Social Aspects of Education Pertaining to Curriculum Construction

George F. Leonard

Follow this and additional works at: https://digitalcommons.butler.edu/grtheses

Part of the Education Commons

Recommended Citation
https://digitalcommons.butler.edu/grtheses/54

This Thesis is brought to you for free and open access by the Graduate Scholarship at Digital Commons @ Butler University. It has been accepted for inclusion in Graduate Thesis Collection by an authorized administrator of Digital Commons @ Butler University. For more information, please contact digitalscholarship@butler.edu.
SOCIAL ASPECTS OF EDUCATION
PERTAINING TO
CURRICULUM CONSTRUCTION

ACKNOWLEDGEMENT

The writer wishes to acknowledge his indebtedness to all who have assisted in any way in the preparation of this work. Special mention is due Mr. W. L. Richardson for his helpful supervision of the work and Miss Elgin, Miss Rock, and Carlyle for their suggestions, help, and encouragement.

A Thesis
Submitted to the Faculty
of
Butler University

by

GEORGE FRANKLIN LEONARD
Candidate for the Degree
of
Master of Arts
in
Education
June 1927
ACKNOWLEDGEMENT

The writer wishes to acknowledge his indebtedness to all who have contributed in any way in the preparation of this thesis. Especial mention is due Dr. W. L. Richardson for his careful supervision of the work. Also to Professors Hightower, Mock, and Carlyle for their suggestions, advice, and encouragement.
The purpose of this dissertation is to make a study of the selection, analysis, and the organization of subject-matter as it is used in the training of public school pupils in fitting them to meet their special and social needs as adults.

The method pursued has been to make a careful study of current literature of the curriculum and to weigh, evaluate, and determine its contribution to the problem in hand; to discover the underlying principles; then, to present the details of an experiment as an illustration of the practicability of such principles; and, finally, to present conclusions reached.

In exposition of this problem, the following phases have been presented: Chapter I, The rise of social institutions to meet the needs of man. Chapter II, The changes necessary in the training of youth due to the modern conditions and how responsibility has been shifted from other social institutions to the school. Chapter III, A consideration of the problems that call forth the present-day situation as regards the revision of the curriculum of our schools. Chapter V, Deals with some of the principles of procedure in curriculum-making. Chapter VI, Enumerates some of the problems and hindering
factors that confront those who are attempting to reconstruct the curriculum. This chapter also deals with some of the suggested plans of revision. Chapter VII presents a detailed account of an attempt to build a curriculum for the Commercial Department of a large high school in order that it might meet the needs of the boys and girls and serve the community more adequately. Chapter VIII presents a brief summary and statement of conclusions reached in this study.
CONTENTS

Part I

THE RISE OF SOCIAL INSTITUTIONS

Chapter I. The Development of Social Institutions to Meet the Needs of Man. . . . . . . . . . . . . . 1

Simplicity of the Needs of Early Civilization.

Social Origin of Educative Agencies.

Chapter II. How Modern Conditions Have Changed the Training of Youth. . . . . . . . . . . . . . . 11

Acquisition of Viewpoints, Habits, and Methods of Thinking.

Changes Due to Modern Developments.

A Shifting of Responsibilities.

Some Home Responsibilities Imposed upon the School.

Chapter III. Origin and Nature of the Subject-Matter of Education. . . . . . . . . . . . . . . . 24

The Test of the Value of Subject-matter.

Part II

A STUDY OF CURRICULUM-MAKING

Chapter IV. A Study of the Curriculum Situation. . 29

Two Views of the Educative Process.

Responsibility in Education

The Progressive Trends in Education.

The Situation as It Is Today.
Chapter V. Some Principles of Procedure in Curriculum-Making. 41

A Social Curriculum.
The Beginning of Curriculum-Revision.
Why the Great Interest in Curriculum Revision.

Chapter VI. Some Problems and Hindering Factors of Curriculum-Making. 55

Factors that Hinder.
Suggested Plans for Reconstruction of the Curriculum.

Part III
AN EXPERIMENT IN CURRICULUM-MAKING

Chapter VII. Building a Commercial Curriculum. 68

The Problem That Faced Us.
Types of Organizations.
List of Firms Co-operating.
Procedure in Obtaining Information.
The Questionnaire.
What the Questionnaires Revealed.
Some Remedial Measures.
How Business Firms Assisted.
The Practice Laboratory.
Suiting the Commercial Curriculum to Community Needs.
Part IV

THE CONCLUSION

Chapter VIII. Summary and Conclusions........ 96
Bibliography.............................. 99
PART I

THE RISE OF SOCIAL INSTITUTIONS

Chapter I
THE DEVELOPMENT OF SOCIAL INSTITUTIONS TO MEET THE SOCIAL NEEDS OF MAN

It is the purpose of this dissertation to examine some of the more important relations and meanings of present-day education. The development of modern sciences, sociology, social psychology, biology, criminology, physiology, and others have furnished the principles for a much broader science of education than that which was possible when the findings of psychology alone constituted the only science upon which educational theory and practice could be based.

Psychology now, however, furnishes only a part of the background from which the educational process must be viewed, and from which its governing principles must be worked out. No one lives unto himself alone. All that one does, all that one thinks is influenced by other individuals of society. This is true of children as well as the adults out in the world of affairs. Therefore, all educational activities become great social enterprises, and it is here, that many important relationships must be taken into account in getting the broad view of the processes of education.

Various social institutions have shed their influence over the lives of the individuals that make up our social order. Those with which we are familiar at the present time have been evolved and developed in
the evolution of society to meet the fundamental needs of the human race. Chief among these institutions are the home, the school, the church, and the State. Each of these stands in a particular and distinct relationship to society as a whole and to the individuals that compose it. Since these institutions have come into existence in response to a demand for means of meeting the specific needs and for satisfying the hungers of man, the distinct function of each is fairly well established and understood. As civilization has gone forward and has become more and more complex, the demands upon all the institutions of society have become greater and more varied in their nature. Problems of leadership, obedience, larger sympathy and co-operative ideals have developed as specific needs of mankind. Consequently, these institutions have been modified and their function has been greatly changed and enlarged in order that they might adjust themselves to the constantly changing and growing needs and demands of society. It is quite apparent that such frequent readjustment of the social institutions to the increasing requirements of the complex civilization is all the more necessary in order that they may fulfill the functions for which they were brought into existence. Again, it is quite evident,
that the continuance of an institution is justified only so long as it is able to perform these functions adequately.

The early history of mankind reveals a civilization that was simplicity reduced to its lowest terms. Such a civilization, with its primitive home and neighborhood life, made relatively few demands upon the individual and upon society in general. The aim of education of primitive man was "Preparation for his place in the simple civilization of his time." His education was, of necessity, very, very, simple in character and very narrow in scope. It was limited to knowledge and experience in only a few departments of human endeavor. Under such conditions as those that prevailed in that day, the child could learn by direct experience, either in his own home or in his tribal neighborhood, all that was necessary for him to know in order to prepare himself to take his place in the social order.

It is easily seen, therefore, that there was little need of a distinct and separate institution to give him this preparation. Let us notice how the child acquired the specific training demanded by society of that far distant day in the world's history. He did
this through observation and direct association in the home. In like manner, the girl learned such of the household arts from her mother in preparation for that day when she, too, would be called upon to assume the duties as the head of a similar home.

Whatever mental or moral equipment the boy or girl may have had, they must have gained it through the avenues of association, observation, and conversation with their own parents and neighborhood friends and acquaintances. No highly specialized agencies or institutions were needed to take care of the training of the youth.

To care, the customs of the tribe, the religious beliefs and traditions, or the stability and solidarity of the group could not be guaranteed. Unless the simple arts of this primitive people could be preserved from one generation to another, the group would eventually drop back to the level of mere brute life. Hence, some form of education, some definite training, became necessary even among primitive peoples, that the existing level of culture reached by the group could be retained.

In order that this development of training may be seen more clearly, a brief survey of the preceding ages of human education is here attached.
In the preceding section the school has been shown not to have existed as a separate institution. Family and neighborhood life took care of training needs. However, as civilization advanced, the demand for educational activities in the training of youth gave rise to the separate institution as a response to a genuine social need.

A tribe of people in early times could not hope to survive long if the training afforded its youth was widely divergent from the needs of its life processes. In some way the young members of the group must learn the use of the implements of the hunt and warfare, the customs of the tribes, the religious beliefs and traditions, or the stability and solidarity of the group could not be guaranteed. Unless the simple arts of this primitive people could be preserved in some way from one generation to another, the group would eventually drop back to the level of mere brute life. Hence, some form of education, some definite training, became necessary even among primitive peoples, that the existing level of culture reached by that group could be retained.

In order that this development of training may be seen more clearly, a brief survey of the beginnings of human education is here attached.
It is quite probable that the beginnings of education were of an unconscious nature. The social groups which survived the hard struggle for life were those which little by little acquired the ability to preserve the results of their experiences and hand them down to the generations that followed. Dewey says: (1) 

"If any single generation failed to set pass down, for any cause, to the next generation this accumulated experience of the past— or rather if any generation failed to initiate the rising generation into the body of inherited lore before passing off the scene— civilization would be lost."

There is sufficient evidence to believe that the early education of the children of primitive tribes was accomplished by the process of imitation. By contact with their elders the child became well versed in their attainments, traditions, and customs.

