization and planning of learning materials is the utilization of interests already developed.
2. The principle of psychological organization means that in preparing learning material the focal point of concern is the learner's state of maturity and experience.
3. Materials and their form for organization should be sufficiently flexible to allow for variations in learners.
4. Distributed learning during a comparatively long period is necessary for learning to ripen into meaningful and comprehensive knowledge, insights, and understanding.\(^2^1\)

\(^2^0\)Harold Alberty, Reorganizing the High-School Curriculum, pp. 53-54.

\(^2^1\)Harl R. Douglass, The High School Curriculum, p. 68.
Certain Criteria for Determining the Soundness of a Curriculum, Psychologically

The child comes to school, as usually understood, to get his mind trained, but he also brings his body and his emotions. The whole child comes to school and learns as a whole child, not by sections. The individual reacts as a unified, integrated whole.\textsuperscript{22}

Each individual is unique, and the various aspects of his development are uneven; the whole individual is involved in every situation. The various parts of a learner's make-up—physical, emotional, intellectual, social—interact upon each other.\textsuperscript{23}

After studying the various authorities quoted, it appears that the secondary school program should have the following criteria of soundness, psychologically:

1. The curriculum should be so constructed that it makes learning a real situation—a real experience.

2. The learner must be satisfied and understand what he is trying to learn.

3. The curriculum should provide a program of physical and mental activity for the student.

\textsuperscript{22}William H. Burton, The Guidance of Learning Activities, p. 143.

\textsuperscript{23}Florence B. Stratemeyer, Hamden L. Forker, and Margaret G. McKim, Developing a Curriculum for Modern Living, p. 58.
4. The curriculum should begin with the interest already developed.

5. A curriculum should 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 life.

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

9. The curriculum is best which provides for the proper distribution rather than concentrated learning.

10. The school should reflect a generally happy mood, relaxed and free of tension.

11. The relationship of students and teachers should be one of friendly comradeship, of mutual respect for others as persons.

12. The behavior should be marked by integration.

13. The curriculum must be flexible. Materials and their form of organization should be sufficiently flexible to allow for variations in learners.

14. The learner should have knowledge of his status and progress.
CHAPTER III

AN ANALYSIS OF THE OVER-ALL ORGANIZATION FOR
SCHOOL AND COMMUNITY LIVING

The purpose of this chapter is to make an analysis
of the over-all organization for school and community
living.

Society makes certain requirements of all
its youth. These become the common needs to be
met by education... Every community should
offer a well-balanced educational program, based
on the needs of its youth. 1

Modern psychology indicates that there is need for a
new basis of organization of the school curriculum; the
sound basis is the purpose of the person. The tools of
living should be learned in connection with their use in
living situations. The four purpose areas--living in
the home, leisure or recreational living, making a living
(vocation), and living in the community (social studies)--
seem to provide a working basis for organization of the
curriculum. 2

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1Educational Policies Commission, Planning for American Youth, p. 2.

The areas can be represented graphically.\textsuperscript{3}

The community living is placed in the center as it integrates the entire life, and provides a basis of interaction between the four areas of living. Community problems will probably arise from the other three areas. There will be problems dealing with the community relations as to recreation, such as providing local parks. Likewise, there will be similar examples under home and vocations. More needs come under "Living in the Community" than under any other area.\textsuperscript{4}

\textsuperscript{3}Ibid., p. 73.

\textsuperscript{4}Ibid.
A detailed list of needs and criteria of soundness relating to purpose areas of living is given below:

A. Living in the home.

I. Needs.

1. All youth need to understand the significance of the family for the individual and for society and the conditions conducive to successful family life.

2. All youth need a workable philosophy of life.

3. All youth need to know how to maintain democratic family relationships.

4. All youth need to know about finances—cash, credit, and installment buying—which to use and when.

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

6. All youth need a range of personal interests, for esthetic satisfactions.

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

8. All youth need to know how to make and hold friends.
9. All youth need the required knowledge and skills in fundamentals (reading, writing, etc.).

10. All youth need to know about boy-girl relationships.

11. All youth need to know about sex relationships.

12. 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.

13. All youth need to develop standards of personal conduct—finding what kinds of things others in their group think are moral and immoral.

14. All youth need to cultivate the willingness and the ability to cooperate effectively in democratic institutions.

15. All youth need to understand democracy.

16. All youth need to know how to purchase and use goods and services intelligently.

II. Criteria of soundness:

1. Sociological.
a. A program must develop the attitude of tolerance.

b. A program must develop the attitude of broadmindedness.

c. A program must develop the willingness and ability to cooperate effectively in democratic institutions.

d. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.

e. A program must help the students to improve in their social relationships in the school, the home, and the community.

f. A program must give the student an understanding of the economic system of which he is a part, and to help him find a place for himself in it.

g. A program must teach the students to respect others.

2. Democratic.

a. Each individual member should have respect for other personalities in the group.

b. Democracy insures freedom to all individuals.
c. Each individual should have a strong sense of personal responsibility for the welfare of the group.

d. The individual should share decisions and cooperate with others for the common good.

e. The individual respects proper leadership.

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

g. Groups should solve their problems by thinking them through rather than by resorting to force and emotions.

3. Psychological.

a. The curriculum should be constructed in such a manner as to make a real situation—a real experience.

b. The learner must be satisfied and understand what he is trying to learn.

c. The curriculum should provide a program of physical and mental activity for the student.

d. The curriculum should begin with the interests already developed.
e. There must be provision for individual differences.

f. The curriculum should help pupils select experiences that will fit their needs and abilities.

g. The curriculum should be based on life.

h. The relationship of students and teachers should be one of friendly comradeship, of mutual respect for others as persons.

i. The behavior should be marked by integration.

j. The learner should have knowledge of his status and progress.

B. Leisure or recreational living.

I. Needs.

1. All youth need to be instructed in the proper use of leisure time.

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

3. All youth need a range of personal interests, for esthetic satisfactions.

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

5. All youth need the required knowledge and skills in fundamentals (reading, writing, etc.).

6. All youth need a workable philosophy of life.

7. All youth need to know how to make and hold friends.

8. All youth need to know about sex relationships.

9. All youth need to know about working cooperatively with others.

10. All youth need to know about boy-girl relationships.

11. All youth need to develop standards of personal conduct—finding what kinds of things others in their group think are moral and immoral.

12. All youth need to cultivate the willingness and the ability to cooperate effectively in democratic institutions.

13. All youth need to understand democracy.

II. Criteria.

1. Sociological.
a. A program must develop the attitude of tolerance.

b. A program must develop the attitude of broadmindedness.

c. A program must develop the willingness and ability to cooperate effectively in democratic institutions.

d. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.

e. A program must teach the students to respect others.

2. Democratic.

a. Each individual member should have respect for other personalities in the group.

b. Each individual should have a strong sense of personal responsibility for the welfare of the group.

c. The individual should share decisions and cooperate with others for the common good.

d. The individual respects proper leadership.

e. Democratic education attempts to use the intelligence of all.
f. Groups should solve their problems by thinking them through rather than by resorting to force and emotions.

