A STUDY TO DETERMINE GUIDING INFLUENCES FOR DEVELOPING
A CURRICULUM FOR CONTEMPORARY LIVING

APPROVED:

James E. Langley
Major Professor

PA Daniel
Minor Professor

William
Director of the Department of Education

Jack Johnson
Dean of the Graduate School
A STUDY TO DETERMINE GUIDING INFLUENCES FOR DEVELOPING
A CURRICULUM FOR CONTEMPORARY LIVING

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

193243
Mary E. Kelly Bresenhan, B. S.

Reagan, Texas
August, 1951
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study</td>
</tr>
<tr>
<td></td>
<td>Definition of Terms</td>
</tr>
<tr>
<td></td>
<td>Delimitations of the Study</td>
</tr>
<tr>
<td></td>
<td>Source of Data</td>
</tr>
<tr>
<td></td>
<td>Methods of Treating Data</td>
</tr>
<tr>
<td></td>
<td>Previous Studies in the Field</td>
</tr>
<tr>
<td>II. NATURE OF CONTEMPORARY INSTITUTIONS</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Type of Society</td>
</tr>
<tr>
<td></td>
<td>Definition of Democracy</td>
</tr>
<tr>
<td></td>
<td>Type of Institutions</td>
</tr>
<tr>
<td></td>
<td>Modern Institutions</td>
</tr>
<tr>
<td></td>
<td>Function of Education in a Democratic Society</td>
</tr>
<tr>
<td>III. NEEDS OF YOUTH IN A DEMOCRATIC SOCIETY</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Imperative Educational Needs of Youth</td>
</tr>
<tr>
<td>IV. A DYNAMIC CURRICULUM FOR AMERICAN YOUTH AS PROPOSED BY MODERN EDUCATORS</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Scope of the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Designing the Curriculum</td>
</tr>
<tr>
<td></td>
<td>The Objectives of the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Materials or Subject Matter of the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Techniques of Instruction for the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Evaluation of the Curriculum</td>
</tr>
<tr>
<td></td>
<td>Summary of Principles Governing the Development of a Dynamic Curriculum</td>
</tr>
<tr>
<td></td>
<td>Evaluation of the Extent to Which the Principles Meet the Needs of Youth and Those of Contemporary Institutions</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V. CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY</td>
<td>77</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>80</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Survey of Concepts of the Curriculum Held by Reputable Educational Organizations, Committees, and Educators</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Opinions of Different Sources Regarding Responsibility for Selecting the Curriculum for Youth Education</td>
<td>54</td>
</tr>
<tr>
<td>3.</td>
<td>Survey of Opinions Regarding the Objective of Education</td>
<td>58</td>
</tr>
<tr>
<td>4.</td>
<td>A Survey of the Opinion of Some Educators Regarding the Contents or Subject Matter of the Curriculum</td>
<td>61</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Children and youth are the greatest resources of any country, but their full potentialities will be realized only when a curriculum is designed that will meet their needs and that of the contemporary society in which they live.¹ These two elements are inseparable. For example, an individual may have artistic ability that enables him to successfully counterfeit the nation's currency; the demands of society outlaw such a practice and provide punishment for the offender. The same ability, rightfully guided, may be used to draw the blueprints of the nation's homes and business establishments, an occupation that is both remunerative and socially valuable. The point to be made is that the child's potentialities need to be guided in order that his own needs and that of the society in which he lives be constructively met and realized.

Purpose of the Study

The purpose of this study is to determine from current professional literature the guiding principles for developing

¹Florence Stratemeyer, and others, Developing a Curriculum for Modern Living, p. 69.
a curriculum for the public schools which will meet the needs of youth as well as those of contemporary social institutions. The type of contemporary society and the needs of the learner will determine these principles. This calls for a curriculum that is always in the process of design and development because society is never static and the needs of the learner vary with changes. As Lee and Lee aptly state, "The curriculum cannot be planned separately from the child and his environment but all constitute a continuous interacting whole."  

**Definition of Terms**

Webster defines the "curriculum" as the whole body of courses offered in an educative institution, or be a department thereof. In this study it is used with a broader meaning, namely:

That it is nothing less than the sum total of all student experiences, formal or informal, which take place in and without the classroom walls. All the activities planned or incidental, in which a student participates as a result of being enrolled in any given school unit constitutes his curriculum.  

Merriam's conception of democracy will be used in this study:  

Democracy is not a mere form, a mere mechanism, as some seem to think, to be worshipped as an idol.

---


Democracy is a spirit, an attitude toward our fellow men, a mode of political cooperation through which the human personality may find the richest expression of human values. 4

The word "need" as defined by Good will be used in this study:

Needs: pupil: Everything necessary to insure the optimum development of the potential abilities of a pupil--intellectual, physical, moral, emotional, and social--both in relation to his present interests, abilities and level of achievement and in relation to the probable future demands of the individual and of society. 5

The definition of culture used in the investigation was taken from the writings of Rugg:

Culture is a useful scientific term that gathers together all of the living of the people of a community, region, or nation. It embraces the external material civilization, the social institutions of the people, and the "psychology of the people." 6

Delimitations of the Study

This study is limited to investigating the guiding influences or principles for developing a curriculum for the learner, using the nature of our society as one guiding influence and the children we teach as another. Since it limits the meaning of curriculum to a process of design, what is good in the curriculum today must change with the changes in the needs of the learner and society.

6 Harold Rugg, Democracy and the Curriculum, p. 5.
No experiments have been carried on this study, but it is a presentation of research based on materials which can be accepted without question and in which the truth contained is axiomatic or self-evident in nature.

Source of Data

Professional literature in the field of education with special emphasis on curriculum problems constitutes the main source of data for the study. In this connection research studies, courses of study, textbooks, bulletins, state reports, and committee studies were utilized. No experimental data are used in the study but the research is confined to library materials.

Methods of Treating Data

Since the purpose of the present study is to determine from current professional literature the guiding principles for developing a curriculum which will meet the needs of youth as well as those of contemporary social institutions, the first step in the study was an investigation of the literature to determine the nature of contemporary society and the needs of youth. Chapter II deals with the first of these topics and Chapter III with the needs of youth as outlined in the literature.

Recommended practices and procedures designed to meet the requirements of contemporary society and of youth are presented in Chapter III. These include all phases of the
curriculum: plant, administration, course of study, methods of teaching, and staff training. Guiding principles for developing a curriculum for the public schools are developed from these readings and constitute a consensus of opinion on the subject by leading educators and writers. Conclusions derived from the study are presented in Chapter IV.

Previous Studies in the Field

A public school curriculum cannot remain static in a dynamic society. American social, economic, and political life experienced changes of an almost revolutionary character during the half-century preceding 1900; but the changes in this period were minor when compared to those which have taken place since 1900. Society since that time has become almost completely metamorphosed. While the curriculum of the public school has not changed as rapidly as changes in society, the changes have been many and extensive. According to Otto, no period in the history of American education has witnessed such intensive study of educational problems by the profession itself as has the period since 1915.\(^7\) Since the curriculum is the heart of the school, all of the studies in some respect have had a general bearing on the curriculum.

Until about 1910 curriculum making was largely in the hands of subject-matter specialists who were dominated by a philosophy of formal discipline, the sacredness of subject matter, and a worship of the past and adherence to the established order. Opinion rather than scientific data too often operated to determine curriculum content. About 1910 a group of educators led by such educators as Aive, Thorndike, Judd, and Ayres began to use objective methods of research upon educational problems. These educators set out to study society, subject matter, and the learner and they made scientific investigations to try to find answers to their questions. One of the major subjects of study was that of the curriculum. Prior to 1920 there were fewer than 1,500 courses of study published in the United States. Since 1925, according to Bruner, more than 30,000 courses have been collected in one laboratory alone. He states:

America has witnessed in the last decade more activity in curriculum and course of study construction than in all its previous history. Beginning in a few forward-looking communities as far back as 1920 the movement to examine and overhaul curricula and courses of study in the public schools has developed into national proportions. Thousands of communities are now busily engaged in some phase of the task of curriculum construction or revision. The type of activity has varied from a remote realization that something ought to be done, to extensive programs where entire cities and states have set up intricate and smoothly working organizations for revising their curricula. In many instances curriculum

---

departments have been added to the research bureaus of city systems and well-equipped curriculum libraries and laboratories are being established all over the country.\footnote{Ibid., p. 11.}

The activities in curriculum research have been carried on by different agencies. The National Society for the Study of Education and its different departments have been very active in the work. In the Thirty-Second Yearbook of the Society published in 1933 the entire report was given to a study of the general principles underlying the curriculum and their application.\footnote{General Principles Underlying the Curriculum, Thirty-Second Yearbook of the National Society for the Study of Education, 1933, p. 112.} The statement was made in the Yearbook that "the curriculum can be set forth only in terms of specific objectives" and not in detail.\footnote{Ibid.} The Progressive Education Association initiated and developed much study on curriculum practices. This Commission was established in 1930 with two major objectives: (1) to clarify the thinking of educators concerning the changes that ought to be made in American secondary education, and (2) to devise a feasible plan of school and college cooperation.\footnote{"The Work of the Progressive Education Association in Curriculum Reconstruction," Democracy and the Curriculum, Third Yearbook of the John Dewey Society, p. 274.} The Eight-Year Study developed out of the Commission's activities. Briefly stated, the Study was this: thirty
secondary schools agreed to study and revise their curricula in terms of the pupil's needs rather than the regular curricula which aimed at preparing the pupils for college entrance credits. A number of colleges agreed to accept the graduates of these schools without examination or certification in the conventional secondary units. When the study had been under way for about three years, schools began seriously to re-examine their purposes. Each school developed its own plans of work and decided for itself what changes should be made in its curriculum, organization, and procedure. Annual conferences were held, and as the schools began to see more clearly the changes that ought to be made, the task of developing and organizing new curriculum materials became so heavy that the schools asked for help. In response to that request, through funds provided by the General Education Board, curriculum assistants began their work with the schools in September, 1936.\footnote{Ibid., pp. 276-77.}

The effects of the Eight-Year Study were far-reaching. No hard-and-fast conclusions could be drawn from the experiments, but the project attracted the interest of educators all over the country. Renewed interest was created in problems of curriculum revision, and "brought new vitality to teaching and learning."\footnote{Ibid.}

The National Education Association has also been active in curriculum revision. The Fourth Yearbook of the
Department of Superintendence, one of the Association departments, described briefly some of the most forward-looking work in the field of curriculum building. The Fifth Yearbook of the same department reviewed 119 investigations for the construction of a junior high school curriculum. The Sixth Yearbook of the Department of Superintendence dealt with the objectives of secondary education, the curricular found in secondary schools, the relationship between high school and college, and differentiation of courses for students of varying abilities. Three Yearbooks in succession, it is shown, were devoted to a study of curriculum problems in the public schools. Eight years later than the issuance of the Sixth Yearbook, the Department of Superintendence again devoted its annual report to the curriculum. One year later the Joint Committee of the Curriculum of the Department of Supervisors and

15 The Nation at Work on the Public School Curriculum, Fourth Yearbook of the Department of Superintendence, National Education Association, 1927, 519 pp.