Because the child was thrown into intimate contact with members of his own immediate family and with the individuals living in the surrounding neighborhood, familiar social intercourse became the first channel of education. Even today, this social contact forms a background for our formal agencies.

Just as long as the cultural needs of the

individuals could be served through this channel of education, and as long as the activities of the community through its industries and life set forth all the elements of this culture, this sort of education proved to be adequate. In other words, the child acquired about all he needed to know through unconscious association and observation, to relate how the next step in the development could be left to the informal social intercourse. Some sort of formal training and education became necessary to develop the special skills and to transplant the customs and beliefs of the group in such a way that they would not be lost to the succeeding generations.

The first steps toward formal education are illustrated by Dr. Irving King. (1) He has selected for this purpose a certain primitive people of Australia.

(1) King, Dr. Irving, "Social Aspects of Education".
He tells of the custom of the old men and women who would gather around the campfire and instruct the youth in the traditions and practices of the tribe. There was no special class set off as teachers. The whole social group, gathered about the campfire, took part in the instruction, the old people simply taking the lead. Then Dr. King goes on to relate how the next and step in the differentiation of the school took place. A stated time was set apart for initiation ceremonies which constituted what is probably the most primitive type of formal instruction. It is to be noted that a certain amount of deference came to be paid to the old men during the ceremonies of initiation. They were looked up to as great instructors, learned in the ways, customs, traditions, and skills of the people. Hence, the assimilation of the newcomer into the group was a matter of supreme importance to the men of that age. As civilization advanced the gap between the initiated adult and the initiated child widened.

As society passed from the primitive to a higher social level, social culture became more and more complex. Social intercourse was no longer adequate, hence, special agencies had to be brought into activity. As the initiations grew in frequency and at
complexity it gradually became necessary to set aside certain persons as "experts" to direct or supervise them. These specialized functionaries became the priesthood.

Again, the formal agencies of instruction began to differentiate as division of labor developed among the people. Here, it is seen that the school and teaching as a profession are really the direct products of the differentiation of progressive society, and educational activity is clearly seen to be a response to some keenly felt need of the social group within which the undertaking occurs. It is interesting to note that as society made rapid changes it became necessary to make changes in the educative process. Since the changes of society were rather rapid, it became easy for established educational agencies to lose touch with the social group from which they sprang. Similarly, modern school administrators face a most perplexing problem endeavoring to keep the school responsive to the changes and developments of the social needs of humanity.

From the foregoing discussion, we conclude that the imparting of accumulated "experience" to those outside the group—that is the young—constituted, along with the accumulations from one's own
individual experiences, EDUCATION. Education, therefore, is necessitated by the need of assimilating individuals into the group to meet group standards. It is man's only effective means of conserving and transmitting civilization and its benefits.
Chapter II
In the preceding discussion it has been shown that social institutions came into being in response to the demands of society upon the individual. In addition to this, it has been pointed out that because civilization made very few demands upon the youth in early times, they could be satisfied by such training as the home and the immediate community afforded. Lastly, it was shown that as civilization advanced and the demands of society became more complex as a result of division of labor, the home lost step and special agencies took up the work it had ceased to do in a satisfactory manner. In order that these points may be made clearer, let us examine, for instance, the training of youth for a vocation in early civilization and the changes necessary to meet the more modern conditions.

It has been mentioned (1) that the child learned much by direct experiences in his home. In case of his vocational preparation, the boy acquired knowledge of his father's occupation by assisting him day by day during the early years of his childhood and youth. Thus, through actual experience, direct participation, he became acquainted with every phase of it. When he became older and it was time for him to

(1) See page 3.
ACQUISITION OF VIEWPOINTS, HABITS AND MANNERS OF THINKING

engage in some gainful vocation, to become a "provider"; this training enabled him to do so independently. It seemed to be advisable for him to learn an occupation entirely different from that of his father, he usually entered the workshop of some man who was skilled in the trade he desired to learn. In this way, through an apprenticeship of some duration, he acquired sufficient skill and knowledge to enable him to follow the same occupation for himself. And then to take the view of the girl, through helping her mother with the various tasks of the household, she could acquire such training, knowledge, and experience as would fit her to perform the duties and tasks common to the home when she should have one of her own. It is probability, thus we see, as the need required, each generation, in its proper turn, assumed the task and responsibilities laid upon it in the social and industrial life of the community. Boys and girls received the preparation for life in the community in which they were to take their places as adults. The transition from childhood to adulthood with its attendant responsibilities was a very gradual and natural one. It presented no very serious difficulties or problems and made no very great change in their lives.

ACQUISITION OF VIEWPOINTS, HABITS AND METHODS OF THINKING

This condition could have gone on and on had society not become more complex. The developments were very slow and all the demands of the gradually evolving society were easily provided for just so long as the existing institutions kept pace with social progress. Children could learn not only the occupations of their fathers or others in the community, but at the same time many other lessons relating to life and conduct. The daily association with the adults led them to take the viewpoints of their fathers and mothers, acquire their habits and methods of thinking as well as how to do their work. This had an educative value and cannot be overestimated. If the parents of today more generally understood this fact, in all probability they would strive to give more time and attention to the children in the home, and not transfer so many of what might be termed "parental" duties to the school.

Woodley (1) uses the training of the children of the village weaver as an example of vocational education in early civilization. He describes the simple home, the tasks the children probably assumed as they became old enough to help, and how, throughout the day, they had opportunity to watch the father ply

his trade. As soon as they had gained sufficient other knowledge of the trade through the process of observation and had become skilled to some degree in the use of their hands, they began to render such assistance as they were capable. He points out that such tasks as the preparation of the wool or flax or other materials for the weaving, the filling of spindles, and other processes of the trade, acquainted them with the details of the father's occupation, and gradually, they became proficient in the performance of the various details connected with the manufacture of cloth in the primitive way. When it was necessary for them to take up the work for themselves, they were prepared to meet the needs of the times. Woodley also makes the point that the machines constant companionship with the father afforded the children of this home the opportunity to imbibe the father's ideas and beliefs, the most of which had been formed by him in a similar way. Therefore, the children were prepared, when called upon to assume adult responsibilities, to take their places in the community with the information the father could give, the vocational education he could furnish plus whatever additional knowledge and
experience they may have gained from contact with other persons in the community. less inclination to discuss his daily occupation with his children. It would appear that he feels that his duty toward his children has been. But modern conditions have changed all this.

Whatever training the children received in a vocational sphere in the home by direct association and participation is, in most cases, a thing of the past. Industrial conditions have been completely revolutionized by the introduction of modern inventions and machinery. Factories, with specialists as workmen, now do the work by use of labor-saving devices instead of individuals laboring separately in the home and in the shop. Workers hurry away from home in the early hours of the morning to take their places at the machines and at the end of the day, work hurry back to their homes, education of the children of former times. This under such conditions as this new order of things, children have very little opportunity to observe the work the father does as he goes about his daily occupation. In fact, the son of the average factory worker sees very little of his father, who, on account of the wear and tear on the nerves and physical being, comes home too worn out to take much
interest in his children. Hence, the father has little time, perhaps still less inclination to discuss his daily occupation with his children. It would appear that he feels that his duty toward his children has been performed when he has provided the necessities for their physical needs. Their mental, moral, and even vocational training has been delegated to other agencies.

On the other hand, the mother, as a rule, assumes the larger share of the task of preparing the children to take their places in society. However, in many modern homes, because of the many activities that now occupy the time of mothers, even this task is left to others. As a result, the children miss the intimacy and close association with their parents, which we have seen to be a most important factor in the education of the children of former times. This is the condition as we find it in the modern homes.

What is the remedy? The remedy, it seems, lies with the parents and new agencies. Parents can do their part by learning that the personal touch has untold value in the lives of children and that by making a determined effort to give it, even at the sacrifice of other things, they render to society an untold blessing.

In the process of evolving and developing, the school has been developed and made the center of the social life. As we have seen in the previous pages, the modern school cannot now exist without the home, for which the home itself bears the primary responsibility. Hence, the parents and new agencies. Parents can do their part by learning that the personal touch has untold value in the lives of children and that by making a determined effort to give it, even at the sacrifice of other things, they render to society an untold blessing.
Under such conditions as have been pointed out, it has come to pass that youth in order to prepare themselves for their places in the economic and social life of today, must take advantage of the means provided outside the home. Hence, as society has developed and its demands have become greater and more varied, because the home has lost step, a new social institution, the school, has been evolved and developed, whose business it is to provide the child with means for gaining such knowledge and experience as will be necessary for him to possess in order that he may assume the responsibilities required of him as an efficient member of adult life.

A SHIFTING OF RESPONSIBILITIES

It has been the purpose of the previous discussion to indicate that the modern school came into existence to meet the needs for which the home and community no longer provided, and to show how the various elements which contribute to the requirements of these needs became a fundamental concern in the building-up and development of the school. Also, that because of the nature of the social institutions and the constant changes and developments which civilization is undergoing, that the needs of society are
variable and relative, not positive and absolute.

Consequently, the school as one of the most important factors in solving the problems of society, has of necessity changed and developed to keep step with the ever-changing civilization.

There is no more important question before society today than that of making the school an institution in which children may satisfy the social needs and hungers which from the very nature of the conditions of modern times can no longer be satisfied in the home, community, or church.