3. Psychological.
   a. The curriculum should be so constructed that it makes a real situation—a real experience.
   b. The learner must be satisfied and understand what he is trying to learn.
   c. The curriculum should provide a program of physical and mental activity for the student.
   d. The curriculum should begin with the interests already developed.
   e. There must be provisions for individual differences.
   f. The curriculum should be based on life.
   g. The teacher should help pupils select experiences that will fit their needs and abilities.
   h. The behavior should be marked by integration.
   i. The learner should have knowledge of his status and progress.
j. The relationship of student and teacher should be one of friendly comradeship, of mutual respect for others as persons.

C. Making a living (vocation).

I. Needs.

1. All youth need guidance in choosing an occupation and for vocational preparation.

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

3. All youth need opportunity to earn money.

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

5. All youth need a range of personal interests, for esthetic satisfactions.

6. All youth need to grow in their ability to think rationally, to express their desires clearly, and to read and listen with understanding.
7. All youth need the required knowledge and skills in fundamentals (reading, writing, etc.).

8. All youth need a workable philosophy of life.

9. All youth need to know how to make and hold friends.

10. 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.

11. All youth need to develop standards of personal conduct—finding what kinds of things others in their group think are moral and immoral.

12. All youth need to cultivate the willingness and the ability to cooperate effectively in democratic institutions.

13. All youth need to understand democracy.

II. Criteria of soundness.

1. Sociological.
   a. A program must develop the attitude of tolerance.
b. A program must develop the attitude of broadmindedness.

c. A program must develop the willingness and ability to cooperate effectively in democratic institutions.

d. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.

e. A program must give the student an understanding of the economic system of which he is a part, and help him to find a place for himself in it.

f. A program must teach the students to respect others.

2. Democratic.

a. Each individual member should have respect for other personalities in the group.

b. Each individual should have a strong sense of personal responsibility for the welfare of the group.

c. The individual should share decisions and cooperate with others for the common good.
d. The individual respects proper leadership.

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

f. Groups should solve their problems by thinking them through rather than by resorting to force and emotions.

3. Psychological.

a. The curriculum should be so constructed that it makes a real situation—a real experience.

b. The learner must be satisfied and understand what he is trying to learn.

c. The curriculum should provide a program of physical and mental activity for the student.

d. The program should begin with the interests already developed.

e. There must be provision for individual differences.

f. The curriculum should be based on life.

g. The teacher should help pupils to select experiences that will fit their needs and abilities.
h. The relationship of student and teacher should be one of friendly comradeship, of mutual respect for others as persons.

i. The behavior should be marked by integration.

j. The learner should have knowledge of his status and progress.

D. Living in the community (social studies).

I. Needs.

1. 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.

2. All youth need to develop the ability to comprehend and to use the most effective and reliable methods in the solution of all social and civic problems.

3. All youth need to know how to participate in civic affairs intelligently.

4. All youth need to understand democracy.

5. All youth need to cultivate the willingness and the ability to cooperate effectively in democratic institutions.
6. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

7. 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.

8. All youth need to know how to purchase and use goods and services intelligently.

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

10. All youth need a range of personal interests, for esthetic satisfactions.

11. All youth need the required knowledge and skills in fundamentals (reading, writing, etc.).

12. All youth need a workable philosophy of life.

13. All youth need to understand the significance of the family for the individual and for society and the conditions conducive to successful family life.
14. All youth need to know how to make and hold friends.

15. All youth need to know about boy-girl relationships.

16. All youth need to know about sex relationships.

17. All youth need to develop standards of personal conduct—finding what kinds of things others in their group think are moral and immoral.

18. All youth need to know about finances—cash, credit, and installment buying—which to use and when.

19. All youth need opportunity to earn money.

II. Criteria of soundness.

1. Sociological.
   a. A program must develop the attitude of tolerance.
   b. A program must develop the attitude of broadmindedness.
   c. A program must develop the willingness and ability to cooperate effectively in democratic institutions.
   d. A program should develop in the student an appreciation of his rights,
duties, privileges, and responsibilities as a citizen.

e. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.

f. A program must help the students to improve their social relationships in the school, the home, and the community.

g. A program must help the student to develop an intelligent understanding of problems of a social nature.

h. A program must help the student to develop the ability to comprehend and use the most effective and reliable methods in the solution of social and civic problems.

i. A program must give the student an understanding of the economic system of which he is a part, and help him to find a place for himself in it.

j. A program must teach the students to respect others.

2. Democratic.
a. The school as a democratic institution should promote loyalty to democracy.

b. The school should have as its central purpose the welfare of all the people.

c. Each individual member should have respect for other personalities in the group.

d. Each individual should have a strong sense of personal responsibility for the welfare of the group.

e. The individual should share decisions and cooperate with others for the common good.

f. Democracy insures freedom to all individuals.

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

h. The individual respects proper leadership.

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

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

k. Groups should solve their problems by thinking them through rather than by resorting to force and emotions.

3. Psychological:

a. The curriculum should be so constructed that it makes a real situation—a real experience.

b. The learner must be satisfied and understand that he is trying to learn.

c. The curriculum should provide a program of physical and mental activity for the student.

d. The curriculum should be provided to fit the local community and to be acceptable to it.

e. The curriculum should begin with the interests already developed.

f. There must be provisions for individual differences.

g. The teacher should help pupils to select experiences that will fit their needs and abilities.
h. The curriculum should be based on life.
i. The curriculum is best which provides for the proper distribution rather than concentrated learning.
j. The school should reflect a generally happy mood, relaxed and free of tensions.
k. The relationship of students and teachers should be one of friendly comradeship, of mutual respect for others as persons.
l. The behavior should be marked by integration.
m. The curriculum must be flexible. Materials and their form of organization should be sufficiently flexible to allow for variations in learners.
n. The learner should have knowledge of his status and progress.
CHAPTER IV

PROCEDURES FOR LIVING IN THE HOME

The purpose of this chapter is to set up some procedures for one of the core areas of living—living in the home.

There are many educators who seem to believe that the public schools can make a contribution to home life. Every child brings his home to school. His behavior in school reflects the hopes and fears of his parents.¹

Plans should be made for educators to rethink school activities with the needs and aspirations of home life in mind. Help is needed to strengthen family life in order to build national unity and morale. A nation of wholesome homes could help solve its internal economic and social problems. This could also be the basis of national defense against disintegrating forces from within and without.²

Educators are so accustomed to thinking of the family as a social institution engaged in the fulfillment of the responsibilities and the duties that are laid upon it that

¹Burton, op. cit., p. 142.
they forget how the family, in this social sense, only slowly and gradually arises out of the interaction and relationship of two individual—who, are seeking to fulfill their own personal hopes and desires.\(^3\)

The purposes and procedures of education have steadily broadened to include systematic attention to family life education. As early as 1918 "worthy home membership" was recognized as one of the seven cardinal principles of secondary education.\(^4\)

Formerly the young man and woman had commonly accepted goals and standards for marriage and family life by which to guide their lives, but today they must select, choose, and try to fit the many varieties of possible activities into some kind of integrated pattern that they can actually live. This situation has created uncertainty and confusion for both men and women, but it should be a challenging opportunity to work out new designs for living more compatible with the present day social situation and more fulfilling of their needs and aspirations than some of the older patterns. For example, young couples today may