17 The Development of the High School Curriculum, Sixth Yearbook of the Department of Superintendence, National Education Association, 1928, 584 pp.

18 The Social Studies Curriculum, Fourteenth Yearbook of the Department of Superintendence, National Education Association, 1936, 476 pp.
Directors of Instruction of the Association and the Society for Curriculum Study issued a report on various philosophies and procedures governing the curriculum. The 1944 Yearbook of the Department of Supervision and Curriculum Development of the Association was devoted to a study of new curriculum material. Many other studies have been made by the National Education Association relating to curriculum problems in conjunction with other aspects of education.

The John Dewey Society has also been active in curriculum study. The Third Yearbook of the Society published in 1939 was entitled, *Democracy and the Curriculum*, and was compiled by outstanding educators and writers in the field of education. The thesis was advanced in this report that government in a democratic society is synonymous with education. The Horace Mann-Lincoln Institute has also done notable work in curriculum research. A recent major research program on the curriculum of childhood and youth education was undertaken. Three basic analyses were made. The first was a critical appraisal of child development materials from the standpoint of their contribution to the curriculum. The second was a consideration of the social

---


bases of the curriculum, and its findings have not as yet been published. The third was a reasoned theory of a curriculum which would be based on the nature and needs of youth in an American society with its democratic orientation and direction.22

In addition to these studies made by national associations and committees, there have been many individual contributions by outstanding educators in the country. In 1934 Ayer published the results of a study on the leading determinants of present day program of curriculum construction.23 He asserted that the three basic factors are as follows: (1) the social heritage, (2) modern social life, and (3) the child. Hopkins published a study on curriculum principles and practices in 1930, and in 1941 the book Interaction: The Democratic Process was completed.24 Rugg contributed a valuable investigation on American life and the school curriculum in 1936.25 Still another study


of the curriculum was that made by Harap in 1937. 26 There have been any number of others but it is believed sufficient mention has been made to indicate the scope of the investigations.

A great deal of study, it is apparent, has been given to the subject of curriculum revision by many agencies. The present study seeks to build a dynamic curriculum for contemporary living from an investigation of these and other sources.

CHAPTER II

NATURE OF CONTEMPORARY INSTITUTIONS

Type of Society

The society in which American children live is democratic in nature. This means many things that can only be understood through understanding of what the term democracy means. Understanding this term, in turn, is not easy and there is no one simple explanation. Democracy is a word formed of two Greek words meaning people and power; and by extension it means rule of all the people. Abraham Lincoln called it government of the people, by the people, and for the people. A despotism, on the contrary, is a government in which the people are allowed no voice.

Definition of Democracy

The definition of democracy as rule by the people, however, is too broad and too vague for a clear understanding of what it means in the lives of the people. The Declaration of Independence set up the fundamental premise of the meaning of the term when it said:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these rights Governments are instituted among men, deriving their just powers from the consent of the governed.  

Freedom of man, it is indicated, is the fundamental tenet of the philosophy of democracy. All men are created equal before law, all have certain inalienable rights, and all have freedom of thought and action. In his address before the Congress in January, 1941, President Roosevelt defined what he called the four essential human freedoms as follows:

The first is freedom of speech and expression --everywhere in the world.

The second is the freedom of every person to worship God in his own way--everywhere in the world.

The third is freedom from want--which, translated into world terms, means economic understanding which will secure to every nation a healthy peace-time life for its inhabitants--everywhere in the world.

The fourth is freedom from fear--which, translated into world terms, means a worldwide reduction in armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor--anywhere in the world.

Freedom means the supremacy of human rights everywhere.  

Such expressions as those of President Roosevelt and of the writers of the Declaration of Independence are idealistic

---

2The Declaration of Independence.

3"Address of President Roosevelt before the Congress," The Dallas Morning News, January 17, 1941, p. 1.
and state the basis of democracy; they fail, however, to set out in definite terms the practical nature of democracy as it is translated into daily activities. Recognizing the need for some practical procedure for understanding the nature of democracy and its application to daily life, the faculty of Teachers College, Columbia University, in 1940, proposed the **Creed of Democracy** consisting of sixty statements.\(^4\) No attempt was made by this group to write new meanings into democracy, but rather to interpret what the best thinking of the people seemed to approve. Because the Creed is a practical exposition of democracy, it is presented in full as follows:

A Creed of Democracy

We believe in and will endeavor to make a democracy which:

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

---

\(^4\) The **Creed of Democracy**, Teachers College, Columbia University, New York City.
10. provides an opportunity for each and every individual to make the best of such natural gifts as he has and encourages him to do so;

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

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

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

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

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

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

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

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

19. recognizes a desire on the part of people to govern themselves and a willingness to assume responsibility for doing so;

20. holds that government derives its powers solely from the consent of the governed;

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

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

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

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

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

26. weighs all votes equally;

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

28. permits, encourages, and facilitates access to information necessary to the making of wise decisions on public policies;
provides free education as the beginnings of formal schooling as long as it may be profitable to society for each industrious individual to continue;

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

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

guarantees the right of free expression of opinions on all matters, subject to reasonable libel laws;

implies that all who are bound by decisions of broad public policy should have an opportunity to share in making them;

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

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

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

delegates responsibility to individuals chosen by the people for their peculiar competence in defined areas of action, but retains the right to withdraw this authority;

develops a steadily increasing sense of responsibility to a constantly enlarging social group;

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

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

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

uses peaceful means for promoting and bringing about change;

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

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

recognizes and protects the right of individuals to associate themselves for the promotion of their own interests in any ways that are not incompatible with the general welfare;
46. grants the right to labor at one's own choosing, provided it does not interfere with the interests of society;
47. guarantees the right to enjoy the fruits of one's honest labor and to use them without molestation after paying a part proportionate to wealth or income to the cost of necessary government and general welfare;
48. encourages individual initiative and private enterprise insofar as they are compatible with the public weal;
49. maintains human rights to be more important than property rights;
50. induces freedom of movement;
51. so regulates the natural resources of the country as to preserve them for the widest use for the welfare of all the people;
52. guarantees a legal assumption of innocence until proof of guilt, definite changes before arrest and detention, and open and speedy trial before a jury of peers, with protection of rights by the court and by competent counsel;
53. guarantees freedom from persecution by those in authority;
54. provides that no individual be deprived of life, liberty, or property without due process of law;
55. permits worship according to the dictates of one's conscience;
56. separates state and church;
57. provides such security, freedom, opportunity, and justice for all its members that they will be qualified and ready, if circumstances require, to sacrifice in defense of its way of life;
58. renews its strength by continued education as to its meanings and purposes.5

The Creed, as illustrated, goes into detail in explaining the meaning of democracy and the privileges that individuals enjoy who live in a democratic type of society. It has been criticized in some instances because of its length, repetition,

5Ibid.
and the length of time required for study and understanding. Russell and Briggs defend the Creed in the following statement:

At first glance a reader will feel that the questions are too numerous, that they demand more study than he can give. There is some repetition of questions under different items, but this is intentional and justified because the repeated question seems pertinent at the place where it appears and necessary for clearness of thinking or for emphasis. The meaning of democracy is too profound and too complex to be learned without serious and long study.  

A summary of the basic provisions of the Creed, however, will aid in developing a clearer understanding of what it means to an individual to live in a democracy. These fundamentals are stated as follows:

1. Each individual has intrinsic worth as a human being.

2. Each individual has the capacity to learn how to act on thinking and how to manage his life through reasoning rather than impulse.

3. Each individual has the right to participate in decisions which affect his actions or his way of life.

4. Each individual's freedom is restricted by the rights of other people.

5. Cultural change should be accomplished through deliberative social action rather than uncontrolled violence.

6 Russell and Briggs, op. cit., p. 213.
Type of Institutions

Putting the traditional principles of democracy into actual practice was not a difficult procedure for colonial Americans. There was free land for the pioneer. If he did not like the community in which he lived, he could settle elsewhere without too much trouble or expense. His neighbors were widely scattered; he was dependent upon himself for supplying his needs to a large extent. It was a simple matter for him to live and few government restrictions except those of law and order were needed.

The growth in population, the exhaustion of free land, and the development of great manufacturing and developmental industries have changed man's way of living. Faulkner gives a vivid description of some of these changes from the 1800's to the 1900's in the following statement:

The old America was a nation of farmers, artisans, and small-scale business men, transporting their goods by wagons, river steamers, or canal boats; the new America still had its million of farmers, but it was now more and more characterized by its industrial proletariat massed in cities, its capitalists and big business men, its consolidation of industry, its enormous factories, and its far-flung railroad system. The number of industrial wage-earners had grown from 957,000 in 1849 to 4,252,000 in 1889, and the railway mileage from less than 3,000 in 1840 to 187,000 in 1890, while in the volume and value of factory-made goods the United States had jumped from fourth place among the nations in 1860 to first rank in 1894 when her factory production amounted to more than that of Great Britain and Germany combined. In 1840 8.5 per cent of the population lived in 44 cities of 8000 or over; in 1890 over 32 per cent were congregated in
547 cities. From an essentially agricultural nation the United States was changing into a nation of industrial cities.\footnote{Harold Underwood Faulkner, \textit{American Political and Social History}, p. 428.}

Modern Institutions

Subsequent developments in industry have brought still more startling changes. The invention of the automobile and the airplane have almost revolutionized the life of the average American citizens. The participation of the United States in two major World Wars has brought an unprecedented demand for American-made goods and munitions of wars. Great industrial enterprises have developed in all portions of the country.