Henderson (1) takes the following view of the matter. He says in substance: The family came in existence as a means of fostering the young, although at first it did not assume consciously the function of training them. Because of the many activities society has thrust upon it, the family has assumed a number of other functions. As things stand today, the parents, as a rule, have neither the leisure nor breadth of knowledge or skill to teach those things not readily illustrated in the common activities of the home. Thus, the interests of the child demand that the family transfer at least a part of the work


(1) Corson, Geor J., "Our Public Schools," p. 11.
involved in the training of children to the school. It has already been shown how boys once learned useful trades in order to gain a living and, the school is asked to provide manual, industrial, and vocational training as well as the studies of the classroom.

**SOME HOME RESPONSIBILITIES IMPOSED UPON THE SCHOOL**

Since the school has gradually absorbed more and more, the functions of the home, and since there seems to be no other single institution that can perform the task of transmitting to the young the social heredity of past generations, the question naturally arises, What are some of the things that have been imposed upon the school? Therefore, it can be said that ever since the \( \text{Corson}(1) \) says: "It is evident that whenever anything which needs to be well done, ceases to be done by the home or by other private agency, the public school is expected to take up the work. Such demands and expectations on the part of the friends of the public school are highly complimentary to its efficiency and mark it as a most important institution in our national life."

Less than a half century ago, cooking and sewing were taught in almost every household. Now many homes, either because of indifference to the importance of such training, or on account of the outside demands made upon the time and energies of the mother, give little or no attention to these essential household arts, and the school has been called upon

(1) Corson, Oscar T., "Our Public Schools," p 11.
to require and teach Domestic Arts and Home Making.

It has already been shown how boys once learned useful trades in the shops, but since such shops no longer exist, the school is asked to provide manual, industrial, and vocational training.

Because of the fact that the home has been compelled to assume responsibilities from home and shop to the school, certain tasks seem to have been imposed upon the school which do not rightfully belong to it. For instance, the concern of the school and the desire of the school for the performance of certain functions of the home as a social institution is the physical welfare of its members. Therefore, it seems, that it should be actively concerned with anything which would contribute to the welfare of its members. This concern should include the exercise of the greatest care that the food, clothing, and all other matters that have to do with the physical condition of the school and the individual in the school. For example, the inculcating of vigor and health should receive proper attention. But does the modern home assume the duties and responsibilities in this matter? The truth is, in a large number of homes where we could rightfully expect better things, these matters do not receive the consideration and attention that should be given them. A survey would reveal the reason for this to be either ignorance, inertia, or lack of appreciation of the importance of health and hygiene.
indifference, or the want of sufficient means to de-
fray the expense of medical attention. Among these
the school. Because of the fact that the home has been
neglectful of the health of its children, the school
has been seriously handicapped in the discharge of its
functions. Therefore, it has been compelled to assume
this neglected duty of the home and to make provision
for the physical condition suitable for the performance
of the work of the school and derive the desired bene-
fits from it. Let it be noted that the transfer has
been made from home to school because the former has
failed or ceased to perform its function toward the
child. to be supported, perhaps by the remittance of
money. 
Mention might be made of a number of other
former obligations of the home that have been trans-
ferred to the school. For example, the inculcating
of right habits of speech and conduct has been as-
signed in many cases to the school, in part or al-
together. So many have been transferred that, in
actual practice, it sometimes becomes rather difficult
to draw the line just where the function of the home
ceases and that of the school begins.

In like manner, the church and community
have ceased to perform all the functions in prepar-
ing the child for adult life which they formerly accept-
ed as their duties. As a result of the failure of
these institutions to function, supplementary institutions have been brought into existence, among these the school, for the purpose of satisfying the spiritual and social needs.

In this way the school in the course of time has become overburdened with the work apparently and properly belonging to other institutions. It has come to be regarded as the best institution for meeting these needs of the child for which other institutions have ceased to provide. Naturally, many of these tasks do not rightfully belong to it. However, it seems, that the school has willingly placed itself in a position to be imposed upon—to become a veritable dumping ground for neglected obligations of other institutions. On the other hand, it is believed that the school should adapt itself to the changing social conditions and needs and take over, at least for a while, the work of the other institutions whose neglect and inefficiency is hindering the work of the school, with the understanding that it will pass back such work to these institutions as soon as they are aroused the consciousness of their full duty and are in a condition to perform it effectively.

Since these conditions maintain, whether they are wanted or not, the school should for the
present stand as a supplementary institution, to all others that are engaged in the preparation of the youth of today for their places in society. It must provide such experiences and such information as has grown out of race experiences, no longer provided by the home, and weave them into a training experience that will thus help to equip them for their social obligations as members of the social order. It is this information, these facts, this body of knowledge that must furnish the subject-matter, which combined with the social, industrial, and religious experiences, make up the curriculum of the school.
Having shown the rise of the school to impart knowledge and skill formerly given in the shop or at home, we may now examine the nature and origin of the subject-matter provided for this purpose.

There are some who may think that the subject-matter of education is a body of material purposely invented for the use of the school in order to accomplish certain disciplinary effects. Some school children may have the conviction that it has been invented for the purpose of puzzling them and disturbing their otherwise happy and peaceful existence. Whatever views one may hold, the fact remains, that it is something that has evolved in the process of human experience and has been selected and perpetuated by the human race because of its value in meeting the social needs of mankind.

This is illustrated in the education of the American Indian. The Indian needed food, abundant supplies of which could be found in the animal and vegetable life surrounding him. But these supplies could not be had just for the wanting of them. He had to concern himself about the animals, their habits, their strength, their endurance, and their dispositions. Because of his needs, all these things
became a matter of great concern to him. He had to know all he could about them. What he found out about them he felt was valuable to his companions and his children. Because of the virtues of courage, endurance, and patience being essential to the success of the hunter or fighter, he came quite naturally to magnify them and to inculcate them in his children. Skill in the use of the common weapons was of untold importance to him. His children had opportunity to learn their use through direct participation and imitation. Here a very vital educative process was going on, and there was a very definite content of education. The subject-matter of the education of the Indian was the kind of knowledge, habits, skills, and ideals that had value to them in meeting the needs of his life as an individual and as a member of his tribe. The study of the American Indian transmitting his experience, selected from that which he valued of most importance and worthy of being perpetuated by his descendants, furnishes a starting point for the development of the subject-matter of education.

Subject-matter, then, originates within the experience of the group, meeting the needs that are real to that group. Hence, we may expect it to be
different in certain respects for the various types of civilization. It must function in experience to produce some change that will add to the powers to meet the needs of life. Thus we see that the elements that get incorporated into the subject-matter of education are those which have specific value for life under the conditions that prevail at any given time or in any special organization of society. This interpretation is that the values of life that the nations that have gone before have sought to perpetuate constitute the real curriculum and bodies of facts as such. Bygone generations have sought to reproduce in the lives of their children their virtues, ideals, lives, habits, and skills. Some may choose to call these aims of education, but in the process of imparting these, they all merge into and another, resulting in the preparation for meeting the needs of life.

**THE TEST OF THE VALUE OF SUBJECT-MATTER**

The test of the value of subject-matter throws light on fundamental aspects of psychological year after year, century after century, the subject-matter of education has been accumulating, until today we have a curriculum crowded to the limit and taxing every resource to make it available to the youth of this generation. Educators are busily engaged in finding a way to reduce the overload so that the curriculum may adequately prepare the youth to meet the needs of life.

in the work of evaluating the materials of education in order to discover that which is of most vital to the development of the child. Some may ask the question, What are the tests of the value of subject-matter? As rhetoric and science enrich the life of the individual, so may we answer the question, Miller (1) says: "To be admitted to the curriculum any subject must stand the test of both social and individual function. It must be material that is actually relevant to the present world, and it must be material that can and will under school conditions function in the present lives of the pupils. The projects and problems of the school reflect the interests, problems, and values of the social environment; and they must grow out of and be relevant to the expanding experiences of the pupils." His ideals, and develop an appreciation of one's environment. What has been said thus far in the discussion of the life and customs of the primitive peoples throws light upon fundamental sociological and psychological principles involved in selecting and incorporating the subject-matter of education. On the social side there is but one controlling principle for all the different kinds of subject-matter, and that is, their value to society and the necessity of adequate (1) Miller, Irving Edgar, "Education for the Needs of Life," p 170.
provision to meet the social need. Another test of the value of subject-matter is to be found in the contribution it makes to the life of the individual but very little social value can be found in them. Such subjects as astronomy and geology enrich the life of the individual but it is difficult to point out in specific terms any social justification for their study by any considerable group of people. However, because such subjects enrich the life of the individual no further test is needed of its value.

Whatever subject-matter we include in the curriculum should stand the test for its value to stimulate the intelligence, broaden the outlook, give meaning to the forces of nature, quicken the insight into the social processes, widen the sympathies, heighten the ideals, and develop an appreciation of one's environment. When that which is to be included in the curriculum has been measured and evaluated in such a way as to satisfy the tests of both the individual and the social function, it is to be admitted as a part of the great body of materials used in the training of future citizens.
PART II

A STUDY OF CURRICULUM-MAKING

Chapter IV
A STUDY OF THE CURRICULUM SITUATION

Now that the development of social institutions has been traced from the time of primitive man until the present, and the adjustments that have been necessary because of the changes modern conditions have wrought, especially in their relation to the selection of subject-matter and its incorporation as a part of the curriculum, we are now ready to give attention to a still more specific study of the curriculum as it stands today. In Part II we propose to consider the trends of present-day thought as it pertains to the revision and enlargement of existing curricula to adjust the materials and methods of education that they may more adequately care for the needs of the child as he receives his training for the development of an efficient citizen.