\(^3\)Ibid.

marry earlier if the wife is gainfully employed instead of waiting until the husband alone can support both.\textsuperscript{5}

The opportunities in education to help young people find their way to marriage with the appropriate mate and to build a design for living compatible with their needs and capacities and productive of the fulfilment they seek are many and varied. It must be clear that a program of education should not attempt to teach a set of uniform rigid rules and standardized practices or urge unthinking adherence to traditions.\textsuperscript{6}

If educators want to help young people toward marriage that will be rewarding and fulfilling to them and therefore to society, they should help them by:

1. Clarifying their own unique personal aspirations and goals—their conception of the roles they want to play and want their mates to play.
2. Emphasizing that it is this internal harmony of expectations, capacities, and needs which enables two persons to build a unique, highly personalized relationship in marriage.
3. Giving them some insight into personality make-up and the peculiar feelings and emotional reactions, carried over from their childhood, which so often create havoc in marriage.\textsuperscript{7}

The curriculum should give young people understanding of human relations, insight into their own personality and emotional expression, and sympathetic awareness of the un-

\textsuperscript{5} American Association of School Administrators, \textit{op. cit.}, p. 48.
\textsuperscript{6} Ibid.
\textsuperscript{7} Ibid., p. 50.
spoken desires and needs that each person brings from his childhood and adolescence to adult life and especially to marriage.\textsuperscript{8}

There is an especial need for a program that will help young people to work out wiser, saner, and ethically higher sex ethics than the prevalent beliefs and ideas of sex as something obscene and unclean. The ideas and beliefs on these questions and the goals and values they provide are interwoven, often implied, throughout the whole content of academic education, especially in the courses in literature, history, home economics, physical education, biology, and other subject matter areas.\textsuperscript{9}

The community school could help by providing a program that will show how housekeeping, nutrition, budgeting, and all the other phases of homemaking may be utilized to attain the goals and fulfillment sought in marriage and family life. Such a conception of homemaking education would serve the needs of young people in creating designs for living that are now possible with the newer knowledge and equipment. Every aspect of homemaking should be evaluated in terms of what it can contribute to living.\textsuperscript{10}

\textsuperscript{8}Ibid., p. 52.

\textsuperscript{9}Ibid.

\textsuperscript{10}Ibid., p. 64.
Provision must be made not only for the information, skills, resourcefulness, and understandings of homemaking under highly diverse housing and living conditions but also for the prestige of homemaking and family life as vital, important opportunities for both men and women to find personal fulfillment and to discharge their basic social responsibilities.\textsuperscript{11}

Any school program which plans to prepare for family life should consider:

1. Use and value of money.
2. Budgeting.
3. Economy of spending.
4. Vast social and mechanical change.
5. Religious observance.
6. Good health habits.
7. Use of leisure time in the home.
8. Management of time and energy.\textsuperscript{12}

The great opportunity of the schools now is to turn the courage and enthusiasm of young people into new channels—to teach them that the difficult and dangerous places now lie in our social, family, national, and international problems. Courage, resourcefulness, honesty, and

\textsuperscript{11}American Association of School Administrators, \textit{Youth Education Today}, Sixteenth Yearbook, p. 65.

\textsuperscript{12}American Association of School Administrators, \textit{op. cit.}, p. 66.
idealism are needed now more than ever before. Young people have all these things if they have not been disillusioned and shamed into hiding them.\(^\text{13}\)

Any sincere effort to check upon the school procedure in order to discover its contribution to the problems of the modern adult’s life forces one to recognize that there has been in the recent past a lack of training for an important part of life-adjustment-marriage and the home.\(^\text{14}\)

The American Association of School Administrators list three reasons why the family need the help that the schools and colleges can give parents and youth through training them for their present and future responsibilities. These are:

1. There has come, because of rapid cultural changes, the necessity of building modern family life upon something other than the domestic traditions that are handed on uncritically within the family.

2. Education for family life is also needed in order that young people, when they become parents, may be familiar with the insight and the resources that science has brought in recent years.

3. We need also to instill into the minds of those who are to be parents and those who are to be teachers a keener realization of the difficulties of childhood in our present culture.\(^\text{15}\)

Working together implies that children are living experiences in which they must get along together, plan to-

\(^\text{13}\) Ibid., p. 69.

\(^\text{14}\) Ibid.

\(^\text{15}\) Ibid., p. 71.
gether, and share together the ups and downs of finding solutions to problems. The emphasis is in the direction of encouraging participation in existing home life. Helping mother with her work in the home or helping father with his work is the central interest of many of the activities. Projects of this type are moving toward the goal of more worthy home membership. Many skills and processes of housekeeping are learned in order to be more helpful in living in the home. Such projects may contribute in some measure to building ideals, beliefs, and aspirations about the home. The extent depends in large measure upon the character of the family life of the individual child.

In some schools, biology, social studies, art, and commercial and industrial arts courses are designed to make a contribution to family education similar to that made in home economics programs. Still there is little emphasis on relationship within the family. The interest in these courses is usually the developing of skills and the imparting of knowledge.16

At the secondary-school level the curriculum related to home living has usually been organized for girls. The boys have worked in industrial arts shops while the girls have been in home economics laboratories. There is, how-

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16Educational Policies Commission, The Purpose of Education in American Democracy, pp. 7-8.
ever, a growing trend in the direction of coeducational programs. Social studies, home economics, science, and industrial arts teachers are responsible for a program of this type. The titles given some of these programs are:

2. Social Adjustments for Boys and Girls.
4. Living More Successfully with Ourselves and Others.
5. Science Related to the Home.
7. Living More Successfully in Our Families.17

The American Association of School Administrators list these practical proposals:

1. That the school in its program and practice shall recognize and respect the developing personality of the individual as well as the needs of society and give guidance to the home in the same direction.
2. That the school at every point shall take the home into account as a coordinate educational agent, a partner, whose cooperation is not only desirable but necessary.
3. That the content of the elementary curriculum as it becomes integrated around social studies shall include the family as a basic social institution.
4. That the secondary program which increasingly is being adapted to the needs of adolescent boys and girls shall make specific and adequate provision for their present and future needs as members of families.
5. That the adult education program as it expands for the good of the community shall assume

responsibility for helping husbands and wives, fathers and mothers, as they strive to make the American home realize its fullest possibilities. 18

In planning a program of this type the general points of view listed by the American Association of School Administrators should be considered. These are:

1. The interest that centers about family life deserve and need the same attention that education attempts to give to other major human values. The family in the modern world cannot be expected to flourish unless those directing instruction in the child's formative period appreciate and emphasize the significance of the home.

2. Family life has been changed and is being changed by present day conditions, but the home is now, as always, one of the major institutions of human society.

3. The values of family life are subject to change because they arise out of the experiences of individuals whose social background is in process of change.

4. These values are determined by the experiences of men, women, and children living together in the intimacy of day-by-day contacts under conditions of varying economic and social situations. The common elements do not efface the peculiarities of individual households and the unique personalities that compose them.