Social changes as a result of these economic developments have been many. Man is no longer independent in supplying his own needs. He, in many instances, does not own the tools with which he works. He lives in crowded cities where there is little room for individuality. He has a great deal of leisure time. His ability to make a living depends, in the majority of instances, on the acquirement of highly technical skills. He sees crime and pauperism flourish side by side with law and order and luxurious living. He hears stories of strange new isms which promise a government which will erase all classes and level all incomes. With his freedom to live and work he finds all kinds
of restrictions. In a world where such problems as unemployment, distribution of goods, conservation, agriculture, capital and labor, government and business and individualism and collectivism are found, a new system of education has been necessary. There are great social problems to be solved. The following quotation is pertinent:

American democracy faces then one of the most difficult and at the same time most challenging problems in history. It is the task of administering a highly complex, interdependent society by democratic processes. 8

Whether American democracy can rise to meet this problem successfully will be determined in the next few years. The schools will play a large part in solving the problem. For a long period of time American citizens have mostly regarded school as a means of improving their children's personal economic status. Civic competence was sought with the feeling that personal competence would automatically result. The individual was urged to study, to acquire skills, and to attain financial success. These have not been found to be enough. There is this further statement by the Association of American School Administrators:

Personal competence is vitally important in a democracy. It is essential for social competence. A man who cannot solve his own problems cannot be expected to do much about the problems of others. But personal competence without social and civic responsibility in a complex, interdependent social setting is likely to result in a jungle society ruled by the tooth and claw. Social competence

---

cannot be assumed to be an inevitable by-product of personal competence. We have too much evidence to the contrary. Social conscience and competence must become distinct objectives of the school and must be recognized as such by all.\textsuperscript{9}

Democracy means individual freedom but it also means responsibility as well. For every right that a man enjoys he has a corresponding responsibility. The American youth grows to manhood in a country which has a democratic way of life, but he also lives in a complex, interdependent, highly mechanized society. The nature of contemporary institutions, it is indicated, demands a new system of education to meet the needs of youth.

Function of Education in a Democratic Society

Education has a very important function in a democratic society. In its hands lies the work of training youth to be capable of carrying on a democratic type of society. The pupil who will be an adult citizen tomorrow, if he is effective in his responsibilities, must know how to live and work in groups; must know how to think through a problem through the use of reason; and he must have understanding of what the term democracy means. These are the things that the school is seeking to develop; these are the things that must be stressed if democracy is to be preserved as a way of life. Contrary to popular belief, people are not

\textsuperscript{9Ibid., pp. 108-109.}
democratic or capable of administering democratic types of government simply because they were born in a democracy.

The American Association of School Administrators make the following statement asserting that American democratic education aims to produce competent citizens capable of solving problems of their generation through democratic processes. They state:

American democracy was not finally ordained and determined with the signing of the Declaration of Independence and the Constitution. American democracy is a living, growing organism. What then, in terms of the obvious problems our children of 1945 face, are the understandings, skills, attitudes, and ideals with which American schools should provide youth in 1945 in order that they may carry forward the American torch of freedom and opportunity? We suggest that schools must teach an appreciation of America's past; instil faith in America's future; teach pupils to understand the present; develop self-control in pupils; present a realistic attitude toward change; teach a constructive attitude toward the operation of government; teach world understanding and outlook; and develop spiritual and ethical values.¹⁰

Laughlin in an address at the Thirty-Third Annual Meeting of Secondary School Principals in 1949 declared that young people need to know how to live in a modern world.¹¹ He stated that they needed to know how to live in a world with fast transportation, instantaneous communication,

¹⁰Ibid., p. 111.

maximum production, and a world with all kinds of inter-
related social problems. The problem of the schools and
the function of the schools is to supply the needed knowl-
edge. The school is a place for youth to live and grow.
He concluded his address by declaring that democratic pro-
cedures depend on an educated people. This education must
be the foundation for such an understanding and acceptance.
If the people desire a society of free people, the founda-
tion must be laid in an educational program which will
reach and influence all the people.\textsuperscript{12} The school is re-
sponsible for such a program.

\textsuperscript{12}\textit{Ibid.}, p. 7.
CHAPTER III

NEEDS OF YOUTH IN A DEMOCRATIC SOCIETY

The needs of youth vary according to individuals and to the environment and culture of the area. Determining these needs is no easy task, even when a direct survey can be made. In a general study like the present one, determination of youth needs can be made only by analyzing the culture in which the individual lives and by consulting lists of needs formulated by outstanding educators, committees, or educational organizations. In the preceding chapter a study was made of contemporary culture of the American child, hence the purpose of the present chapter is to present some views recently outlined in professional literature on the needs of youth.

Imperative Educational Needs of Youth

Since the movement for curriculum reorganization has developed, there have been various studies of the needs of youth in order to fit the curriculum to these needs. In this connection certain important national committees or other bodies have made pronouncements that have been widely accepted as bases for educational planning at various levels.
For example, the Commission on the Reorganization of Secondary Education issued a report in 1918 which gained national acceptance as a statement of the aims of secondary education.¹ These aims were health, command of the fundamental processes, worthy home membership, worthy use of leisure, and ethical character. Although they were expressly directed to secondary education, they were applicable as well to the elementary curriculum.

In 1941, Hopkins, an outstanding educator and writer, outlined a list of needs for all individuals:

The needs which the American people must satisfy in order to feel the goodness in life are reasonably clear. They need (1) adequate food, clothing and shelter to keep the body functioning effectively; (2) reasonable freedom of movement, speech, and thought; (3) some personal distinction before others; (4) acceptance by others into the activities of group life; (5) opportunity to build an unique self and personality; (6) favorable conditions for earning a livelihood; (7) economic security for old age; (8) opportunity to marry and rear children in a wholesome family life; and (9) faith in their ability to make life continually better or faith that the best efforts of the group will bring the better life in the present and reveal new needs to raise their level of living in the future.²

The above needs are more or less so-called general needs and not specific in nature. In 1944 the Educational Policies

¹Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education.

²L. Thomas Hopkins, Interaction: The Democratic Process, pp. 4-5.
Commission, a part of the National Education Association, undertook the task of formulating specific needs of youth at the secondary school level. Both rural and urban areas were studied and a report, *Education for All American Youth*, was issued. In a companion report, *Planning for All American Youth*, ten imperative needs of youth were outlined.

These needs were based directly on the fact that American children live in a democratic form of government. The ten imperative needs are given below:

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

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

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

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

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

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

---

3 Educational Policies Commission, *Education for All American Youth*.

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

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

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

10. All youth need to grow in ability to think rationally, to express their thoughts clearly, and to read and to listen with understanding.\(^5\)

These youth needs were stated in terms of the adolescent level but an examination of them reveals that they are applicable to all age levels. Greater stress may be placed on them at the adolescent level, but no teacher would wait until the pupil has reached secondary school age to begin the work of helping him build better family relationships, how to understand the rights and duties of a democratic society, how to spend leisure time in a constructive manner, and such like. The needs apply to all age levels.

A number of other studies based on the findings of the Educational Policies Commission in youth needs have developed. The National Association of Secondary School Principals has been very active in research and investigation of how to meet the outlined youth needs. The Committee on Curriculum Planning and Development of this Association made a definite effort to ascertain the magnitude and extent of curriculum provisions throughout the country. More than a

\(^5\)Ibid.
thousand schools were surveyed and the results obtained were published as The Imperative Needs of Youth of Secondary School Age.\textsuperscript{6} Articles in monthly Bulletins of the Association and even entire Bulletins have been devoted to the ways and means of adjusting high-school programs to serve youth needs more adequately. The Association has also shown its interest in the undertaking by centering annual meetings of the Association around the general theme of planning for American Youth in terms of meeting their Imperative needs. In view of the recognized status of the Educational Policies Commission, it is believed that the ten imperative needs as outlined may be taken as representative of the needs of youth in school. Each of these will be discussed then in more detail in studying the basis of a dynamic curriculum that will meet the needs.

**Need No. 1. Salable Skills.**--This need is usually given more attention in the secondary school, but foundations for salable skills are laid much earlier. To be successful, an individual must not only have mastered a skill of some type, but he must have personal qualifications as well. He must have a willingness to learn, a willingness to work and he must be cooperative with employer and fellow workers. He must have an understanding for and a respect for the rights of others. A great deal of his success

must depend upon his health and his observance of the rules of safety.

The elementary school should provide many opportunities for the pupils to develop these personal qualifications which are a necessary base for salable skills. Here too the child should have opportunity to learn about the different occupations available for him in later life. An industrial society, due to its complexity, presents the individual with the complicated problem of making a number of important choices. This condition is well-illustrated in the choice of a vocation. When America was agrarian the choice of a vocation was an entirely different problem from what it is today. The two main types of vocations for the overwhelming majority of the people were farming and common labor. From a practical point of view, therefore, only a few people were called upon during the past to choose a vocation that fitted their individual needs. Land was free, or, at least, cheap. A man could "wear out" a farm and then "move on" to a new one. Although the practice was a wasteful one, the individual felt few uncertainties. Labor, too, was in demand, and the individual who wanted to work could find employment almost anywhere.

The situation has changed with the advent of a highly industrialized society. Today the individual faces the

7Ibid., p. 9.
task of choosing from among literally hundreds of different types of vocations. If he is to choose his career wisely, he must give adequate consideration to the demands which a particular vocation will make upon him, the conditions surrounding that vocation, his own likes and dislikes, his interests, his talents, and the nature and extent of vocational preparation required.