The ambition of society in its treatment of its new members seems to be, "Do everything possible for the youth." In pursuit of this idea, society has surrounded its young people with every good and ennobling educational influence. Hence, among other things, it has bestowed much thought upon the subjects that should be taught to these young people, in other words, to the curriculum. So much concerned is society about this matter that for some time the curriculum
has been in a state of ferment. Various schools of
thought have advanced a variety of plans for the bet-
terment of the educational process. One may seek to
improve conditions by discarding the objectional and
seemingly valueless materials and substituting there-
for such activities as are considered worth while in
the development of a useful and enlightened citizen.

Some facts, however, are self-evident: The
school is an institution that is designed to produce
something. In that respect it is like a factory. The
raw material is the boys and girls, the young men and
women. The product of the school is CHANGED HUMAN
BEINGS. The processing is partly done through the
medium of the curriculum. The home, the church, and
other social agencies contribute to the processing of
the raw material. The products must at all events and
at all hazards be possessed, at the end of the processing,
of certain knowledge, habits, and skills which
society requires of its best citizens. This product
must likewise take on certain attitudes, appreciations,
and ideals which the proper teaching of the subjects
included in the curriculum are supposed to engender.

TWO VIEWS OF THE EDUCATIVE PROCESS

The central conception of the "old educa-
tion" is that it was a sort of process of filling the mind of young people with knowledge. According to this view, a human being, as he enters upon life in this world, is but little more than an empty vessel or reservoir, which it is the supreme business of education to fill with prepared, cut-and-dried facts of history, geography, grammar, science and all the rest of the information usually taught in the schools of the day, him to perform the activities which make up his life. It is interesting to note that occasionally during the process of filling this vessel it is necessary to examine the individual to see if the facts that have been poured in are still there. This may be because there is no outward evidence that they are present. This may reveal, in the course of time, that the memory reservoir is well-filled, and the individual is then said to be "educated." Hence, under the conception of the old education a man was supposed to be a regular storehouse of information, a walking, running-and-jumping encyclopedia, if society could speak the language. The responsibility of the society for the responsibility of him as a well educated man. The greater the bulk of the information, the better educated he was supposed to be. The quite prevalent method of teaching, commonly known as the "text-book method" evidently plan and programs taken over from some outside source.

endorses this conception of education. Plans for the education... type of education, conceives man to be not merely an intellectual reservoir, but a being whose life is made up of activities, conducts, and behaviors. "It is in these activities," says Bagley, "he comes to realize the ends of his existence, and he becomes not merely a 'knower of facts,' but a 'doer.' Hence, to educate him, the school must of necessity prepare him to perform the activities which make up his life in a most highly satisfactory and efficient manner. Education, therefore, according to the newer type, is a preparation for the performance of these activities. When educators discover what activities make up a man's life, then they will have the objectives, ends, or aims of education.

RESPONSIBILITY IN EDUCATION

In any proposed changes in the educational process:

The responsibility rests with every city. The child, in the broad sense, is a trustee today, and community to educate its own children and to train them to be useful and efficient members of society. This responsibility also involves the responsibility for the planning of the educational program as well as conduct-

any between its child and adult societies. They may-

ing the educational program. Hence, any given city take the position that the 'maker' is the true educator or community cannot properly appreciate educational plans and programs taken over from some outside source.

(1) Bagley, W. O., "The Educational Process".
It is only through the formulation of plans for the educational training that those responsible for the work come to realize their true nature and intent. Bixby (1) says:

"The schools must seek to develop the capacities of the children coming under their influence and care to the greatest degree possible for each individual, and this for two reasons: first, that the citizens of the republic may exercise good judgment in solving their problems of government, and second, that the nation may have leaders in various lines of endeavor equal, and if possible, superior to those of other nations."

**Educators recognize that there is a huge gap between the curriculum and American life, as well as the gap that has persisted for years between the individual and the curriculum. Three factors are involved in any proposed changes in the educational process: the child, American society as it exists today, and, standing between them, the school with its curriculum. There may be none who may feel inclined to object to the placing of the school curriculum as the intermediary between the child and adult society. They may take the position that the teacher is the true educa-

The discussions in the various educator..."
tional intermediary. This position might be substan-
tiated, providing we had thousands and thousands of
teachers like William Rainey Harper, of whom it was
said, "that he could teach Hebrew as though it were a
series of hair-breadth escapes."
Under the guidance
of such teachers, the curriculum itself would merely
be a subordinate element in the educational scheme.
Since such teaching and such teachers are seldom
found, it seems more logical to give the curriculum
the place of importance rather than to give it to
the teacher.

THE PROGRESSIVE TRENDS IN EDUCATION

The argument presented in the closing par-
agraph of the foregoing discussion emphasized the im-
portance of the curriculum as the intermediary between
the child and adult society. We desire to show how
that the "link" that bridges the "gaps" between the
factors of the educative process is one of the storm-
centers of educational thought and that its considera-
tion indicates one of the leading progressive trends
in modern education. The review of educational lit-
erature reveals some interesting facts in this field.

The discussions found in the various educa-
...
tional publications reveal, in a general way, the trends of educational thought and endeavor. The topics discussed at educational conventions and gatherings usually indicate the drift of current theory and practice. A general summary of the subjects taken from programs of the National Association of Secondary Principals, covering a period from 1917-1926 shows the following facts as regards secondary education.

<table>
<thead>
<tr>
<th>Subjects and number of articles, (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and Character Building</td>
</tr>
<tr>
<td>Curriculum Revision</td>
</tr>
<tr>
<td>Extra-Curricular Activities</td>
</tr>
<tr>
<td>Ability Grouping</td>
</tr>
<tr>
<td>Function of the High School Principal</td>
</tr>
<tr>
<td>Improvement of Instruction</td>
</tr>
<tr>
<td>Objectives of Education</td>
</tr>
<tr>
<td>World Peace</td>
</tr>
<tr>
<td>Improvement of Scholarship</td>
</tr>
<tr>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>Junior College</td>
</tr>
<tr>
<td>Morale</td>
</tr>
<tr>
<td>College Entrance Requirements</td>
</tr>
<tr>
<td>Assemblies</td>
</tr>
<tr>
<td>School Marks</td>
</tr>
<tr>
<td>Requirements for Graduation</td>
</tr>
</tbody>
</table>

While one could hardly claim that the evidence given in this table above is absolute proof of the trend of educational activities and developments, it is safe to conclude that they are subjects in which those who are recognized as leaders of this

national organization, believed the high school principals of this country should have a primary interest. It is quite evident that the three outstanding subjects of thought of school men are those that pertain to the Guidance of Youth and Character Building and the Revision of the Curriculum, while the so-called extra-curricular activities come in for third place. Such discussions reveal the outstanding problems facing those upon whom the leadership of the secondary schools of today has been placed.

To quote from Fowler again, "While the problems of administration that face the average high school principal are greater in number and of vastly more importance and scope than those of a generation ago, yet he is, nevertheless, more than ever before giving his attention to the activities of the pupils themselves. Much of the detailed work of the principal, such as scheduling of classes, discipline, college entrance requirements, and the like has been given a subordinate position and the greater and broader problem of how to better adapt our educational materials and activities to the needs of the boys and girls of today has taken first place. Why this shift of emphasis? Evidently, it is because later developments in the field of psychology have
social changes have made it necessary to recognize in our materials of instruction such factors as "scientific progress", universal education and the newer social customs."

In view of the fact that one of the outstanding problems of the day is that of curriculum revision, it is the purpose of the writer to look into the curriculum situation as it is revealed in the writings of the leading school men; to examine the tasks the curriculum revisers face; the obstacles in the way of revision, and the general principles that form the basis of the demand for revision.

THE SITUATION AS IT IS TODAY

The result of this has been that a considerable part of the present educational situation of today is such that we seem to be as some one has said, "between two worlds, one dead, the other powerless to be born." One has only to look about to observe that there seems to be a passing of the old educational order and a trend in the direction of newer ideas of education. Even our most progressive schools are looked upon as being in a state of transition. The current practice of education is more or less under the domination of psychological assumptions which the later developments in the field of psychology have
reversed. Again, there are many psychological implications which have been carried over from a social situation that is no longer in existence. It will be if strong social forces have been and are at work, and as a result, the social order has undergone some very complete and very radical changes. On the other hand, education has not kept step with these transformations, and many old and worn-out points of view have been handed down from one generation to another, and in this way have been kept alive, until our education has been saturated with traditional ways of thinking, or in other words, our education has become institutionalized. The result of this has been that a considerable part of our education bears little or no direct relation to the NEEDS and OPPORTUNITIES of life of today. Present a great awakening in the educational world, as if democracy is to be anything more than a term used by the politicians, there must be something in our education which will relate it directly to the conditions as they are found in the world today. On this particular point, Gertrude Hartman (1) says, "The social aim of education for democracy must

(1) Hartman, Gertrude, "THE CHILD AND HIS SCHOOL"
be of the sort which does not admit the implication of class superiority. It will be vocational, but it will not aim at LIVING but a LIVING TOGETHER. It will be liberal, because it makes men free." applied

In order to provide such education, it becomes necessary to overhaul many of our educational beliefs, to throw aside, discard, that which is outworn and of little or no value, and to build a curriculum consistent with the findings of modern great sciences—Biology, Psychology, and Sociology. It is only upon these that a sound philosophy of education can be built and unless we have such a philosophy, we will be without a standard to measure our accomplish- ments or judge the value of any changes in our procedure. Agreed upon by leading students of educa-

In this connection, Bonner(1) says, "There is at present a great awakening in the educational world, and appreciation of the fact that in the past many principles have been accepted as true without any effort being made to establish them on a scientific basis....Today the recognition of the fallacies to which this way of thinking leads is becoming wide-

spread. In consequence, questions are arising con-
cerning the aims of education and the methods of at-
taining them. Experimentation is being undertaken

(1) Bonner, "The Psychology of Special Abilities and Disabilities."
in the hope of learning how desired goals may be achieved. This spirit of inquiry is affecting all aspects of education—curricula, methods, schemes of administration—and is leading to studies of applied psychology dealing with the separate mental processes, with laws of learning and with means of measuring and evaluating actual school results."