5. The weakened influence of many homes does not indicate that efforts for the conservation of the family must necessarily reinstate earlier domestic characteristics.

6. The values of family life are not automatically provided by the mere continuity or strength of family relationships. Because of its intimacy, privacy, and emotional meaning, family life has possible hazards. Society must seek to increase the wholesome influences of family life and to lessen the potential risks.

7. The important position of the school and the power it possesses to influence children and youth during their growth period bring a responsibility for deliberate educational effort to conserve the home.

8. A program of education for family life can never be sufficient that contents itself with merely

adding specific, formal instruction to the present curriculum. There is a need for utilizing the findings of science as they are related to child welfare and parental functioning. The school may become an effective support of the family in part by distributing the information and insight that science, especially biology and medicine, offers both parent and teacher as a means of understanding and safeguarding childhood, parenthood, and marital relationships.

9. The program of the school cannot safely be self-contained; it cannot be planned solely by educators and imposed upon the child or parent; but it must in part draw from the experiences as well as enlist the support of family life. In order to accomplish this, there must be a willingness to value the contribution of the parent to the intellectual development of the child, and not merely an eagerness to win the parents' support so that the school may impose its self-chosen program upon the pupil. 19

The American Association of School Administrators list specific procedures for carrying these general points of view into action which will involve judicious adjustment to local conditions. These are:

1. It should become standard practice for those given the authority to formulate the school programs and school curriculums to use pediatricians and child guidance specialists in an advisory capacity when these programs are formulated. The purpose of such cooperation would be to eliminate needless physical and emotion strain in classroom practices and in the length and distribution of the school day, and also to recognize the home and community differences to which the school program should adapt itself.

2. There should be more genuine conferences between parents and teachers than are common at present. This means a reciprocal relationship, rather than merely inviting parents to support the school so that its program may be carried on more efficiently and smoothly. On the contrary, parents should be encouraged not only to have a close and understanding

19Ibid., p. 17.
contact with the schools but to feel that suggestions will be welcomed and considered.

3. Instruction for family life should be both woven into the general content of the curriculum and recognized in specific courses especially in junior high school, senior high school, and college. The content of such instruction should be adapted to the interests of the child at the period, but also should be forward-looking so that it may influence later activities and attitudes.

4. In the carrying on of school programs, constant effort should be made to use sources from which the students can gain insight and become familiar with genuine family problems. Constructive interpretation should include child care, finances, and other types of family relationships. The child should be led to study such problems in a family setting rather than merely in a laboratory.

5. In specific instruction in family relationship, preparation for marriage should be increasingly emphasized as the age level advances. Instead of "sex education" there should be a program related to marriage and family life, and family values should be used to motivate sex conduct, especially during adolescence.

6. The schools must recognize and attempt to meet by special instruction the needs of adults facing the responsibilities of marital and parenthood experience, who desire an understanding of the normal problems of family relationships, and who need to know the resources of their community and of science when more serious problems arise.

7. An attempt should be made to impress upon those responsible for directing professional preparation that especially is attention needed to give instruction in marriage and family interests so that doctors, nurses, ministers, and lawyers, as well as teachers, may be better prepared to recognize the significance of domestic problems and be better equipped as they carry on their professional activities to contribute their part to the prevention, relief, or solution of domestic difficulties.

8. The support the school can bring to the family must come chiefly from its continuous recognition of family life, both in its attitudes and in its suggestions. It is doubtful that teachers can be expected to show regard for domestic values in their teaching if they are arbitrarily dismissed or otherwise penalized when they marry.
9. The day is at hand when America should face the possibility of improving home life through the educational program. Serious attention needs to be given to the effect upon families of social and economic changes. Race suicide cannot be ignored. In times of peace as well as in emergencies, the morale of the nation is nurtured by family life. Schools must help parents to solve these vital problems. 20

The community school should meet the requirements of evaluation based on four of the imperative needs emphasized by the American Association of Secondary School Principals. These are:

1. The school makes systematic provisions for boys and girls to work and play together.
2. Wholesome boy and girl friendships are encouraged not only in the classroom but also in after school activities.
3. Special efforts is made to stimulate the boys and girls to participate in social activities.
4. All teachers are alert to seize opportunities to improve pupils' understandings of the responsibilities for family living.
5. All pupils are encouraged to appreciate the strengths, and be concerned about the problems of family living they experience and observe.
6. All pupils are encouraged to assume actual responsibilities in the home and in the community.
7. Where it is possible, pupils are encouraged to carry on in the home activities which are begun in the school.
8. Pupils are urged to formulate standards of selection, noting both positive and negative influences of newspapers, magazines, radio, etc. upon the home.
9. The school not only permits but also encourages the use of some of its rooms as experimental laboratories in home-loving activities.
10. Although some of the work in family living is directed to the future, pupils are encouraged to investigate under guidance those questions which to them are of immediate concern.

20Ibid., pp. 54-55.
11. To make guidance more functional, class-advisers stay with the same group throughout the groups high-school experience.

12. Teachers are careful not to raise questions about marriage and the family for which pupils are not ready, but every attempt is made to provide honest answers to questions which pupils raise.

13. Pupils' questions concerning the development of their own bodies and physiology of reproduction are not tabooed but are answered by qualified specialists in separate classes for boys and girls.

14. The school holds that knowledge of self as essential to education for family living.

15. In one of the upper years of school, all pupils study a unit concerned with the individual.

16. The staff uses varied techniques to ascertain the problems of pupils and to offer suggestions without embarrassment to pupils.

17. Pupils study parenthood as a normal step in the development of the individual.

18. The school supports pupil visits to and study of the community agencies concerned with family welfare.

19. A part of the school program in family living is designed to help pupils become aware of the interacting influence of home and community.

20. The school encourages constructive projects by pupils to improve community and home living.21

All students need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.22

To improve the quality of present procedures, to adopt new technics where deficiencies exist, and to adjust the family life program to local conditions—these are some of the challenges which the American Association of School Administrators list:

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22 Ibid., p. 265.
1. Promote a common understanding and appreciation of the institutional life of society.
2. Systematically inform board of education as to the program of family life education.
3. Cooperate regularly with private and church agencies actively engaged in family welfare.
4. Cooperate regularly with public agencies seeking to improve or to rehabilitate families.
5. Help to coordinate local agencies interested in home and family life problems.
6. Help parents to utilize home experiences as educational opportunities for children.
7. Assist homes in developing common interests for children and adults.
8. Help parents to apply more intelligence in the refinement of home life through diet, recreation, and cultural activities.
9. Assist adults to understand the necessity of proper adjustment to periods of economic prosperity and depression.
10. Develop appreciation of the satisfactions and opportunities to be found in marriage and parenthood.
11. Promote understanding of the scientific resources available for the solution of family life difficulties.
12. Emphasize affection as a primary motive in family life.
13. Help children to understand the importance of thoughtfulness and cooperation at home.
14. Cooperate with parents in developing ideals and standards with regard to social conduct and recreational activities.
15. Continuously appraise the program to discover wherein the school may exert a more constructive influence on family life.
16. Provide definite ways for cooperation between schools and homes.
17. Provide definite ways for comprehensive programs for those youth not planning to attend college.
18. Provide adequate supervisory and specialized guidance of the family life program.
19. Provide appropriate homemaking experiences for boys as well as for girls.
20. Provide an emotional and factual background for later, more mature instruction regarding family life.
21. Give insight into the individual and social factors which improve or destroy family life.
22. Teach the applications of democracy to the everyday affairs of home life.
23. Continuously adjust the school program to the interests and needs of children.
24. Utilize genuine family experiences in the educational program.
25. Promote an understanding of the values and opportunities of family life.
26. Interpret family relationships so as to make clear the responsibilities of all members of the family.
27. Promote idealism and understanding of the effect of economic factors upon childbearing and child rearing.
28. Help youth to deal with commercial pressures and propaganda that tend to disturb the values of family life.
29. Provide opportunities for youth to understand the satisfactions and responsibilities associated with marriage.
30. Develop an understanding of the relationships between governmental agencies and family life.
31. Teach the principles and practices of household finance.
32. Give experiences in the artistic and cultural aspects of home life.
33. Provide opportunity for a study of eating habits, food values, and nutrition.
34. Offer training in procedures in repairing and maintaining houses and equipment.
35. Develop skill in home management.
36. Assist in the development of skills and interest in leisure-time activities applicable to home life.23

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CHAPTER V

PROCEDURES FOR MAKING A LIVING (VOCATION)

The purpose of this chapter is to set up some procedures for one of the four purpose areas of living—making a living (vocation).

The community school should give the youth experience in the following:

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

2. All youth need opportunity to earn money.

3. All youth need guidance in choosing an occupation and for vocational preparation.

4. All youth need to understand democracy.

5. All youth need to cultivate the willingness and the ability to cooperate effectively in democratic institutions.

6. All youth need to know how to make and hold friends.
7. All youth need to develop and maintain good health and physical fitness.

8. All youth need a range of personal interest, for aesthetic satisfactions.

9. All youth need the required knowledge and skills in fundamentals (reading, writing, etc.).

10. All youth need a workable philosophy of life.\(^1\)

The school curriculum should develop the following:

1. A program must give the youth an understanding of the economic system of which he is a part, and help him find a place for himself in it.

2. There must be provisions for individual differences.

3. The curriculum should begin with the interests already developed.

4. A program must develop the attitude of tolerance.

5. A program must develop the willingness and ability to cooperate effectively in democratic institutions.

6. A program must develop the attitude of broad-mindedness.

7. A program must teach the youth to respect others.

8. Each individual member should have respect for other personalities in the group.

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\(^1\)Franklin J. Keller, *Principles of Vocational Education*, pp. 6-7.
9. Each individual should have a strong sense of personal responsibility for the welfare of the group.

10. The individual should share decisions and cooperate with others for the common good.

11. The curriculum should be constructed in such a way that it makes a real situation—a real experience.

12. The program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.²

Youth need to learn how to work. Vocation education provides for such learning. Keller gives the following elements of a sound vocational program:

1. Elementary skills in communication. Speaking, reading, writing—skills that are necessary for any kind of living with people, at home, in company, and at work.

2. Health. The promotion of good health should be largely a family matter and, on the upper economic levels, is.

3. Interests. This may mean much or little, depending on the school. It is all-important that these interests be genuine, realistic, and humanistic.

4. Training in specific vocational skills. This training provides for all skills that are useful in pursuing an occupation—machine shop practice for the machinist, art for the artist, sewing for the dressmaker, and so on. Of course, whatever manual skill or occupational theory is not used for the purpose of earning a living, may be turned to account for better consumption or more enjoyable play.

5. Training in study, execution, analysis, and the like. Any attempted general training for application to all situations is of doubtful validity but in so far as such training is specific it can be useful, whether for vocation or hobby.

6. Vocation guidance. This is a feature of all good education, whether general or vocational.

7. Social relationships. Such relationships are as important at work as they are at play in the home. For work they must be taught realistically and under work conditions.

8. Work experience. Under any auspices work experience must be real experience. When it is made available in school, it must be on real jobs, whether they are classified as auto repair in a trade school or orthodontia in a dental school. It must be strongly motivated. It must be activity with a purpose.

9. Wherever education takes place, interest must be present and activity must eventuate, not only in skill but in knowledge and understanding. If preparation for a vocation is the aim, it must still be human.

10. Wisdom and sincerity must be in the teacher. The teacher must know about human relationships and occupational techniques.

Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and to find in that vocation his own best development.

In this area, specific objectives could provide opportunity for:

1. Work.

2. Occupational information.

3. Occupational choice.


5. Occupational adjustment.

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3Franklin J. Keller, Principles of Vocational Education, pp. 6-7.

4Ibid., p. 9.
6. Occupational appreciation.
7. Personal economics.
8. Consumer judgment.
10. Consumer protection.

The community school should meet the requirements of evaluation based on four of the imperative needs emphasized by the American Association of Secondary School Principals. These are:

1. The school gives continual emphasis to the skills, attitudes, and work habits essential for success in any work situation.
2. The school uses a variety of plans in its efforts to provide occupational information.
3. Teachers utilize every opportunity to acquaint students with the world of work.
4. The school tries to develop general skills which will serve students well in whatever specific occupation they may later enter.
5. Students who desire to acquire skills best learned on the job may have part-time jobs while attending the school the rest of the day.
6. Everyone is encouraged to make suggestions for, and to have a part in, maintaining the school property in good condition for use by the whole group.
7. The school provides opportunity within its own environments for practical experience in living and working with adults in their work situations.
8. Many departments of the school give service to various community agencies and groups.
9. On appropriate occasions, students go out from the school to serve community needs.
10. Before school opens in the fall, the school program for helping students get part-time and Saturday jobs is launched.
11. The school's interest in helping the students secure educationally sound work experiences is explained to prospective employers and their cooperation sought.
12. The school conducts an "odd-job" service.
13. Home-room groups are permitted and encouraged to engage in a limited number of group work projects during the year.

14. The board of education employs a teacher or coordinator throughout the summer to supervise the summer work program.

15. The school tries to help parents understand the importance of work experiences in the lives of their boys and girls.

16. The school tries to capitalize on students' work and to make the school program more effective.

17. The staff places prestige value on work done by students in their homes.

18. Personal inventories, check lists, tests, and interviews are used as a basis for determining status, never as instruments to "pigeon hole" students.

19. The school placement office provides a clearing house for students desiring jobs to discover employers seeking help.

20. The school gives the same status to work experience that it gives to experiences and activities offered as class work.5

The major objectives of the program might be similar to those illustrated by Keller. These are:

1. To give to each student the opportunity to learn advanced operations and skills typical of the industry of his choice.