Students also should receive a social experience and outlook broad enough to meet the need for wholesome living in a complex industrial society. The demands which a democracy places on its citizens today, the wide variety of social relationships facing most people, and the recreational problems of the individual are parts of the complexity of present-day society. The range of choice facing each individual in these areas is as great as it is among the vocations. Chisholm points out the things that the school needs to do in aiding the individual build a base for choosing a vocation:

The experiences...cannot be furnished to youth through the traditional high-school courses alone. If the high school of today makes its major contribution to the solution of vital problems of living, it must prepare each student to live in our complex industrial society by developing in him those qualities which will enable him to face and solve the problems presented by society. This development is a matter of personal growth fed by various streams of experience and adequate guidance. Unless the schools of the nation meet this challenge, the majority of individuals will be left to "drift" into their vocation, as well as the recreational, social, and civic life. In this event, the chances are very great that
in many cases the individual will find himself in a vocation which has little or no appeal to him.  

A changing complex society also makes urgent a program of guidance which will equip the individual to shift his method of living if industrial changes make it necessary. Many occupations today are swept away by industrial change; the individual should have sufficient resources to effect a satisfactory transition. One of the major responsibilities of the school, therefore, is to provide a type of development in harmony with the needs of each individual who attends school. No static curriculum, it is evident, can accomplish this objective.

Need No. 2. Health and Physical Fitness.--All youth need to develop and maintain good health and physical fitness. Physical health is important because it not only keeps the body fit but also keeps the individual emotionally fit. Good health helps the individual maintain a "fighting spirit." If the individual pupil's overall development is accomplished, health education, like character education, must become an integral part of the school curriculum.  

Good health habits are manifest in nearly all school

---

8 Leslie L. Chisholm, Guiding Youth in the Secondary School, p. 11.

activities as well as in the out-of-school life of the child. Otto has this statement:

From the viewpoint of the teacher, health education encompasses such major items as school hygiene, which includes the hygiene of instruction and the hygiene of the school plant, health supervision and health service, physical education, special provisions for handicapped children, and the establishment of co-operative relations with the homes and the community so that the latter may cooperate in the attainment of health objectives in the school. From the viewpoint of the curriculum-maker health education embodies the determination of essential and appropriate objectives, and the selection, application, distribution, and evaluation of activities and instructional materials whereby the school may promote the largest amount of growth of both normal and handicapped children toward desirable health goals.\(^\text{10}\)

Lee and Lee state that the development of habits and attitudes toward healthful living is present all through school.\(^\text{11}\) Consciously or unconsciously, pupils are learning ways of doing things and ways of thinking about things. It is the school's responsibility to see that the school plant, the school situation, and school activities are such that the habits and attitudes developed are desirable ones. Children have a very real need for health and the importance of health education may be indicated by listing the subject matter of health education. The topics which seem to be common to most programs are:

\(^{10}\text{Ibid.}, \text{p. 106.}\)

\(^{11}\text{J. Murray Lee and Dorris May Lee, The Child and His Curriculum, pp. 497-498.}\)
Structure and nature of the human body

Care of the body
  Personal cleanliness
  Care of special parts, as teeth, eyes, ears
  Food
  Work and play
  Rest and sleep
  Elimination
  Posture
  Clothing
  Prevention, detection, and correction of health handicaps
  Prevention of communicable diseases
  Stimulants and narcotics
  Sex education
  Safety education
  First aid
  Sanitation of surroundings
  Heating and ventilating
  Community problems as safe water and milk supply
  Helpers in health progress, doctors, nurses, and such like

Mental hygiene
  Knowing one's self
  Relaxation
  Developing basic habits of eating, cleanliness, elimination and sleeping
  Elimination of fears—unfounded medical and health beliefs

Development of personality
  Care of appearance
  Training of voice, posture, walking, and such like

Character education
  Cooperation
  Moderation
  Self-reliance
  Dependability
  Considerateness

Citizenship
  Cooperation
  Safety
  Community health and sanitation
  Homemaking

\[12\] _Ibid._
Any program that includes the areas and experiences as those listed above is an asset to a citizen in any country and especially in a democratic type of society. The needs of individuals in the field of health are varied and very, very important.

Need No. 1. Citizenship.—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. Need No. 3 has been the primary aim of publicly supported education in the United States. In the early colonial schools education for citizenship meant education for literacy. Voting and tax paying were the chief responsibilities. Citizenship in the modern concept still includes these responsibilities as basic, but has been broadened to include participation in civic, political, and other open public groups that are concerned with lawmaking and law enforcement, and in the affairs of the schools and other public institutions. The field for education for citizenship is almost as broad as education itself.

Lee and Lee state that citizenship is something more than a knowledge of government and how it functions. It is much more than that. They outline the objectives of citizenship as follows:
...to develop persons who are sensitive to the disparities of humans, who are willing to act, who understand social structures and social processes, who can utilize critical judgments and social processes, and who are tolerant requires a great deal more than knowledge of mere form of government. It requires the most careful planning of the best minds in the nation.\textsuperscript{13}

The Educational Policies Commission describes an educated citizen as follows:

Social Justices.--The educated citizen is sensitive to the disparities of human circumstance.
Social Activity.--The educated citizen acts to correct unsatisfactory conditions.
Social Understanding.--The educated citizen seeks to understand social structures and social processes.
Critical Judgment.--The educated system has defenses against propaganda.
Tolerance.--The educated citizen respects honest differences of opinion.
Conservatism.--The educated citizen has a regard for the nation's resources.
Social Application of Science.--The educated citizen measures scientific advance by its contribution to the general welfare.
World Citizenship.--The educated citizen respects the law, and accepts his civic duties.
Economic Literacy.--The educated citizen is economically literate.
Political Citizenship.--The educated citizen accepts his civic duties.
Devotion to Democracy.--The educated citizen acts upon an unswerving loyalty to democratic ideals.\textsuperscript{14}

According to these definitions, good citizenship embraces a wide range of activities and duties. The ability to function effectively as a citizen is not an inherited trait no more than is a democracy perpetuated from one

\textsuperscript{13}Lee and Lee, \textit{op. cit.}, p. 498-499.

\textsuperscript{14}The Educational Policies Commission, \textit{The Purposes of Education in an American Democracy}, p. 63.
generation to another without training citizens for administering it in a democratic fashion. The child has a definite need for citizenship training if he is to function effectively in all its areas. The school has a definite responsibility to furnish this training.

World affairs, however, are changing rapidly. The functions of citizenship, it is evident, have increased greatly within the last few decades; the rapid industrialism of society will continue to change them. The curriculum that provides adequate citizenship training for the youth of today probably will not be adequate tomorrow. A dynamic curriculum is the only answer to the situation.

**Need No. 4. Family Life.**—All youth need to understand the significance of the family for the individual and society and the conditions conducive to family life, for these conditions are going to greatly influence the future of the country as well as the later life of each individual. The family fosters the personalities who as adults are the active agents in the social life of the country; if there is lack of cooperation in the home, a feeling of insecurity, an atmosphere of hostility, the children from such homes are apt to be maladjusted. Maladjusted children develop into maladjusted adults who create disorder, conflict, defeat, and frustration. Holland states that the homes of a nation are the bulwarks
of personal and national safety.\textsuperscript{15} The American Association of School Administrators recognized the need for greater attention to the problems of family life on the part of the school by making the subject matter of its Nineteenth Yearbook, \textit{Education for Family Life}. They have the following statement:

Those who administer the educational program in this country are sensing the responsibility which the schools must assume in contributing to the solution of the everyday problems of home living and the improvement of family life. They are asking what the needs and concerns of families are, the basic reasons for family problems, and what kinds of programs the schools can foster which will contribute to meeting these needs and concerns and resolving these problems. Students of home life point out that the education going on in families, consciously or unconsciously, planned or unplanned, is of tremendous significance to the individual in the group at every age level. The type of education inherent in living in the family is probably the most powerful educational influence which society has.\textsuperscript{16}

There is still further need for developing understandings of family life in the democratic type of society prevalent in America. Democracy begins in the home where individual personalities live cooperatively with others, and it can flourish only as far as the family and the homes are dedicated to a continuous affirmation of the

\textsuperscript{15} J. G. Holland, "Introduction", \textit{Education for Family Life}, Nineteenth Yearbook, American Association of School Administrators, 1941, ii.

\textsuperscript{16} \textit{Education for Family Life}, American Association of School Administrators, Nineteenth Yearbook, p. 122.
integrity of personality and its conservation through thoughtful, loving care of its children. Any individual has a need for understanding the significance of family life, but the youth of a democracy have an especial need.

Family changes are so swift and progressive in the changing industrial conditions that the understandings that were needed yesterday have been superceded with family relationships, therefore, must not be static but must be capable of changing with changing conditions of a dynamic society.

Need No. 5. Consumer Problems.—All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts. Consumption of goods and services, involving their budgeting, buying and use, occupies more time in the life of the average individual than does perhaps any other life activity except earning a living. Mehl, Mills, and Douglass state that every child needs to have feelings of security, belonging, and a growing sense of adequacy or success.\(^{17}\) Ability to handle funds wisely, to be able to budget and plan finances so that the individual can live within his income is altogether necessary if a feeling of security and success is achieved

in adult life. The growing child, therefore has a very real and definite need for consumer education as he grows up. Modern life in and out of school offers wide and varied opportunities for study of consumer problems at all grade levels. It is axiomatic that any program of this nature would be changing in nature because of the rapid changes taking place in ways and means of buying, using, and selling.

**Need No. 6. Science.**—All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man. The natural environment, the social environment and man's intellectual life have all been changed by scientific developments.18 Science is a force which may or may not contribute to social good. The possibilities of science to affect changes, either good or bad, are becoming more and more apparent.

From the standpoint of life experiences, Lee and Lee state that science offers the richest possible experiences for boys and girls.19 In probably no other area in the elementary school is there the vital interest already developed and waiting to be utilized. Selecting science experiences from the child's environment is not easy because


of the innumerable possibilities that can be used in the classroom.