In view of the present-day situation in the educational field and in accordance with the great demand for efficiency in the process of education, it follows, that the principles of procedure must be definitely decided upon and applied to the task of curriculum-making. Our next discussion contains a brief consideration of some of these fundamental principles, fairly well agreed upon by leading students of education, as being essential to the procedure of curriculum building and reconstruction of those already in use.
Chapter V

The determination of objectives

1. The measurement of needs

2. The arrangement and preparation of these materials in lesson form for the use of the student

3. A revision on the basis of the progress and the effectiveness of these materials of instruction
SOME PRINCIPLES OF PROCEDURE IN CURRICULUM-MAKING

Because of the fact that we are developing a new type of education, in many respects a great improvement over the old, there is need of a new technique of curriculum-making. This new type of education is designated by some as "functional education." It is so called because it is the training of an individual for the performance of the functions or activities which make up his life.

There are certain principles and procedures that underly the process of curriculum construction. Most educators are agreed that there are, at least, five that are so important as to be classed as essential. They are:

1. The determination of objectives.
2. A broad and general survey of the materials of instruction and the selection of those best suited to the purpose as set out in the objectives.
3. The arrangement and preparation of these materials in lesson form for the use of the student and the teacher.
4. A thorough test of the arrangement and the effectiveness of these materials of instruction.
5. A revision on the basis of the very best criticism available and a re-casting of that which
does not measure up to the purposes for which it is intended. The first step in the making of a curriculum is the determination of objectives, and in the fourth step, the testing of the arrangement and effectiveness of the materials, that curriculum-makers are most likely to make their most serious mistakes, so that he may be prepared to live: 'It is upon the determination of objectives that all else in curriculum construction hinges. Just what objectives are chosen depends largely upon the conception of the maker as to the ends or aims of education and the manner in which the students that are to make use of it are educable. These objectives should be in sufficiently concrete form or terms that they may actually serve as a guide to procedures in determining the materials, activities, or relationships of the curriculum. The objectives of a curriculum can be defined only in terms of the type of experience which society desires for itself and seeks to provide for in its youth. This is equivalent to saying that the curriculum is a means and not an end. But how are the objectives to be determined? In answering this question, emphasis desirous activities which are to be culti-
question, let it be said, that to determine the particular objectives that shall guide in the making of a curriculum, it is necessary to make a careful analysis of the present and future activities and relationships of the learner. The type of experience which society desires must be determined. The curriculum must help the young learner to live the life of yesterday and today, so that he may be prepared to live the life of tomorrow as a useful and efficient citizen and member of the social order.

One almost hesitates to state these principles or positions, because they seem to be so self-evident. But when one studies the current periodicals and the various attempts being made to revamp our present-day courses of study, the proposed applications of the principles herein set out is largely in the future. It is true that Charters, Bobbitt, and others have made a beginning on "activity analysis" as a basis for planning a curriculum. Some tentative studies have been undertaken toward the discovery of typical "problem situations" or activities in the life of the young as a background for the determination of curriculum materials. There are a few schools which have been seeking for and listing desirable activities which are to be culti-
vated through the curriculum. But no very thorough or comprehensive work has yet been completed toward defining the objectives of a curriculum in the terms of practical experience-analysis that may be taken as a definite standard of procedure. Yet it should be measured by the extent of its contribution to the development of the character of youth who are to be the future citizens of the world. From every quarter there comes the cry for a "social curriculum." The social aspect of the curriculum is the one outstanding aim of those who are engaged in its study. It seems to be the opinion of those who have made the most exhaustive study of the problems, especially of the introduction of "social studies," that the "boys and girls" should be made the "core," as it is called, of our social curriculum. They are of the opinion that it is not so important that the boys and girls be well-informed in the subject-matter of the various subjects offered in the schools, but that it is of more importance that they be drilled in the desirable habits of living, and that they form the right attitudes of mind toward the many problems that will be their lot to be faced in the world. "Social curriculum," solve after their school days are past and gone. W. J. Cordrey, W. T., "The High School Curriculum," page 2. Just how the value of any subject in the
curriculum can be measured, becomes a very important problem. From an article by Warrington Geiling(1) for the following deduction is made: 

The value of any subject now in the curriculum or that may be introduced later, is or should be measured by the extent of its contribution to the development of the children and youth who make use of it in their schooling. This leads to the conclusion that one of the first steps in the problem of curriculum changes should be a careful and exhaustive study of children and the methods of nurture by which they grow into wholesome and useful ways of life. Again, this leads to the conclusion that the needs of the boys and girls themselves should be the "core" of the social studies rather than the studies themselves.

4. The Material—the Content and the Ideal—

The master Charters makes some interesting comments and deductions concerning the essentials in curriculum organization when subjects are assumed as the starting point. The following are taken from his comments on the Los Angeles project(2): 


Factor, the education of any person is wholly deter-
determined by the experiences he has had.
1. A curriculum is a series of experiences. The student who studies a subject is to be taught certain IDEALS which serve as standards for his activities. This may be an ideal that pertains to accuracy, speed, resourcefulness, self-direction, etc. (He claims that the teaching of ideals is a definite, specific function of instruction in any subject, but not a test practical type are to be used subject.)

2. In all subjects a student is taught a CONTENT, such as facts of history, rules of grammar, and should be made up of such materials as will give the student control of the activities of the field under consideration.

3. To determine the content of a subject it is necessary to analyze the activities of the field that it covers.

4. The material—the content and the ideals—is mastered by the student in accordance with certain educational principles and methods of teaching, when utilized by the instructor.

In this same article Charters makes some assumptions relative to the pupil's experience.

They are in part as follows:

a. Experience alone educates.

b. After making allowance for the heredity factor, the education of any person is wholly determined by the experience he has had.
c. A curriculum is a series of experiences to be had by any individual as the means and conditions of achieving the several educational objectives.

d. Fundamental experiences are those that are educationally most effective.

The right and

e. For attaining each objective, fundamental experiences of the best practical type are to be used in the maximum measure.

These comments by Charters (1) lead us to wonder what specific things boys and girls ought to learn during their high school career. Thomas Warrington Goings (2) has written an article in which he enumerates a great number of things that are most desirable and advocates their incorporation into the curricula of our schools. Some of the most outstanding are listed here:

1. Reverence for sacred things.
2. Respect for law and authority.
3. An interest in the welfare of others.
4. An interest in community life and community welfare.

5. High principles and ideals of conduct.
6. Courage and endurance in the midst of trials and difficulties.
7. Self-respect and self-confidence.
8. To have a regard for the rights and opinions of others.
9. To know the value of work.
10. To discover aptitude for particular callings of life.
11. To learn to do some work well.
12. To understand the struggles by which civilization has reached its present state of development.
14. To appreciate contributions made by ancient and modern civilization.
15. Some of the problems of present-day politics.
16. Some fundamental problems of economics.
17. The obligations resting upon the voter.
18. A desire to contribute to public welfare.
19. To know how to play, keep well, and to contribute to the pleasure of others.
20. To love books, music, and art.
THE RECONSTRUCTION OF CURRICULUM REVISION

When the activities of the youth have been so directed by the curriculum that maps out his course of training in the school and the results mentioned in the list have been obtained, it is safe to conclude that the education of the individual has prepared him to take his place in society as a useful and efficient member of his social group.

As an indication of various ways of abridging the period of the secondary and collegiate training, we and our associates presented the matter before the National League for Association, contending that a considerable amount of time is wasted by "true colegians," and that the period could be shortened. As an argument to substantiate their claims, they showed that American students, as a rule, spend more time in the secondary schools and colleges than the students do in the European schools, and in the end are not as efficient in their work as other students, who, having spent less time in the schools, also have the merit of a more practical type of organization, leading to a more solid base of knowledge and understanding.

...
The subject of curriculum revision is not of recent origin. On the contrary, it is "old as the hills." However, the first demand for a change in the character of the secondary education of this country has been attributed to Charles W. Elliot, President of Harvard University. During the latter part of the last century, he sought through experimentation various ways of shortening the period of both the secondary and collegiate training. He and his associates presented the matter before the National Education Association, contending that a considerable amount of time could be saved by "telescoping" the work of the grammar grades and the high school. As an argument to substantiate their claims, they showed that American students, as a rule, spend more time in the secondary schools and colleges than the students do in the European schools, and in the end are not nearly so well equipped for life when their training is finished. As an outcome of this effort to economize the time in education, we now have the junior and senior high school type of organization. Another factor that has been leading to a more thorough examination of the materials of instruction and the methods of presenting them, has been
the remarkable change in character of the student body themselves. The enrollment in the secondary schools has increased by leaps and bounds in late years. Particularly is this true of the period just preceding the World War. With the rapid increase, the general character of the student body has changed, like Joseph's coat into a garment of many, many colors, vast amounts of nursery curriculum revision in all parts of the country. There has been a considerable change in the objectives in our modern schools. The early grammar school served the future by supplying it with ministers and lawyers. The early high schools and academies furnished the future leaders of commerce and industry. However, the secondary school, because it has drawn its enrollment from every class of people in the community with its diversity of backgrounds, has had to enlarge its range of objectives to accommodate such a cosmopolitan body with widely different goals and ideals of life.