2. To develop consumer knowledge relating to the selection, care, and effective use of modern industrial products.

3. To develop wholesome leisure-time interests of an industrial nature.

4. To develop appreciation of design in manufactured products.

5. To vitalize all areas of instruction undertaken in high schools.6

The courses in most high schools are selective and have not necessarily been established because of their in-

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6Keller, op. cit., p. 32.
terest to students. Many an intelligent pupil whose interest is in a vocation has had to struggle with his elementary or junior high school teachers for the privilege.\(^7\)

The organization of a vocational school for vocational guidance, for service to each personality in the school, assumes the presence of highly trained counselors. Certain definite possibilities reveal themselves as what vocational educators can do:

1. Vocational educators must join, support, and actively further the objectives of those organizations that have as their aim international understanding, cooperation, and peace.
2. Vocational educators must publish and distribute all kinds of material that will be useful in this field.
3. Vocational educators must be realistic. With the best of intentions, vocational educators can do nothing without man power and money.\(^8\)

Vocational education is education itself, begun when the first interest in activity presents itself to the individual. Vocational education should provide for the following:

1. Vocational guidance.
2. Vocational exploration.
3. Vocational training.
4. Vocational placement.
5. Vocational follow-up.

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\(^7\)Ibid., p. 25.
\(^8\)Ibid., p. 32.
Vocational education may be referred to as occupational education. Occupational education or vocational education will use all of the facilities of the community local, state, and world which ever are necessary.
CHAPTER VI

PROCEDURES FOR LEISURE OR RECREATIONAL LIVING

The purpose of this chapter is to set up some procedures for leisure or recreational living.

Youth are particularly concerned with problems such as these:

1. Participating in normal recreational activities, including social opportunities to mix with others of the same age of both sexes.

2. Being socially accepted as a companion to other youth.

3. Earning money to make such acceptance and companionship possible.

4. Assuming civic responsibilities in the community.

5. Participating as a member of clubs and organizations.

6. Maintaining a good physical condition.

7. Achieving self-direction and self-discipline.\(^1\)

The curriculum should (must) conform to youth and social needs rather than to preconceived notions of what

constitutes a complete course, semester, or other convenient administrative device.\footnote{Ibid., p. 304.}

The curriculum should develop the following:

1. The curriculum should begin with the interests already developed.

2. A program should broaden and enrich the pupil's life by the awakening and growth of cultural interests.

3. There must be provisions for individual differences.

4. The curriculum should be based on life.

5. A program must develop the attitudes of tolerance.

6. A program must develop the attitude of broad-mindedness.

7. A program must teach the students to respect others.

8. The individual respects proper leadership.

9. The curriculum should provide a program of physical and mental activity for the student.

10. The school should reflect a generally happy mood, relaxed and relatively free of tension.

11. The relationship of student and teachers should be one of friendly comradeship, of mutual respect for others as persons.

12. The behavior should be marked by integration.\footnote{National Association of Secondary School Principals, \textit{Planning for American Youth}, p. 43.}
The objectives of leisure or recreational living as given by Meyer are:

1. To acquaint management with the importance of industrial recreation as a part of sound industrial relations.
2. To emphasize industrial recreation in periods of national emergency to achieve industrial unity, improve morals, skill, and production.
3. To develop industrial recreation as a benefit to community and improvement of industrial, labor, and government understanding.
4. To study methods of improving industrial recreation programs.
5. To provide a clearing house for ideas and dissemination of information on industrial recreation programs through bulletins and other media.
6. To aid members in the solution of recreation problems.
7. To encourage further study and research on industrial recreation.
8. To function in any manner beneficial to the industrial recreation movement.¹

Meyer goes a step further and states that the program should:

1. Plan for the whole-community.
2. Let youth participate.
3. Allocate responsibility for providing services.
4. Develop neighborhood activities.
5. Strengthen existing services.
6. Use school and church facilities.
7. Find capable leadership.
8. Diversify teen-age activities.
9. Secure community support.²

In planning community recreation with a view to its full implications in the social structure the following principles are pertinent:

²Ibid., p. 230.
1. That everything and anything that is done should have its base in the community.
2. That there should be ample recreation opportunity for all the people—children, youth, and adults in all economic and social strata.
3. That the talents of people and the natural resources of the community should be used to the fullest extent.
4. That the program should function through all types of agencies, public, private, and commercial.
5. That recreation should be recognized as an essential force in the life of the people for what it contributes to social well-being.

Recreation is a basic need for living in a democratic society. It may be an organized or a spontaneous activity under governmental, voluntary, or private auspices. For every individual, recreation may be any wholesome leisure experience engaged in solely for the satisfaction derived therefrom. It includes games and sports, camping, hiking, dancing, picnics, discussion groups, drama, music, arts, and crafts, and other activities of personal choice. Recreation may be an individual hobby or an experience shared with others. It is man's principal opportunity for enrichment of living.

The present mechanized age and its prospect of increased leisure demands comprehensive planning for recreation. In every community there should be a citizens' recreation council representing all interested groups and, in addition, a board or commission officially responsible

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6Ibid., pp. 270-271.
7Ibid., pp. 274.
for direction of a tax-supported public recreation program. As a part of the complete community plan the voluntary and private agencies can provide significant opportunities for individual and group recreation.8

The modern community supports education, health, recreation, welfare, and related services as essential to the individual and society. The provision of these services is a responsibility of the entire community including public, private, and voluntary agencies:

1. A program of recreation should be provided in every community, rural and urban; and for all people, children, youth, and adults.
2. Opportunities and programs for recreation should be available twelve months of the year.
3. The program of recreation should be planned to meet the interest and needs of individuals and groups.
4. Education for the "worthy use of leisure" in homes, schools, and other community institutions is essential.
5. Community planning for leisure requires cooperative action of public and voluntary agencies including civic, patriotic, religious, social, and other groups which have recreation interests and resources.
6. A recreation plan for the community should result in the fullest use of all resources and be integrated with long-range planning for all other community services.
7. Wherever possible, federal, state, and local agencies should correlate their plans for the planning, acquisition, and use of recreation facilities.
8. Recreation facilities public and private should be planned on a neighborhood, district, and regional basis to provide the maximum opportunities and services for all age groups.
9. Local planning boards, recreational commissions, boards of education, and park boards, should cooperate

8Ibid., p. 260.
in long-range planning for the acquisition, development, and use of recreational facilities.

10. Schools should serve as adequately as possible the education-recreation needs of pupils and be planned so that they will be efficient centers for community use.

11. Parks should be planned wherever possible to include facilities for sports, games, and other recreation activities suitable for children, youth, and adults.

12. Recreational personnel should have professional training and personal qualifications suited to their specific services.

13. Civil service or state certification procedures should be adopted to insure the employment of professionally trained and qualified personnel in public recreational programs.

14. Each agency, organization, or group which has recreation functions and facilities should employ an adequate staff of qualified personnel to meet its share of the community needs.

15. Professional associations and societies on national, state, and local levels should cooperate in establishing and improving professional standards and in achieving the objectives of recreation.

16. Every state should create necessary and appropriate enabling legislation which permits every community to plan, finance, and administer an adequate recreation program.

17. Public recreation programs should be financed by tax funds under a department of the local government.

18. Adequate financial support for the recreational services rendered by voluntary agencies should be provided by contributions.

19. A fundamental and continuing obligation of all responsible agencies is to develop a public awareness of the social significance of recreation by interpreting its needs, services, and opportunities.