It is important also that the child learn scientific ways of thinking. For example, the people of one hundred years ago explained things that they did not understand by superstition. Modern science seeks the reason and the why of things in a factual, experimental manner. Young children are primarily concerned with "How" and "Why". It is the responsibility of the school to capitalize on this ever-present interest in order that every child will have the opportunity to adjust himself better to his environment through an understanding of the forces that operate to influence his daily life.

Need No. 7. Appreciation of Beauty.—All youth need opportunities to develop their capacities to appreciate beauty in literature, art and music. Not all of life is work or time spent in acquiring the necessities of life. Appreciation of a beautiful picture or a music composition may not be utilitarian or yield any financial returns, but they add to the development of an individual who has a well-adjusted personality. Lee and Lee state that the sole purpose of appreciation is enjoyment:

The enjoyment of that which is truly beautiful, of that which has for its main purpose the increase of one's appreciations and pleasures, is one of the most valuable and integrative experiences one can have. What is more, it is completely beyond the understanding of one who has not experienced it.
Such a person is very apt to deny its existence. One cannot be told about it. One must feel the thrill, the heart-warming or the peace which comes from the true enjoyment of the arts.\textsuperscript{20}

The utilitarian age in which people live at the present time has stressed the practical aspects of life. Appreciation of beauty wherever it is found is necessary to offset this utilitarian emphasis. Happiness directly increases the efficiency of people. Another quotation from Lee and Lee is most expressive:

\begin{quote}
We can live with the bare necessities of life—or education. We may even achieve 'success', be honored in some particular field of endeavor. Regardless of such wealth or honor, our lives are bare and cold and meager if they do not have the enriching influence of the arts. For, art, in all its branches gives new and fuller meaning to this world in which we live.\textsuperscript{21}
\end{quote}

One of the imperative needs of the individual, then, is the development of an appreciation of the beautiful in art, music, and literature. As in the other areas, it is the responsibility of the school to offer a curriculum that will provide for the development of such appreciations.

**Need No. 8. Leisure Time.**—All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that are socially useful. The development of industrial life has brought with it a much greater

\textsuperscript{20}Ibid., pp. 545-546.

\textsuperscript{21}Ibid., p. 546.
amount of leisure time than was enjoyed by the growing youth of yesterday. The reduction in working hours and the invention of labor-saving machinery has made the leisure time of the people a problem; constructively used it may be a great asset; if it is spent in questionable places of amusement and in questionable activities, then it may become one of the greatest disintegrating forces in American life. Meyer and Brightbill state that recreation is now accepted as a major force in social well-being and takes its place with education, health, religion, and work as an essential process molding individual personalities and creating abundant community living. They state:

Recreation is a definite part of the learning process. A game, a dramatic production, storytelling, a song, an adventure in the woods and hills, the acquisition of skill in crafts, are all examples of opportunities not only to enjoy and satisfy but also to learn pleasantly. Recreation goes hand in hand with education. 22

The school has a very definite responsibility in this field. The needs of youth are as critical in this area as in any other. Recent statistics of youthful delinquents and disturbed youth all point the way to a need for development of worthwhile, constructive leisure-time habits in the growing youth of the country. The school curriculum that does not emphasize recreation as an important part of the

educational program is not meeting the needs of youth in this particular area.

Note No. 2. Cooperation—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. Youth living in a democratic society have an especial need for learning cooperation; in fact, it is the basis of democratic life. Stratemeyer, and others state that "Cooperative men," using democratic processes to secure the maximum contribution of all for the social good, is an essential in our society. Every element of the school curriculum offers opportunity for learning about and practicing cooperative action. It should offer activities which will develop an interrelatedness of the interests and concerns of the individual and those of society, and which will help the individual meet his needs through channels making for the greatest social contribution. The following statement is made:

The challenge to education is to design a curriculum which develops children and youth committed to working with others for the common good. It means a curriculum which develops children and youth committed to make constructive use of their powers and those of others for the common good.

---

23Florence B. Stratemeyer, and others, Developing a Curriculum for Modern Living, pp. 45-46.

24Ibid., p. 46.
If the democratic way of life is to continue, the schools must also help and lead the way in developing a sense of values. Democratic values give direction to human living and their implications widen and deepen with each new situation and problem. They have no meaning in isolation. Almost every choice faced by youth in school and in the outside world demands a value judgment. It is the responsibility of the school to develop sound bases which will give the right direction to these judgments. Every aspect of life has possibilities to use in building sound judgments. The meaning for the curriculum is stated as follows:

For the curriculum worker, this means a curriculum which in every aspect is directed toward the development of democratic values. It implies that the school must provide a rich and provocative atmosphere which will develop in youngsters that curiosity, insight, daring, hope, and faith which will enable them to discover ways of using the potentialities of our scientific and industrial age to advance the social well-being of mankind.²⁵

Need No. 10. Thinking and Communicating.—All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding. This need of youth has always been central in the lives of all persons, and central in the program of all schools, but it is specially important in present-day life when so much propaganda is in use. Communism depends on propaganda more than it does force of arms to spread its

²⁵Ibid., p. 47.
insidious doctrines. Since the introduction of the radio and television, the average individual has many opportunities to hear and see various speakers. If he is to arrive at sound conclusions from all that he hears and sees, he must develop the ability to think rationally and to listen with understanding. He needs to develop better self-expression in order that he may make his own views known regarding controversial issues. Alexander and Saylor say that the organization of all youth activities whether in or out of school and class can be developed so that it will give young persons practice in communicating with one another, in setting standards of expression and communication in evaluating their performance.26 Clear thinking, expression and understanding should be conscious major objectives of every teacher and class. This means a curriculum which will develop citizens capable of reasoning in a logical manner, of sifting the truth from propaganda, capable of understanding what they hear, and able to express their thoughts in a forceful, convincing manner.

These ten imperative needs of youth, when viewed as a whole, encompass every phase of the curriculum. They apply to all age and grade levels. They mean that the curriculum can no longer be planned merely to include subject matter areas; it must be planned to meet all the imperative needs of youth.

In the ensuing chapter, attention is directed to recommended practices and procedures proposed by modern educators for developing a dynamic curriculum fashioned to meet the needs of modern youth.
CHAPTER IV

A DYNAMIC CURRICULUM FOR AMERICAN YOUTH AS PROPOSED
BY MODERN EDUCATORS

The purpose of the present chapter is to present data on a number of proposed curriculums for American youth of today and synthesize the different findings into a dynamic curriculum designed to meet the needs of the young people for whom the programs are intended. Attention is given to curriculum proposals by reputable educational organizations, committees, and educators and governing principles are derived from a study of these. For greater clarity in discussion, the survey is organized into areas: scope of the curriculum, designing of the curriculum, objectives of the curriculum, materials or subject-matter of the curriculum, recommended techniques, and methods of evaluation.

Scope of the Curriculum

The scope of a curriculum may be defined as the range of activities included in the school program. In order to gauge present-day concepts of the curriculum, study has been made of the opinions of a number of sources in the field of education: committees, organizations, and individual teachers and workers in the field. For purposes of emphasis and comparison, these opinions are presented in Table 1 as shown.

49
<table>
<thead>
<tr>
<th>Source</th>
<th>Publication</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood-Youth Education Committee</td>
<td>Developing a Curriculum for Modern Living</td>
<td>Individual and group situations in everyday living: the family, civic, social activities, work, leisure, spiritual life. The school program should include all the student's needs, problems, and interests.</td>
</tr>
<tr>
<td>Educational Policies Commission</td>
<td>Education for all American Youth</td>
<td>Experiences which are needed to meet the personal-social needs which are common to all young people growing up in a Democratic society. The curriculum is composed of the actual experiences which children undergo under the guidance of the school. All activities that will meet the needs of individual pupils in the school community.</td>
</tr>
<tr>
<td>I. James Quillen and Lavone A. Hanna</td>
<td>Education for Social Competence</td>
<td></td>
</tr>
<tr>
<td>Murrey J. Lee and Dorie May Lee</td>
<td>The Child and His Curriculum</td>
<td></td>
</tr>
<tr>
<td>Department of Supervision and Curriculum Development, National Education Association</td>
<td>Toward a New Curriculum</td>
<td></td>
</tr>
<tr>
<td>Edgar Bruce Wesley</td>
<td>Teaching Social Studies in High Schools</td>
<td>All matters of social concern and human relationships.</td>
</tr>
<tr>
<td>Harold Rugg</td>
<td>Foundations for American Education</td>
<td>The stream of dynamic activities that constitute the life of the young people and their elders.</td>
</tr>
</tbody>
</table>
The data in Table 1 indicate a unanimity of opinion on curriculum concepts from a representative group of sources consulted. There is a definite trend away from basing the curriculum on subject matter towards that of making life activities the predominant factor. One source speaks of "individual and group situations," another names the "student's needs, problems and interests", and a third sees the curriculum as "all matters of social concern and human relationships." Perhaps the most complete and inclusive concept is that of Quillen and Hanna: "Experiences which are needed to meet the personal-social needs which are common to all young people growing up in a democratic society."

Rugg enlarges upon his concept in his discussion of the curriculum. He asserts that next to the teacher, the curriculum is the "hub of the educational problem," and that it is the life and program of the school. The new school is a social as well as a personal enterprise in living.

The first principle for developing a dynamic curriculum is formulated from the foregoing discussions, and may be stated as follows. A dynamic curriculum is composed of the experiences which are needed to meet the personal-social needs of young people growing up in a democracy.