There seems to be a great deal of enthusiasm manifested by school leaders everywhere for current curriculum revision. In fact, it seems to be the outstanding characteristic of present-day educational development. Quite recently, it has assumed the status of the Nation's Education Association.
that provision for character building and for the shape of a national movement. The following quotation reveals the progress that is being made:

"Many state, county, and city courses of study have been rebuilt recently or are in the process of revision. Representative examples of large city school systems where courses of study have been revised recently are: Berkeley, Cal., Los Angeles, Cal., Denver, Colo., Baltimore, Md., Detroit, Mich., Cincinnati, Ohio, and Trenton, N. J. In response to a request for recent elementary courses of study, two hundred representative cities, counties, and states replied that they had published courses of study since 1900. This indicated the vast amount of activity in curriculum revision in all parts of the country."

One might easily get the impression from the magnitude of the movement toward curriculum revision and from some of the sweeping statements made by its advocates that there is something radically wrong with the entire system of American education. The Third Year Book goes on to say that the need for curriculum revision can be summed up under the two following heads:

1. The growing costs of education.
2. Lack of thoroughness in essentials.

Judging from the literature on the subject, it seems to be the opinion of leading educators that our curricula do not represent the selections best suited to meet the present demands of society, and implications of subject-matter are rare exceptions.

(1) Third Year Book of the Department of Superintendence of the National Education Association.
that provision for character building and for the de-
matter, we place the emphasis upon LIVING. We feel
velopment of individual talents should be made in our
phasis upon what goes on today; and this experience
chools; and parenting rearranges the child’s life on higher
and higher levels. In this way are derived those
fruitful educators are beginning to more fully com-
prehend that the objectives which the school must serve
has arisen from our new knowledge of how we live.
today are: healthy training for a vocation, citizen-
content of our subject-matter is less important than
ship, worthy home-membership, the profitable use of
amount of transfer of training is limited and of
leisure, and ethical character. Quite a majority of
aims of education break down and the more particular
our leading schoolmen are convinced that many pres-
ture and their places.
ent-day curricula are not adequate to meet these ob-
jectives.
In this part of the discussion, we have
attempted to call attention to the beginning of cur-
riculum revision movement represents
culum revision and to cite reasons for the great
nation-wide, centrally directed, check-up on ex-
terest that is being evidenced in educational
isting practices plus a systematic effort toward im-
curricula today. Although the movement started with
vement supported by scientific research,
the attempt to emphasize in time, the later develop-
ments PWHY THE GREAT INTEREST IN CURRICULUM
evinement?" The rise in costs and lack of thoroughness in things es-
sential to teaching are in answer to this question the following
quotations are offered: (1) we are seeking to better the
curriculum. The laws of learning have been so firmly
ly established by modern psychologists and have been
so widely studied by school executives, teachers, and
leaders, that considerable dissatisfaction with the
materials of our instruction has resulted.

"Leaders have come to sense clearly the
implications of subject-matter as race experience.

(1) Fowler, Burton P., School and Society, Nov. 13,
1926."
In accepting this intrinsic conception of subject-matter, we place the emphasis upon LIVING. We re-experience much of what has gone before and we experience what goes on today; and this re-experience and experiencing remakes the child's life on higher and higher levels. In this way are derived those 'fruitful outcomes' which constitute education.

"The need for discarding useless subject-matter has arisen from our new knowledge of mental transfer of training. Once we believed that the content of our subject-matter was less important than our method of instruction, but today we know that the amount of transfer of training is limited and of special kinds, hence, the old informal and cultural aims of education break down and the more particular aims of specific attitudes, habits and abilities take their place."

In this part of the discussion, we have attempted to call attention to the beginning of curriculum revision and to cite reasons for the great interest that is being manifested in educational circles today. Although the movement started with the attempt to economize in time, the later developments and interest are more directly traceable to the rising costs and lack of thoroughness in things essential to adult life. In the next discussion, the problems facing those who are seeking to better the curriculum will be presented.
Chapter VI

To answer to this question, let it be understood that it is not that which is actually desired that becomes real, but that which is desired that becomes real. In the case of modern society, we are speaking of the desire for the individual that modern society demands.

Pedagogical leaders are agreed that the first step in an intelligent program of curriculum making is revision to a clear definition of aims. Dr. E. L. Thorpe of Chicago University says the following:

"During the past quarter we concluded..."
When one considers the findings of modern psychologists, the general feeling of dissatisfaction with materials of instruction as it exists among school leaders, the emphasis being placed upon "living the experiences of civilization," again, the new knowledge of mental transfer as regards the subject-matter and, lastly, the social changes and present-day situations, it is the inevitable conclusion that the makers of curricula for the future face squarely that time-honored question, "What sort of education must people have to get along in this modern world with all its complex relationships?"

In answer to this question, let it be said, that it is not that which is passibly absorbed or merely memorized, but rather that which proceeds from genuine needs and can be actively experienced is the type of education which is going to bring forth the changes in the individual that modern society demands.

Educational leaders are agreed that the first step in any intelligent program of curriculum-making or revision is a clear definition of aims. Prof. F. S. Breed(1) of Chicago University makes the following statement:

"During the past quarter of a century the

orientation of the curriculum has been based largely on the behavior of children. Now it is based on the behavior of adults. We are invited to make a delightful swing from one extreme to its opposite. Analysis of adult activities will provide our major objectives, which upon further analysis will yield the detailed materials of the courses of study. Man the measure of the selection, the child the measure of their gradation—this is the new gospel slogan.

There is no well-thought out and generally accepted philosophy for our school curricula. The attempt to arrive at something definite is well set forth in the last yearbook of the National Society for the Study of Education (1) the general trend of the discussions giving support to our statement. Most of the writers are agreed that we have curricula that have become what they are because of "barter, compromise, or victory after long and fierce battles." Very few of the subjects now making up curricula can be named that at one time or another were not the victims of a defensive battle. These battles were won largely because the advocates of the given subject "adopted and followed a well-known military principle, that the best kind of defense consists in taking up the offensive." Thus, the classics, English, mathematics, science, foreign languages, manual arts and home economics have a place in our school curricula—a place which has been won by a contest and maintained by constant vigilance.

(1)Twenty-Sixth Yearbook of the National Society for the Study of Education. Parts I and II.
Curriculum-making is not an easy task. There is a rapidly growing realization that curriculum-making is not a simple, perfunctory thing, like it used to be thought of by school men. There was a time when the superintendent of the school or a committee prepared a sort of syllabus of subject-matter and an outline of exercises for the use of the schools within their jurisdiction. They devoted but a relatively short time to this phase of the work of the school, and as a result, it was little more than an outline of procedure based upon the specific textbooks to be used. Evidently, the superintendent or the committee did not give very much consideration to the problem of furnishing the pupil with such training as would be needed by him in the future when he assumed the responsibilities as an adult member of society. The educators of recent years have come to realize the vast importance of such training and with this realization the difficulty of the task they face.

Therefore, there is little uniformity in practice in the United States so far as the school curricula are concerned. Each state, and in most sections, each local district is a law unto itself.
The following quotation is added to support this statement: (1)

"So far as many courses of study disclose, education has no objectives. Others declare some high-sounding aims in the 'Preface' and then forget all about them and get down to the business of telling the teacher to teach from 'that to that'--let habits, skills, and attitudes take care of themselves! It is the exceptional course that sets up a definite educational objective and then consistently follows these through in the selection of the subject content."

Some seem to think that the enthusiasm of the supporters of curriculum revision, is just another of those "fads" which seem to break out with unfailing regularity. Such is not the case. Curriculum-building and revision furnish some of the most vital problems in public education today. This is particularly true of the field of secondary education.

FACTORS THAT HINDER

Three factors have played a vital part in hindering the adjustment of the curriculum to the needs of the present day, and those who are lending curriculum-building and revision must now face them. They are: (2)

1. The uncertainty of what constitutes the main objectives of education.
2. The comparatively narrow and rigid demands of higher educational institutions.
3. The attitude of curriculum-builders, who have approached the problem in an attempt to justify subjects and subject-matter now in the curriculum, rather than from the point of view of seeking to determine what subjects and subject-matter are best adapted to present-day needs.

Such changes as may have been made in the light of the quotation have been of a more or less haphazard nature, especially, those of the rural high schools. What might have been called "liberal curricula," have not kept pace with the changing needs of society, but have been changed in just a few aspects, most of which have been borrowed or patterned after urban high schools.