20. Recreational services, actual and potential, should be evaluated continuously in terms of their contributions toward enriching individual and community life.9

The community school should meet the requirements of evaluation based on four of the imperative needs em-

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9Ibid., pp. 291-293.
phased by the American Association of Secondary School Principals. These are:

1. The school encourages the fullest possible participation of students in a broad program of leisure-time activities.

2. Student responsibility for the conduct of leisure-time activities is exploited to the fullest.

3. A large number of the school clubs is of the continuing hobby type.

4. The school is especially concerned with the student who had no club membership and through guidance undertakes to help him find his interests.

5. Students are encouraged to explore activities which demand active participation as well as activities of the spectator type.

6. The school is realistic in recognizing the extent to which commercial entertainment fills students' leisure hours and devotes considerable time, therefore, to helping students develop criteria for selecting from the abundance of entertainment available.

7. Remedial reading classes are maintained in order that the student's increased ability to read may bring satisfaction and enjoyment in this method of using leisure time.

8. The school carefully plans its program in order that pupils may come to recognize that leisure time is not just time to be passed but that it is time to be planned for and used.

9. The school tries to help each student develop skills in one or more leisure-time pursuits which will give his a sense of achievement and admirability.

10. The school places limits upon the extent of one individual's participation in activities primarily to allow many pupils opportunities of leadership.

11. All pupils are provided competent instruction and time for learning and practice in socially useful leisure-time habits which may not be given in the home.

12. Respect for the ideal of safety is given emphasis in connection with leisure-time pursuits as well as in other areas of daily living.

13. The school offers the student instruction and practice in the active duties of citizenship which are normally discharged in leisure time.
14. Recognizing the place of the automobile in leisure-time activities, the school offers a course in safe driving for students who are approaching the minimum age for drivers' licenses.

15. The school provides space and special equipment for developing its leisure-time training program on an equal footing with other school activities.

16. Certain of the classrooms are quickly adaptable to use for games like chess, checkers, etc.

17. The daily schedule gives definite time for the leisure program.

18. In selecting teachers, consideration is given to their competence in promoting and guiding leisure pursuits.

19. The entire teaching force regards training for leisure as a common duty and opportunity.

20. Student groups are encouraged to advise the rest of the student body of opportunities outside the school for profitable use of leisure time.10

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.

A program based on sound objectives and operating under accepted and proved principles is essential for:

1. Happiness.

2. Satisfaction.


4. Creativeness.

5. Competition.


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9. Character.
11. Socializations.
12. Individualization.
13. Prevention and cure.
CHAPTER VII

PROCEDURES FOR LIVING IN THE COMMUNITY

The purpose of this chapter is to set up some procedures for living in the community.

There is reason to believe that a good way to learn the democratic principles in a manner so as to make the practice of them sure is to give the students opportunity to live democracy throughout the school—in the classroom, on the playground, in every phase of school life. To do so, the teacher must not only believe but practice the principles of American Democracy.\(^1\)

In three historical documents, The Declaration of Independence, the preamble of the American Constitution, and the Constitution are to be found the basic purposes of democracy in the United States. Before and since the framing of these documents the American people of every generation struggled constantly:

1. To serve the general welfare.

2. To decrease the disparities of human circumstances by securing justice for all.

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3. To secure civil liberties for all within the boundaries of the United States, regardless of race, color, creed, religion, or economic or social status.

4. To establish a nation whose government is based on intelligent consent and understanding of the governed.

5. To insure not only the right to pursue happiness but to make possible adequate opportunities for the pursuit of happiness.

6. To provide for the common defense.

7. To "alter or abolish" parts of government "that have become destructive of aims," and to lay their foundations on such principles and organize their powers in such form as to them shall seem most likely to affect their safety and happiness.²

At times the struggle to obtain these purposes has become more intense than at others but at no time have the American people "been entirely free from arrogance, intolerance, and despotism. Traditions of distinction as between the rich and the poor, the educated and the ignorant, the governing and the governed, were imported by the early settlers along with their household goods."³

²The Declaration of Independence.

Out of the struggle to meet ever-changing conditions is emerging a period of educational experimentation unusual in the history of a nation. New subjects have been added to the curriculum, different approaches to old subjects tried, and improved methods of working, testing, and evaluating have been explored. Following the period of rapid expansion of the school program in the United States and the many changes made in its varied curricula may come a "period of evaluation—a period in which will be determined more accurately what educational policies are best suited to a modern democracy and how best they may be realized in practice."[4]

If, as the Educational Policies Commission holds, the purposes of education in a democracy are established by the democratic way of life, then its purpose must be expressed in terms of the democratic ideal and its activities must afford experiences in situations where the basic principles operate. Further, since the democratic way of life is being challenged at home and abroad, "the achievement of democracy through education becomes the most urgent and practical problem" of the educational profession.[5]

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[5]Ibid.
In line with this emerging philosophy as to the purposes of education, the American Association of School Administrators of the National Education Association states, in its 1938 yearbook, the following aims for public education:

In the program of public education the primary purpose should be to help youth find satisfactory places for which they are fitted in their own social and economic order. If American ideals are to be promulgated and improved through democratic institutions, youth must be trained and educated to make decisions and choices by the democratic process of freedom in learning. Such training and learning must in the long run be effected through growth and development of the experimental attitude and the critical mind and by means of widespread, systematic, and adequate educational opportunities.  

Pupils learn to live in a democracy through participation in democratic living. To be democratically sound, the curriculum should observe and incorporate the hallmarks of democratic education:

1. Democratic education has its central purpose in 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.
3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through 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 uses democratic methods in classroom, administration, and student activities.

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

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

8. Democratic education teaches through 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, are 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.7

In order to insure efficient democratic practices, the approaches to the social studies would have to be organized to:

1. Insure cooperative action for the common good.

2. Assure each individual of continuous enjoyment of the basic civil liberties.

3. Provide for the welfare of each individual.

4. Assure all of an opportunity to share in determining the purposes of their activities, how the purposes are

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to be attained, the evaluation of results, and considera-
tion of the next steps.

5. Develop situations in which students can pro-
gressively assume responsibilities.
7. Assure the students of the necessary knowledge
of democratic living. 8

In order to be consistent with what is known of the
ways in which effective learning takes place, social
studies approaches would attain the following:
1. Provide situations in which the learner can see
the relationship between what he experiences and his own
welfare.
2. Insure the growth of activities out of the ex-
perience of the learner.
3. Assure a wide variety of learning situations in
which students can engage with a satisfying degree of
success.
4. Make essential the development of learning sit-
uations wherein the satisfaction received by the learner
is immediate.
5. Provide learning situations that insure the mating
of thought and action.