Designing the Curriculum

The subject curriculum is composed of a large number of subjects which are taught in school more or less independently
of each other. Organizing such a curriculum is comparatively an easy matter. It can be planned in advance of the school opening without considering the individual needs of the community or pupils. Setting up a modern curriculum on the basis of the concept that the curriculum is the program of school activities, however, calls for an altogether different procedure. According to Rugg, it requires careful planning. He states:

Before any enterprise can be built, it must be designed. The engineer, it is said, must design his bridge, his railroad, his engine or machine, before he can build it. He can not build without a plan and he builds on a casual plan with great risk. The writer must design his novel or poem before he can construct it, the playwright his theater piece, the painter, the sculptor, the costume maker, the architect, their works of art. The educator is no exception to this principle. He will design the life and program of the school with utmost care to give assurance that the day-by-day living within it will approach the potentiality for living that he feels in young people. To become a program in guided living, education activities must be designed.¹

Rugg sets up three governing principles of planning a program. The first deals with the purpose of the curriculum and grows out of two questions: What kind of life is this program of education to build? What kind of activities of children and grownups will do that best?² The answer to this will determine both the form and the content of the curriculum.

²Ibid., p. 652.
The second principle that Rugg outlines is: all the known data that bear in any way on the design of the structure must be assembled and organized.³ This means gathering all the information about the curriculum and all its phases and organizing this information in terms of the needed design.

The third principle deals with the content of the curriculum. The life needs of children, youth, and adults form the basis of this curriculum. Rugg describes the curriculum needs of youth in the following manner:

I need to keep alive my body and know how to nourish it and keep it strong and beautiful. I need a mate and a home, to understand sex, to know how to love and cherish my family, and to build my house well and cultivate my scene. I need work, to know how to work, to respect work and to enjoy it. I need to know my country and the world, their history and the true forces that make them what they are and the factors that stall them from being what they might be and the keys to the present economic jam. I need to express myself in many ways, to create my own statement and to appreciate to the fullest the statements of other men of integrity. I need ballast and balance in my life, a plan, a design to show me the points of the compass and to guide me in a direction. I need to feel the purpose of my life, both here and in the universe, here and hereafter.⁴

What the student needs therefore is the basis of the plan for education and these needs, in turn, are derived from the nature of the child and the society in which it lives. The one who designs the program then must know the needs of the child and of the society in which he lives. Who shall

³Ibid., p. 653. ⁴Ibid., p. 654.
participate in making or developing the curriculum is the next question to be studied. Table 2 presents data taken from differing sources regarding this question of who shall make the curriculum.

**TABLE 2**

**OPINIONS OF DIFFERENT SOURCES REGARDING RESPONSIBILITY FOR SELECTING THE CURRICULUM FOR YOUTH EDUCATION**

<table>
<thead>
<tr>
<th>Source</th>
<th>Publication</th>
<th>Opinion Expressed Regarding Responsibility for Making Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Thomas Hopkins</td>
<td><em>Interaction: The Democratic Process</em></td>
<td>Pupils in cooperative democratic interaction with adults</td>
</tr>
<tr>
<td>Harold Rugg</td>
<td><em>Foundations for American Education</em></td>
<td>Parents, teachers, pupils plus a professionally trained and experienced curriculum designer</td>
</tr>
<tr>
<td>I. James Quillen and Lovone A. Hanna</td>
<td><em>Education for Social Competence</em></td>
<td>The teacher in cooperation with the pupils for whom the program is intended should plan and make the curriculum</td>
</tr>
<tr>
<td>Edgar Bruce Wesley</td>
<td><em>Teaching the Social Studies</em></td>
<td>The teachers who teach a subject are responsible for the curriculum</td>
</tr>
<tr>
<td>Childhood-Youth Education Committee</td>
<td><em>Developing a Curriculum for Modern Living</em></td>
<td>School and community should work together in developing the curriculum</td>
</tr>
<tr>
<td>Educational Policies Commission</td>
<td><em>Education for All American Youth</em></td>
<td>Community, teachers, and pupils</td>
</tr>
<tr>
<td>A. S. Barr, and others</td>
<td><em>Supervision</em></td>
<td>Trained curriculum designer plus community, parents, and teachers</td>
</tr>
</tbody>
</table>
As shown in the data in Table 2, seven sources have been used in surveying the question regarding who shall make the curriculum. A number of others could have been added, but these seven are representative of modern thought it is believed. Each writer used is an outstanding worker in his particular field in education and two national studies were used.

As shown in the data in Table 2 the responsibility for making the curriculum is placed in the hands of the persons who are going to use the program, the teachers and the pupils in the majority of instances. Four of the sources include the parents or the community in the planning. Only one source places the responsibility for curriculum planning on the teacher alone. Two of the sources consulted favor the use of a trained curriculum designer to work with the community, parents, teachers, and pupils in developing a curriculum that will have order and sequence as well as provide for meeting youth needs in the particular area. In no instance was favor found for the use of outside "experts" in developing the curriculum. One of the sources, Wesley, has some interesting comment on the so-called "experts:"

The results of curriculum making by educational experts were frequently quite unsatisfactory. Courses of study consisting of illogical outlines, unsystematic connections, insignificant details, trivial activity lists, and omnipresent lists of alleged objectives appeared in considerable numbers. Many of them violated the principles of coherence, proportion,
and emphasis. At least a few schools had the good judgment not to use such courses, and saved appearances by announcing further revisions. One of the most unfortunate results of curriculum making by educators was the development of unbounded faith in 'curriculum experts.' The notion that an 'expert' who knew procedures and techniques, but not necessarily the content of the subject or field, could make or direct the making of all kinds of programs was an unfortunate delusion that assumed national proportions, and it is a delusion from which we have not yet altogether been freed.4

Hopkins, another of the sources quoted, states that some educators hold that school curriculums should be designed by certain experts and laid out for others to put into practice in the schools.5 Their beliefs are predicated on the assumption that these experts have an over-all view of the culture, understand the purposes of the school, and know the teachers, pupils, and the community. The finished product is the concept of the designer, not that of the people who are to use it. The pupils, teachers, and others carry out the curriculum which was set up for them to follow; it is a blueprint in much the same sense as a plan for a house. No essential change can be made without altering the entire plan, so the designated details must be followed. The pupils have no conception of the total structure of the designed curriculum, for they have had no part in creating it. The use of outside committees or groups of experts working from a

4Edgar Bruce Wesley, Teaching Social Studies in High Schools, p. 65.

distance, in the opinion of Hopkins, does not contribute to adequate curriculum construction; the people who use it should be the ones who develop and plan its details.

The second principle governing a dynamic curriculum thus may be stated as follows: The dynamic curriculum is planned and developed by those who are to use it in the light of the needs, abilities, and interests of the pupils and the community.

The Objectives of the Curriculum

The objectives of the curriculum are the objectives of general education for the curriculum, as presently conceived, comprises all school activities. A survey of the objectives of education, then, from a number of sources will indicate the objectives of the curriculum. Data in Table 3 show the indicated objectives of four sources.

The four sources quoted in Table 3 represent the outstanding educational organizations of the country. Their stated objectives, it is shown, are general in nature and could not be otherwise in covering such a wide area. A sound healthy body, the ability to think, study, and act intelligently, knowledge and skill needed to earn a good living, informed citizenship, happy home life, and good character predominate in the stated objectives. Statements such as the above, however, provided only general objectives of the curriculum or program of school activities; detailed
### TABLE 3
SURVEY OF OPINIONS REGARDING THE OBJECTIVE OF EDUCATION

<table>
<thead>
<tr>
<th>Source</th>
<th>Publication</th>
<th>Stated Objectives of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Education Association</td>
<td><em>Appraising and Recording Student Progress</em></td>
<td>1. The development of effective methods of thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The cultivation of useful work habits and study skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The inculcation of social attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. The acquisition of a wide range of significant interests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The development of an increased appreciation of the creative arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. The development of social sensitivity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. The development of better personal-social adjustment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. The acquisition of important information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. The development of physical health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. The development of a consistent philosophy of life</td>
</tr>
<tr>
<td>Educational Policies Commission</td>
<td><em>The Purposes of Education in an American Democracy</em></td>
<td>Self-realization, Human relationship, Economic efficiency, Civic responsibility</td>
</tr>
<tr>
<td>Commission of Secondary School Curriculum</td>
<td><em>Reorganizing Secondary Education</em></td>
<td>Sound health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worthy home membership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastery of the tools, techniques, and spirit of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faithful citizenship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocational effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wise use of leisure time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethical character</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Source</th>
<th>Publication</th>
<th>Stated Objectives of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td><strong>Journal of the National Education Association</strong></td>
<td>A sound mind in a strong and healthy body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A home life that is happy, unselfish and democratic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The ability to read and write, to think, study, and act intelligently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An informed citizenship dedicated to the common good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The knowledge and skill needed to earn a living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of free time for worthy activities and pleasures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fine spiritual character that is trusted and admired</td>
</tr>
</tbody>
</table>

prescriptions would not be in keeping with the democratic way of life predominating in society. The school is not a static institution so individual objectives of the curriculum may vary from school to school, but conform to general objectives in spirit. Barr, and others, distinguish between the general objectives and specific objectives of the curriculum and state that both types are important. They make the following summary statement of how teachers, pupils, parents, and administrative officials may determine educational objectives:
1. Become acquainted with general objectives of education as formulated by outstanding educational organizations.

2. Become acquainted with child nature and needs through the study of the materials in the field.

3. Consider the function of the school and its relation to other educational agencies.

4. Ascertain the felt needs, current problems, remote goals, and immediate interests of the pupils concerned through the use of appropriate gathering devices.

5. Secure similar statements from parents and community agencies.

6. Ascertain pertinent information relative to the developmental status of the pupils concerned: intelligence, aptitudes, interests, needs, achievement, and the like.

7. Become familiar with the many currently accepted immediate objectives of education for/of different sorts of pupils, under different conditions, and for different more remote purposes.

8. Examine these for completeness, logical consistency, and applicability to the immediate situation.

9. State the objectives for/of the pupils immediately at hand.

10. Arrange the goals in sequence. 6

The third principle governing the development of a dynamic curriculum, when based on the foregoing discussion of the objectives of education, may be stated as follows: The objectives of the curriculum should be determined by those who are going to use it and be based on the general objectives of education and the specific needs of the pupils and the community determined by a survey of community needs and information on the children.