Dr. Franklin Bobbitt lists some of the most serious difficulties that face the would-be curriculum-makers for any community as follows:

1. Uncertainty as to the function of the school.

2. Traditions as to the aims and objectives.

3. The primitive character of educational science with regard to educational objectives.

4. Uncertainty relative to the methods and procedure.

5. Traditions relative to the methods and procedure.

6. The fallacy of subject-teaching.

7. The isolation of the school from the life of the community.

8. Community habits, attitudes, and traditions.

9. The influence of material facility.

10. Over-specialization of the teaching of supervising personnel.

11. Members of curriculum committees lack necessary time and energy for the work.

12. Those who are in a position of general professional leadership are, for the most part, primarily directors of routine and only secondarily directors of professional thought and labor.

13. The hesitation of institutions of professional research and training to take the lead.

Such statements as the above indicate quite definitely the problems that are at present occupying the attention of some of the leading educators of today.
SUGGESTED PLANS FOR THE RECONSTRUCTION OF
THE CURRICULUM

The last discussion has indicated at least three very definite tasks that confront the students of curriculum revision. Summarized they are:

1. The determination of the fundamental objectives, the great purposes of the curriculum as a whole and of its several parts.

2. The selection of activities and other materials of instruction.

3. The discovery of the most effective organization of materials and their placement in the proper grades of the public schools.

All three are of vital importance to the proper building or revision of existing curricula.

In view of the fact, that we have noticed several of the most important difficulties attending the task, we are now ready to give attention to some of the plans of procedure that have been offered.

As we approach this phase of our discussion, it might be well to state that the term "curriculum" is used in the sense that it includes the entire range of experiences concerned in the unfolding of the abilities of the individual. These may be directed or undirected. The schools make use of a series of consciously directed training experiences,
the object of which is the perfecting and completing
the unfoldment of the individual. This is the sense
in which Bobbitt uses it.

The drift of current educational endeavor
is in this direction. Dr. Briggs has offered a
plan for the reconstructing the curriculum that has
the sanction of most of the leading educators. A
summary of his most important suggestions follows:

1. That we get rid, so far as possible, of the
idea that because any given organization, depart­
mental division, or method, is in existence, that it
must be incorporated as an essential in the new pro­
gram. Naturally, much of the old will find its way
into the new, after having been subjected to accept­
ed principles that will justify its right to become
a part thereof. This procedure would enable all to
attack the problem fairly, without being fettered by
the handicap of what is little more than tradition.

2. That we should formulate a set of guid­
ing principles, based upon the proposition that any
principle that does not lend assistance in answer­
ing questions involved in the formulation of a new

(1) Bobbitt, Dr. Franklin, "The Curriculum," p 43.
(2) Briggs, T. H., "Curriculum Reconstruction in
curriculum, should be cast aside as though it never existed. Five of the guiding principles are included here:

a. That the state invests in public education for the purpose of perpetuating itself and promoting its own interests. Therefore, whatever is proposed in a new curriculum must contribute to the perpetuation or improvement of the social and political life if it is to be included.

b. That it is the duty of the school to teach pupils to do better the desirable things that they do anyway. This implies that the curriculum-builder must decide which of life's activities are desirable and discover ways in which they may be performed better than usual.

c. Another duty of the school is to point out higher activities and make them desirable and possible. This means that the activities of the next higher level than that on which the pupil is himself, should be revealed to him and that not only should a desire to possess them be created, but that they should be presented in such a way as to make their attainment possible. "Revelation," says Briggs, "alone is not sufficient. A vision, acceptance, seeking, success—all are necessary."
d. Constructive ends rather than destructive ends should be sought. In the matter of habits and attitudes, students will likely develop some that are objectionable and detrimental. Instead of waging a campaign of destruction against these undesirable habits and attitudes, it becomes the duty of the curriculum-maker to propose activities that will not have for their purpose the destruction, but rather the driving out of such as are deemed detrimental.

In most cases. In view of the fact, that many pupils drop out of school at the end of that period in which the compulsory educational law is operative, it should be deemed essential that early years in the lower grades be made of greatest worth to the individual. This is particularly true of such instruction as that given in hygiene, physical education, art, music, literature, civics, and economics, all of which valuable to the pupil whether he continues his studies or drops out of school.

3. An inventory of knowledge, attitudes, ideals, prejudices, acts, and habits that are desirable in citizens should be made. These inventories should be such as to give consideration to all the needs of the various phases of living. They should include activities to the grades in which there is a probability of their
and relationships in the home, the use of leisure time, civic duties, etc.

4. After the inventories have been completed, a tentative selection of materials and subjects should be made for teaching purposes. Some of the responsibility must be assumed by the home, while others belong to the schools, the church, and other agencies. This is a task that the use of common sense in making decisions is of vast importance.

In most cases, there will be a lack of definite criteria, hence, the curriculum-builder must evaluate the details, only in accordance to the best possible judgment of the day. After an experimental stage, sufficient time must be allowed to enable the work and curricula to develop and mature. This whole process and procedure must be made in such a way as to be of value to the individual and society.

5. There must be a consideration of curricula as they are found in the schools today. It is an acknowledged fact that they have in them some things of intrinsic value, while others do not have any value at all. Those details now in the curricula today should be given the acid test to determine their usefulness and value and discard such of them that will not reveal positive evidence of true worth when measured by human needs of the modern world.

6. An important step in the reconstruction of the curriculum remains after the details have been determined, and that is the assignment of such details to the grades in which there is a probability of their
being of maximum value. This task, no doubt, will necessitate repeating a number of times, because the assignments can be only tentative at best. Here the advantages of past experiences should be made use of, but, of course, it will be possible to assign new details, only in accordance to the best combined judgment of the day. After an experimental stage, shifting may be necessary to meet the needs of today.

7. The methods of organization, presentation, motivation, and direction constitute a very important consideration. After details have been selected, considered, and assigned, effective methods of work must be sought and applied.

8. Lastly, after the curriculum has been developed, it should be tried out under various conditions. A careful check should be made of the results, and modifications made where apparent improvements can be made. No curriculum that is to serve the needs of human society, can become static or permanently fixed. It must be dynamic and flexible, so that it may be adapted to the varying needs of the individuals and the larger group. However, there will be what Bobbitt calls a "fixed core" about which the other details will relate themselves.
We have considered thus far in this dissertation, several of the outstanding features of curriculum-making, curriculum revision and the principles underlying the selection and testing of the subject-matter. In the division of this thesis that is to follow, a detailed account of an experiment that involved the principles and procedure heretofore discussed will be presented.
PART III

AN EXPERIMENT IN CURRICULUM-MAKING

Chapter VII
In the discussion that is to follow, an effort will be made to give the details of an attempt to build a curriculum for the Commercial Department of a Modern High School, along the lines indicated in the preceding chapters.

The process of curriculum revision usually begins with some expression of dissatisfaction with the existing program. This criticism may emanate from any source, from some agency within or from some forces without the educational system. The superintendent, the principal, or the teacher may be counted upon to launch criticism against a curriculum that does not function in the light of the aims of education. Criticism from without usually comes from those who come in contact with the finished product of the school—those pupils who have been subjected to that series of experiences, both directed and undirected, that the school and community provide as a means of developing the individuals as useful, efficient members of the social order in which he moves and labors.

A bit of history follows in order that the situation may be a little better understood. Just prior to the opening of the second semester of 1913, the superintendent of the school in which the writer taught, approached him with a proposition for organizing a commercial department. A considerable discussion ensued relative to the proposition. Among other things considered, the objective of such train-
ing as we might establish came in for its part. It was finally decided that the aim of the department was to train pupils for stenographers and bookkeepers, in order that they might go our into the business world and earn their way, and too, it was hoped that some of the more ambitious would see opportunities for advancement and would avail themselves of the offerings of higher institutions in this field. The results of the first three years of work in the new department were encouraging. Those who applied themselves to the tasks assigned developed rapidly and took their places in offices alongside others trained in the local business college. A careful check was kept upon the progress of such as found employment. It was not long until business men expressed surprise that the high school students ranked higher than those who were products of the business college, and when new help was needed, called upon the department rather than the later institution.

However, in making the rounds for the purpose of checking up on the progress of the students from the high school, the writer learned from the employers that there were certain elements lacking in their training and that it was necessary to in-
struct them in these particular matters before they were of any considerable service to them. The criticism which they offered, while of the friendliest type and given in the spirit of kindness, revealed to the writer the fact that the existing curriculum of the commercial department was not preparing the students to the fullest extent and that its weaknesses consisted in these elements of training wherein the employers found it necessary to supplement the training of the school. Therefore, it was decided that the employers of office help of the city should be interviewed and an attempt should be made to reduce to as simple a form as possible the findings and incorporate them into a revised curriculum that would provide such training as would fit the student for the performance of his office duties in a more efficient manner than heretofore. The following pages reveal the methods and principles that served as a basis for this enterprise.

THE PROBLEM THAT FACED US

The work that had been done in the Commercial Department up to this time had for its aim or objective the equipment of young people for entrance into the business world in two fields—bookkeeping and stenography. In accordance with this aim, the emphasis was laid wholly upon the mastery of these two subjects. Private business colleges concentrated their efforts to train office help to the mastery
of these selfsame subjects, and since the commercial departments of our modern high schools grew out of such institutions, it is only natural that they fashioned their curricula after them.

A brief history of the development of commercial education in the American secondary school is added here to show the antecedents leading up to the conditions which prevailed at the time of the opening of the department in the local high school.

"The private commercial school grew out of the schools of penmanship; following writing there came bookkeeping, and after this commercial arithmetic, private business school of average standing. His training followed the traditional type of older institutions, hence, there is no mystery as to why 1870, gave an impetus to shorthand writing which had been begun earlier, and led to the development of stenography and typewriting as important branches of commercial education."