8L. R. Golson, "An Evaluation of the Approaches to the
Social Studies" (Unpublished Master's Thesis, Department of
Education, North Texas State Teachers College, 1941).
6. Insure participation in learning situations that resemble closely those in which the learning is to be used.\(^9\)

The community school should meet the requirements of evaluation based on four of the imperative needs emphasized by the American Association of Secondary School Principals. These are:

1. The school discourages the organization of fraternities, sororities, and other closed groups.
2. All school social activities are held at the school.
3. Where charges for admission to school activities exist, a low-cost student activity ticket is available, provision being made for all students to obtain this ticket regardless of economic status.
4. Expenses for participation in clubs and organizations are borne by the school and not by the individual participating.
5. The competence and personal worth of students belonging to minority groups are given frequent and prominent recognition.
6. Functional student organizations have been set up for the exercise of student responsibility through democratic procedures.
7. The management and control of an increasing number of areas of school life are delegated to the student body.
8. Students are helped to interpret their experiences and their organizations in the larger setting of community, state, and world citizenship.
9. Many units of classwork are suggested and planned jointly by students and teachers.
10. All students are provided opportunities for the development of skill in the methods of group discussion.
11. Pupils and teachers use many realistic techniques.
12. Longer periods are scheduled to allow for the use of the above mentioned techniques.

\(^9\)Ibid.
13. The school endeavors to help youth achieve some common understandings of the society they will possess in common.

14. The school uses its accumulated pupil data to help pupils plan realistically on worthwhile programs of studies.

15. Through counseling, the school tries to help each pupil understand his aptitudes and capabilities in order that he may contribute most fully to his own development and the welfare of the group.

16. The school seeks the cooperation of parents and community groups in developing and furthering the program of the school.

17. The school conceives of education as a continuous process, and its facilities are made available to youth and adults beyond school age.

18. The school stresses in all curricula the theme of civic responsibility.

19. The school provides special services to meet community needs not cared for by other agencies.

20. The school and community accept the responsibility of endeavoring to provide equality of educational opportunity for all as one concrete demonstration of the rights and duties of a citizen in a democratic society.\textsuperscript{10}

It is suggested that the four core areas be made the scheme of arrangement for the social studies. The outline would then be:

1. Living in the home.

2. Leisure or recreational living.

3. Making a living (vocation).

4. Living in the community.
   a) Home-living social relations.
   b) Leisure social relations.

c) Vocational social relations.
d) Living with others—actual school and community social participation.\textsuperscript{11}

According to this outline, the activities of the other core areas would provide the setting for the social studies period. In the division—living with others—actual school and community participation in cooperative planning is found.

Among many others the following interest centers:

1. Organizing our home rooms,
2. Organizing our student council,
3. Making our school a happier place,
4. Selecting entertainment programs for our school,
5. Providing parks—local, state, national, etc.

In the field of making a living we might find the following social connections:

1. Making work safe for our people,
2. Trading work with others,
3. Insuring jobs for ourselves,
4. Making positions plentiful,
5. Operating employment bureaus for our people,
6. Securing markets for our products,
7. Making our work contribute to achievements of national goals.

\textsuperscript{11}Colson, \textit{op. cit.}
In the recreation field there could be, among others the following integrating social units:

1. Securing a library for our county.
2. Planning a system of national parks.
3. Attracting birds to our parks.
4. Securing new equipment for our school playground.
5. Planning a recreational program for our area.
6. Beautifying our school and community parks.
7. Planning a system for national parks.

Under the division of living in the home the following units could be used:

1. Guaranteeing fresh food for our homes.
2. Preventing waste of home building materials.
3. Planning sound home financing.
4. Zoning our community for home protection.
5. Eliminating slum homes in our community.
6. Planning a city of model homes.
7. Making home ownership possible on farms.

All youth need to understand the rights and duties of a 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, and of the world. It is only in a democracy that these skills can be successfully developed. The school must be made into a real democracy, and the students of the public school must also have the democracy of the community as a
laboratory. To be at all consistent and to square the educational practice with the educational theory it is necessary to make the school and the communities real laboratories in which the young citizens may practice the skills and techniques of democracy under guidance. It is here that the necessary understandings will be encountered and be accepted, through consent. Then government by assent disappears. It becomes the purpose of the social studies laboratories of guided living in our public schools and colleges to enable the student to get clear understandings of these trends through the actual practice of the skills and techniques of democracy in the school and community.

The student should have direct social living. His living at school with other children and with grown people becomes and is itself a phase of social studies--it is social living. The social studies program would become the keystone of integration if it is consistent and if the curriculum is based upon life situations.

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CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

The problem of this study, as stated in the introduction, was to determine some sound procedures for the organization of the school and the community.

Conclusions

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

1. The school's processes of administration and supervision, the pattern of its program, and the relationships of those engaged in the program should conform to democratic principles.

2. There should be participation by pupils, teachers, and parents in the planning and operation of the school program.

3. The curriculum should evolve from the needs and aspirations of the people served by the school program.

4. The educational program should provide opportunity for all individuals to experience a feeling of personal achievement.

5. All resources of the community should be available to the school and the appropriate one used for the accomplishment of its purposes.
6. The school's schedule should assume its form from the activities and arrangements deemed necessary to accomplish its purposes.

7. Operation of the school and the flow of its contributions should conform to the continuous nature of the growth and the educational needs of those it serves.

8. Personnel should be provided in the amount and quality needed to provide the adult guidance, influence, instruction, and leadership requisite to creating the environment that will accomplish the purposes of the school.

9. The environment provided school personnel, including such factors as the nature and amount of work, opportunities for study and recreation, renumeration, living conditions, and status in the community, should be such as to contribute to the welfare, happiness, and professional growth of staff members.

10. The school's physical plant and its operation should meet the needs and safeguard the welfare of those served by it; and should be designed to contribute to the achievement of the school's purposes.

11. All youth should develop and maintain good health and physical fitness.

12. All youth should be given opportunity to attain proficiency in the proper use of leisure time.
13. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most students need supervised work experiences as well as education in the skills and knowledge of their proposed occupations.

14. All youth should know how to purchase and use goods and services intelligently.

15. All youth should have an opportunity to earn money.

16. All youth should know about finances—cash, credit, and installment buying—which to use and when.

17. All youth need guidance in choosing an occupation and for vocational preparation.

18. All youth should understand democracy.

19. All youth need to develop the ability to comprehend and to use the most effective and reliable methods in the solution of social and civic problems.

20. All youth should have a range of personal interests, for esthetic satisfactions.

21. All youth should develop the ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

22. All youth should acquire a knowledge and skill in fundamentals (reading, writing, etc.).
23. All youth should have a workable philosophy of life.

24. All youth should understand the significance of the family for the individual and for society and the conditions conducive to successful family life.

25. All youth should know how to make and hold friends.

26. All youth should know about boy-girl relationships.

27. All youth should know about sex relationships.

28. All youth should 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.

29. All youth should know how to maintain democratic family relationships.

30. All youth should develop standards of personal conduct--finding what kinds of things others in their group think are moral and immoral.

31. All youth should cultivate the willingness and the ability to cooperate effectively in democratic institutions.

From the study it is concluded that the needs of the school and the community can be grouped under four areas of living:

1. Living in the home.

2. Leisure or recreational living.
3. Living in the community.
4. Making a living (vocation).

It seems to be possible to give the student training in meeting his needs in one or more of the areas of living. Those needs that do not overlap seem to represent purpose areas. The needs that can be met by a number of purpose areas probably represent tools or instruments of living rather than final purposes. Thus the four purpose areas are identical with the areas of living.

Recommendations

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