Materials or Subject Matter of the Curriculum

The materials comprising the subject matter of the

curriculum assume new importance in the light of changed concepts regarding the scope and function of the curriculum. The results of a survey of prominent educators opinions on what constitutes appropriate subject matter for the curriculum are shown in Table 4.

### Table 4

A Survey of the Opinion of Some Educators Regarding the Contents or Subject Matter of the Curriculum

<table>
<thead>
<tr>
<th>Source</th>
<th>Publication</th>
<th>Opinion of Subject Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Policies Commission</td>
<td><em>Education for all American Youth</em></td>
<td>Life Experiences which will help pupils meet needs of society and individual needs</td>
</tr>
<tr>
<td>Childhood-Youth Education Committee</td>
<td><em>Developing a Curriculum for Modern Living</em></td>
<td>Persistent life experiences of the pupils</td>
</tr>
<tr>
<td>Harold Rugg</td>
<td><em>Foundations for American Education</em></td>
<td>The data of experience are the subject matter of education</td>
</tr>
<tr>
<td>A. S. Barr, and others</td>
<td><em>Supervision</em></td>
<td>Materials and experiences which will have maximum stimulation to the creative power</td>
</tr>
<tr>
<td>J. Paul Leonard</td>
<td><em>Developing the</em></td>
<td>Purposeful life experiences which are arranged in orderly sequences</td>
</tr>
<tr>
<td>I. James Quillen and Lavone J. Hanma</td>
<td><em>Education for Social Competence</em></td>
<td>Experiences which are destined to help individuals improve their relationships</td>
</tr>
<tr>
<td>Dorothy Mudd</td>
<td><em>A Core Program Grows</em></td>
<td>Problems which meet the common and individual needs of pupils</td>
</tr>
</tbody>
</table>
Seven sources, as shown in Table 4, were consulted regarding the subject matter of the curriculum. Life experiences, it is indicated, was the unanimous selection for content by these educational organizations and writers, but all the sources restricted the experiences to not just any kind but those meeting the needs of individuals and possessing intrinsic value.

Limiting the life experiences in this manner involve selection which in turn brings other problems. If life experiences are to be purposeful, if they are selected to meet community and child needs, if they are to be based on his maturation level, the person or persons who choose subject matter must be trained specialists in the field of education if the curriculum is not to develop into a chaotic affair of unrelated experiences. Hopkins lists the following guideposts in selecting subject matter for the curriculum:

1. The teacher must have a critically appraised philosophy of education.
2. The teacher should have a clear conception of how learning takes place.
3. The teacher should know how to locate and develop pupil needs.
4. The teacher should have a conception of how children grow.
5. The teacher should know how children build concepts.
6. The teacher should have a working theory of the educative experience.
7. The teacher should know how and when to help children obtain and use the many resources for desirable learning.  

Rugg asserts that experiences must be used educatively if

7Hopkins, op. cit., pp. 325-333.
it is a potential subject matter for education. An experience is educative, he states, "if the person who undergoes it is equipped, as a consequence of it, to live another experience more fully, more competently." The experiences that are planned for the curriculum, therefore, must be selected with great care and understanding. The third principle emerging from the discussions then may be stated as follows: The subject matter of the curriculum is purposeful life activities selected from the standpoint of the learner's needs, abilities, interests, and resources.

Techniques of Instruction for the Curriculum

Prescribed courses of study, as a usual thing, contain suggestions for definite techniques of teaching to be used in the classroom. According to Lee and Lee, changing purposes have called for changes in procedures. They state:

A new purpose affects the ... teacher. New experiences which the child has in planning, purposing, and carrying through his purposes; cooperating with others; and evaluating his work are considered of much more importance than the answering of questions from the printed page.9

Barr, and others recommend "learning activities" as the major techniques to be used in the new curriculum. Such activities, they state, are numerous and varied, and total

---

8Rugg, op. cit., p. 664.

well over seventy in number. Criteria for determination of the learning activity are outlined as follows:

1. Recognized by children as usable in achieving their purposes
2. Recognized by the teacher as leading to socially desirable ends
3. Appropriate to the maturity of the group: challenging, achievable, leading to new learnings; providing for application of old learnings.
4. Varied enough to provide for balanced development of the learner; many types of individual and group activity
5. Possible within the sources of the school and community
6. Varied enough to provide for individual differences within the group10

Hopkins makes still another list of criteria for determining experiences of high educative quality. Techniques of teaching may be determined through a study of the criteria as presented:

1. The experience must begin with an continue to grow out of the felt need of the pupils.
2. The experience must be managed by all of the learners concerned—pupils, teachers, parents, and others—through a process of interactive, democratic cooperation.
3. The experiences must be unified through evolving purposes of learners
4. The experiences must aid each individual to mature his power to make intelligent choices.
5. The experience must aid each individual to mature his experiences by making progressive improvements in the logic of such experiences.
6. The experience must increase the number and variety of interests which each individual consciously shares with others.
7. The experience must help each individual build new and refine old meanings.
8. The experience must offer opportunity for each individual to use a variety of learning activities compatible with the variety of resources.

10Barr, Burton, and Brueckner, op. cit., p. 428.
9. The experience must offer opportunity for each individual to use an ever-increasing variety of resources for learning.11

A study of these criteria yield the conclusion that the experience chosen should grow out of the felt life needs of the learner, that the learning experience be managed by all concerned in it, that it provide many opportunities for creative experiences, and that it be unified through evolving purposes of pupils. Obviously, there can be no one suggested technique for any given situation or no 'cut-and-dried' instructions made out by so-called experts. The techniques of teaching will depend on the learning situation in each particular area.

The fourth principle governing the development of a dynamic curriculum is derived from these discussions on suggested techniques of teaching included in the curriculum: The techniques of instruction will vary according to the nature and purpose of the learning experience and cannot be set apart from the experience, or written into the curriculum.

Evaluation of the Curriculum

Evaluation of student achievement is important in any type of education. It is crucially important in measuring the outcomes of curriculum planning. Individual variations and contracts and opportunities for individual development

11Hopkins, op. cit., p. 218.
make it vitally necessary that the teacher should diagnose exactly what types of progress each student is making and where his difficulties lie. Guidance and further teaching are helpful only if directed toward these specific difficulties. Leonard has this statement:

An evaluation program is a definite and integral part of a curriculum program. Space does not permit us here to propose all the problems and the types of instruments which can be used to evaluate learning in a modern school...Ample use must be made of the wide variety of instruments available to suit the broad range of objectives to be met. The teacher is the central figure in the evaluation program, as the day is past when an individual from the outside can come in and look over the boys and girls and give them a few tests, and come out with an objective story about the success of the school. The day is also past when the modern school can be measured adequately by the success of a few of its graduates in college or by the results made by pupils on subject matter tests. The objectives of education, being as broad as life itself, require a program of evaluation equally versatile.12

Quillen and Hanna define evaluation as "the process of gathering and interpreting evidence on the changes in the behavior of students as they progress through school." Because it has been confused with measurement and standardized tests, many people have tended to think of it as an end-point rather than a means of appraising the growth of students in all aspects of personality development. The real meaning of evaluation is outlined as follows:

1. Evaluation includes all the means of collecting evidence on student behavior—not limited to paper-and-pencil tests but includes anecdotal records of student behavior, written work, the books he reads, the movies he sees, or the hobbies he pursues in his leisure time.

2. Evaluation is more concerned with the growth which the student has made than with his status in the group or the status of the group, the school, or the program in relation to some national norm. Hence, evaluation stresses the importance of gathering evidence on the progress which the student makes in terms of his own interests, aptitudes and goals rather than measuring his ability in comparison with that of his classmates.

3. Evaluation is continuous; it is an integral part of all teaching and learning; it is a continuous process, accompanying all teaching and learning in order that difficulties may be diagnosed and growth and development observed.

4. Evaluation is descriptive as well as quantitative. The grade, the score, and the percentile ranking not only are frequently unimportant, but often are contrary to the purpose of an evaluation, for a single score may conceal the evidence which the score was designed to give.

5. Evaluation is concerned with the total personality of the student and with gathering evidence on all aspects of personality development.

6. Evaluation is a cooperative process involving students, teachers, and parents. If learning is to be purposive, students need from time to time to appraise their own progress and take stock of their own shortcomings and failures, their attainments and successes in terms of the objectives they hope to achieve.\footnote{13}

Mudd, in her description of an evolving program, states evaluation is an integral part of any educational program and must be a continuing process paralleling the development of all those activities which are undertaken toward

accomplishing the end of the program. In a program which is concerned with the development of habits, attitudes and appreciations as well as with the accumulation of knowledge and skills the outcomes are neither immediately apparent nor measurable by concrete devices, but must use some methods which will measure behavior as well as skills and knowledge. No one method will suffice but what ever is used the following basic principles should be the basis of the evaluation:

1. The evaluation must be in the light of the objectives toward which the individual or group is working.
2. The evaluator must keep an unbiased, impersonal attitude toward the person or program he is evaluating.
3. The evaluation must be in terms of the individual's ability. The concern is not with what the pupil is or how much he knows, but more particularly with the extent of the growth which he has made in relation to his own ability.\(^\text{14}\)

Evaluation, it is evident from these discussions, is a part of the curriculum, but it cannot be provided for by any set routine or method. The curriculum, itself, is a continuous process and the evaluation therefore is also continuous. The fifth principle governing the development of a curriculum, when based on the foregoing discussions, may be stated as follows: The curriculum should be continuously evaluated in terms of its purposes by those who are using it, and a variety of devices should be used in measuring it.

\(^{14}\text{Dorothy Mudd, A Core Program Grows, p. 128.}\)
Summary of Principles Governing the Development of a Dynamic Curriculum

Five principles have been developed as basic to the development of a dynamic curriculum in this chapter. For purposes of emphasis, they are repeated here:

1. A dynamic curriculum is composed of the experiences which are needed to meet the personal-social needs common to young people growing up in a democratic society.

2. The dynamic curriculum is planned and developed by those who are to use it in the light of the needs, abilities, and interests of the people and the community.

3. The objectives of the curriculum should be determined by those who are going to use it and be based on the general objectives of education and the specific needs of the pupil and the community determined by a survey of community needs and information on the children.

4. The subject matter of the curriculum is purposive life activities selected from the standpoint of the learner's needs, abilities, interests and resources.

5. The techniques of instruction will vary according to the nature and purpose of the learning experience and cannot be set up apart from the experience or written into the curriculum.

6. The curriculum should be continuously evaluated in terms of its purposes by those who are using it, and a variety of devices should be used by those who are measuring it.
Evaluation of the Extent to Which the Principles Meet the Needs of Youth and Those of Contemporary Institutions

In Chapter II of the study attention was given to the nature of the society in which the youth of today live. The conclusion was reached that he lives in a democratic type of society and that it is the function of the school to train him to carry on this type of government and society. In order to do this, the school must develop the following qualities:

1. The ability to think and reason
2. The ability to distinguish between truth and propaganda.
3. The ability to live and work in groups.
4. An understanding of what the term democracy means

The further conclusion was reached that school is a place for youth to live and grow, that all youth have worth, and that they are capable of thinking and doing for themselves. Then, in Chapter III a study was made of the needs of youth as set up by leading educational organizations and writers in the field of education. Ten outstanding needs were outlined: salable skills, health and physical fitness, citizenship, family life, consumer problems, science, appreciation of beauty, leisure time, cooperation, and thinking and communication. The question that now arises is: Will a dynamic curriculum based
on the five principles outlined meet these needs of youth and of contemporary society? An individual discussion of each will aid in answering the question.

Principle 1 as developed sets up the thesis that the curriculum is composed of experiences which are needed to meet the personal-social needs of young people growing up in a democratic society. Such a curriculum fulfills both needs; it includes those experiences needed to meet the personal and social needs and those of the society in which he lives at the same time. His personal needs include those of health, family life, appreciation of beauty and the creative arts, recreation, and thinking and communication. His social needs overlap with these in many respects but include in addition those of salable skills, consumer problems, and cooperation. A curriculum that provides for his personal-social needs will be broad enough to include the ten imperative needs set up by the Educational Policies Commission.

Principle 2 provides that the dynamic curriculum be planned and developed by those who are to use it in the light of the needs, abilities, and interests of the people and the community. Such a program is democracy in action. The ones who are to carry out the program have a voice in planning and developing it, and its provisions are based on their needs, interests, and abilities. A dynamic
curriculum of this nature will effectually carry out the democratic way of life.

Principle 3 is a direct corollary of Principle 2 and provides that the objectives of the curriculum be based on the general aims of education, the specific needs of the communities, and be determined by those who are going to use the program. Once again this is a democratic process of accomplishing things. It means that communities are to survey their schools, to study strengths and weaknesses, needs, and resources. The objectives of the school are to be planned in the light of these, and planned by the school and community and not by a group of experts many hundreds of miles removed. It carries out the principle of democracy based on "no representation, no taxation." In other words, the people who are going to use the program plan its purposes in terms of meeting their own particular needs.

Principle 4 provides that the curriculum be composed of purposive life activities selected from the standpoint of the learner's needs. The ten imperative needs of youth as set up were determined through a study of the life activities of the youth of the land; any curriculum that is based on life activities therefore will automatically include these ten imperative needs.

According to Principle 5, the techniques of instruction
will vary according to the nature and purpose of the learning experience and cannot be regimented or set up in detailed outline ahead of time. This again is democracy in action. The learning process is dynamic, never static, and is continually evolving. The nature of a democratic society likewise is never static.

Those who make and use the curriculum, according to Principle 5, should evaluate it in terms of its purposes and no one set of devices can be used. A required method of evaluation is totalitarianism just the same as a required way of thought. Evaluating a curriculum in terms of its purposes means that the extent to which it meets the needs of the area and pupils will mean its adequacy or inadequacy.

The dynamic curriculum, therefore, is planned to meet the needs of the democratic type of society and of the youth in all the communities of the land. It envisions all his needs and gives him a part in the planning and developing, thus recognizing individual worth and belief in the ability of the individual to think and reason in a democratic manner. The five guiding principles as set up, it is believed, will build a curriculum which will meet the needs of youth as well as those of contemporary social institutions.

Some actual experiments have been made by communities
with such a type of curriculum. One of the most outstanding of these has been the school at Holtville, Alabama, under the sponsorship of the Southern Study Association, and educational group dedicated to improvement of schools in the South.\textsuperscript{15}

At the beginning of the experiment Holtville was in many ways a typical Southern rural consolidated school, like hundreds of others. The daily schedule was similar to that found in any high school, with six periods a day. English, mathematics, science, history, and other subjects were scheduled for hour-long classes. The classroom work was composed largely of daily reading assignments made by teachers from state-adopted textbooks. Frequent tests were given, and final examinations at the close of each semester were given on the work covered in the textbooks.

A comprehensive testing program was also carried on in the school. Each year an intelligence test and achievement tests were given. Students were given letter grades (A, B, C, D, F) depending on the work done in the classroom, on monthly tests, on semester examinations, and on achievement tests.

The school accepted an invitation from the Southern Study Association in 1938 for participation in a curriculum

\textsuperscript{15}Southern Association Study Staff, \textit{The Story of Holtville}, p. 3.
revision program sponsored by the Association in thirty-three schools in the Southern states. The principal and four teachers attended a summer work conference held by the Study in Nashville, Tennessee, during the summer preceding the beginning of the new plan. Definite plans were worked out at the conference for organizing the student body on the basis of interest groups rather than classes in subject matter.

At the opening of the school term of 1938-39, the senior high school student body was organized into five groups, chosen alphabetically, and two teachers were assigned to each group. The interests of students were explored to determine interest groups, and the following were organized: bookkeeping, building, conservation, debating, electrical, insect pests, journalism, mechanics, personal service, photography, recreation, reading, health, speech, typing, and workshop. The size and composition of the group varied from time to time. At first, a student could only belong to one group which worked for two hour periods on problems in its area, but students became interested in more than one group and changes were effected making it possible for participation in a number at the same time.

Many obstacles were encountered in the program. The teachers had little or no training for the new type of instruction. The parents were afraid that their children
would not gain needed fundamentals. The pupils, however, were enthusiastic, and a public relations program carried the message of the new school to the community. More and more teachers attended summer workshops, and over a period of five years the school succeeded in establishing a new kind of curriculum for the pupils. The principal of the school at this time listed the following outcomes:

1. The students, teachers, and community working together have found that their combined efforts could get things done and make life better.
2. Social and recreational life has been enriched and economic conditions improved.
3. The curriculum has been broadened from twenty-five or thirty subjects to more than a hundred different activities; the needs of each child, therefore, are cared for better.
4. An indication that student's needs are being met was increased length of time spent in the school and fewer withdrawals before graduation.
5. The students gained in self-reliance and willingness and ability to assume responsibility.
6. More different aspects of child's growth were recognized by the new program and physical, mental, and social development was stressed.16

The above outcomes realized from using a dynamic curriculum are the "claimed" ones of educators. The fact that such a curriculum has been put into practical application for a period of five years, has been retained, and has succeeded in increasing length of time spent in school by the pupils is encouraging for those who believe that the schools need a dynamic curriculum.

16 Ibid., pp. 186-188.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Conclusions

The following conclusions have been reached from a study of the data presented in this investigation:

1. A great deal of study and investigation has been carried on in the field of curriculum revision within the last half century; mechanization of industry and growth of urban areas have changed the nature and needs of society for education.

2. A democratic society is in greater need of educated citizens than a totalitarian form of government; in a democracy, each individual participates in the government and needs to be literate, able to think and reason, and capable of assuming leadership in many activities.

3. One of the main objectives of the modern school is the development of citizens capable of living in a democratic form of society and perpetuating a democratic form of government.

4. Ten imperative needs of youth in a modern, complex, democratic form of society are: (1) salable skills, (2) health and physical fitness, (3) citizenship,
(4) family life, (5) consumer problems, (6) science, (7) appreciation of beauty, (8) leisure time, (9) cooperation, and (10) thinking and communicating.

4. A curriculum planned to meet all these needs of youth is not a hit-or-miss affair but must be based on definite principles.

5. A survey of contemporary professional literature in the field of education yield the following conclusions regarding principles basic to a dynamic curriculum:

a. It is composed of experiences needed to meet the personal social needs of young people in a democracy.

b. It is planned and developed by those who are going to use it.

c. Its objectives are based on the objectives of general education but specifically directed to needs of individual schools and pupils.

d. Purposive life activities to meet needs comprise the subject matter of the curriculum.

e. Techniques of instruction cannot be determined by an outside group of experts but must be developed in the school where they are to be used.

f. The curriculum should be continuously evaluated by those who are using it, in order to determine weaknesses and provide remedial procedures.
6. Many attempts are being made by schools to put a dynamic curriculum into action; the success of a number of these outstanding experiments indicate that educational theory can be put into practice with success.

Recommendations

The following recommendations are offered in terms of the conclusions reached in the study:

1. Schools should study their curriculum in terms of principles to determine wherein improvements may be made.

2. The curriculums should be revised in terms of the needs and interests of the particular student body for whom the program is planned.

3. Continuous evaluation should be carried on of the program in order to determine weak and strong points and plan remedial measures.

4. More investigations should be made of the outcomes of schools which have endeavored to make and apply a dynamic curriculum.
BIBLIOGRAPHY

Books


Mudd, Dorothy, A Core Program Grows, Bel Air, Maryland, Board of Education of Harford County, 1949.


Articles and Documents

"Address of President Roosevelt before the Congress," The Dallas Morning News, January 17, 1941, p. 1.


The Creed of Democracy, New York City Teachers College, Columbia University, 1940.

The Declaration of Independence
Reports

- Appraising and Recording Student Progress, Progressive Education Association, New York, Harper Brothers, 1946.


The Nation at Work on the Public School Curriculum, Fourth Yearbook of the Department of Superintendence, Washington, D. C., National Education Association, 1927.


Toward a New Curriculum, Department of Supervision and Curriculum Development, Washington, D.C., National Education Association, 1946.