"From about 1850 to about 1880 commercial education in this country was given principally in private schools, conducted mainly for profit. These schools were limited in scope and they overemphasized the technique of a few subjects. Changing conceptions of education at about 1880 led to a demand that by those who were employed in the offices.

It might be well to add, parenthetically,
the public high school furnish commercial education. The tendency at first was to introduce abbreviated courses, often duplicating in subject-matter and methods of instruction the work done in private business schools. The private business school furnished both textbooks and teachers for those early commercial courses in high schools."

It has been only in recent years that the training of special teachers of commercial subjects has been effected. The writer received his training in a private business school of average standing. His training followed the traditional type of older institutions, hence, there is no mystery as to why the course of study pursued in the newly organized department and the methods used in training the youth, failed to meet the more exacting demands of modern business offices. It was readily seen that the curriculum, methods, and instruction were more or less out of step with the progressive business practices, and that it would be necessary to revise our program to include those things that were elements of strength in order to overcome the weaknesses that had manifested themselves in the work done by those who were employed in the offices.

It might be well to add, parenthetically, (1) Bulletin #55, 1919, U. S. Dept. of Interior.
that just about this time the United States entered the World War and the demand for efficient help grew by leaps and bounds. As a result, commercial courses filled to overflowing and the demands for a more efficient curriculum and method of instruction became very, very insistent.

**TYPES OF ORGANIZATION**

One of the very first considerations to be dealt with was the type of organization that would more readily meet the needs of the city and country. Commercial educators recognize five different types of commercial schools, which we list here as follows:

1. The commercial high school, organized for the sole purpose of training youth for the pursuits of business, and not connected in any way with other high schools.

2. The comprehensive or composite type, high schools, with provisions in their curricula for commercial training.

3. Then there is the smaller high school in which the commercial training is introduced under a system of electives by which the pupil with the advice and under the direction of school authorities is permitted to choose certain commercial
studied. Such schools usually attempt to do more work than they are capable and are, therefore, not so satisfactory.

4. Continuation schools for those who are in active work but wish to continue their training in order that a higher degree of efficiency might be attained.

5. The specialized schools for those who have been graduated from a general high school course, but who desire to have a definite training in as short a time limit as possible, in order that they may equip themselves for commercial employment.

These essential differences here pointed out are usually grouped under two general classes: Schools offering commercial education simultaneously with general education, and the other group being more highly specialized, offers commercial education in a briefer period but with little or no general educational elements thrown in. Decision as to which plan to follow was left until a survey of the needs of the business offices could be more accurately determined.

After considerable study, it was decided to interview each firm employing former students of
the department and all others likely to need help at
some future time. A list of the firms is here attached
so that the varied character of the work re-
quired may be more apparent.

(See next page)

The Federal Match Co.  
The Crawfordsville Shale Brick Co.  
The Poston Brick Co.  
The Standard Brick Co.  
The Pioneer Box Co.  
The J. Q. Clark Tank Works.  
Crabbe, Reynolds, Taylor Co.  
The Crawfordsville Seed Co.  
The Vaughn & Casey Bottling Works.  
Montgomery County Lumber Co.  
Smith & Dunaworth.  
Farmers' Cooperative Elevator Co.
A LIST OF THE FIRMS INCLUDED IN THE SURVEY
FOR THE PURPOSE OF DETERMINING THE CONTENT
OF THE CURRICULUM FOR COMMERCIAL DEPARTMENT

The Crawfordsville Wire and Nail Co. Manufacturers of
wire, nails, fencing, sheet metal.

The Crawfordsville Casket Co. Manufacturers of
coffins and undertakers' supplies.

The Federal Match Co. Manufacturer of
all kinds of matches.

The Crawfordsville Shale Brick Co. Manufacturers of
shale building and paving brick.

The Poston Brick Co. Manufacturers of
Shale Paving Brick.

The Standard Brick Co. Manufacturers of
Building Brick.

The Pioneer Box Co. Manufacturers of
wire-bound boxes, crates, etc.

The J. Q. Clark Tank Works Manufacturers of
tanks, cribs, feeders, brooders and
all kinds of galvanized sheet metal products.

C. C. Crisp. Dealers in all
kinds of seeds; specialists in
seed cleaning, importing and blending, feeds, and
grains.

The Crawfordsville Seed Co. Same as above.

The Vaughn & Casey Bottling Works Bottlers of Pop
and other soda fountain supplies.

Crane & McCabe Dealers in Lumber,
cement, coal and
builders' supplies.

Montgomery County Lumber Co. Dealers in Lumber,
cement, coal and builders' supplies.

Smith & Duckworth. Lumber, coal and
planing mill.

Farmers' Co-operative Elevator. Grain, coal, oil,
Fencing, cement.
Newton Busenbark Grain and Coal Company.

Crawfordsville Glove Factory. Manufacturers of all kinds of cotton gloves.


O'Neall Culvert Works. Manufacturers of all kinds of galvanized culverts.

McDonald & Company. Florists.

A. S. Pett. Florist.

Big Four Hardware Co. Hardware, implements, furnaces, stoves, and paints.

Flaningam Hardware Co. Same as above.

C. C. Crist. Furniture.

McCarthy Furniture Co. Furniture.

Journal Printing Co. General printing and daily newspaper.

Review Press. General printing and daily paper.

Indiana Printing Co. Printing of ruled forms, etc.

Williams & Murphy. Lawyers.

Crane & McCabe. Lawyers.

William J. Sprow. Lawyer.

W. H. Linn. Lawyer.

Johnston & Johnston. Lawyers.

Harry Fine. Lawyer.
Vancleave & McGaughey........Lawyers.
National Anotating Co.........Publishers of law books.
Union Savings and Loan Co.....Loans.
Jennison Abstract Co..........Titles and Building and Loans.
Coppage & Swearingen.........Titles.
First National Bank............General banking.
Citizens' National Bank.......do
Farmers' & Merchants Trust Co.Banking, trusts, insur-
Crawfordsville State Bank....General Banking.
Elston National Bank...........do
Crawfordsville Trust Co......Trusts and insurance.
Farmers' Mutual Insurance Co.Farm and city property
Charles W. Ross..............do
Ben Hur Company............Fraternal insurance.
Evans, DeVore & Co...........Farm loans.
Crawfordsville Realty Co......Real Estate, insurance, rentals.
Bishop's Department Store....Merchandise.
Geo. W. Graham Co...........do
The Golden Rule Store.......Dry goods.
Warner & Peck................Gents furnishings.
Hornaday & Pickett...........Groceries.
W. F. Robb Grocery Co.........do
Indiana Vulcanizing Co........Tires, accessories.
Wray's Creamery. Manufacturer of butter and milk products.

Cummings Auto Co. Ford dealers.

National Garage. General garage business.

G. W. Deer & Son. Gasoline and oils.

Wabash College. General office.

Indiana Bell Telephone Co. General office.


Montgomery County Offices. Treasurer, Auditor, Recorder, Clerk, County Superintendent of Schools.

Pearlman Grocery Co. Wholesale groceries.

Johnson Acetylene Manufactur-Gas plants, heating Company and lighting plants, carbide, etc.

Quite a number of other business firms or individuals employed the students from the commercial department that are not mentioned in this list. These named indicate the varied character of the training, especially in vocabulary ability, that was needed to be able to do efficient work.
PROCEDURE IN OBTAINING INFORMATION

It was a very easy task to find out just where each of our former students was employed. Each student had been instructed to keep the department informed in this regard and a carefully kept card was constantly on file. This card showed the following information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Graduation</th>
</tr>
</thead>
</table>

Practical experience with:
1. ........................................
2. ........................................
3. ........................................

Report of co-operating firm:
a. ........................................
b. ........................................
c. ........................................

(One side of card)
From these cards, as shown above, a list of employers of high-school-trained employees was made. A questionnaire was devised for the purpose of getting the employers to go on record as to the strength and weaknesses of each of their employees.

In order that the aims of the department might be better understood and the co-operation of the business men might be all that could be desired, the plan was presented by the writer at a general meeting of the Chamber of Commerce. Practically every employer was reached by this direct appeal and, as a result, their co-operation was everything
that could be desired and far more than had ever been
anticipated. Not only did they fill out the question-
naire, but invited the writer to arrange for interviews,
at which times, the details of their office procedure
were carefully explained, especially those features
in which all new employees had to have instruction
to supplement that which they had received in the
department at the school.

(The work of tabulating the information
and securing it, and holding interviews occupied a
greater part of the vacation period. In most cases,
the greater part of a half day was spent in the more
important business houses and manufacturing plants.
This was done in order to get acquainted with the
routine and with the various processes of manufactured
products. In this way, a rather extensive vocabulary
of terms used was accumulated.)

A sample of the questionnaire appears on the next page. Employers were asked to give only
such information as would indicate there was some
defect in the instruction that should be remedied.
INFORMATION REQUESTED

Commercial Department C.H.S.

Employer.......................... Address..........................

Please list below the names of employees in your office that have been trained in the commercial department of the local high school. (a) What are the strong qualifications of the employee? What are the most outstanding weaknesses? (c) What additional training was necessary before employee rendered efficient service?

<table>
<thead>
<tr>
<th>Employee's name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
</tr>
<tr>
<td>(b)</td>
</tr>
<tr>
<td>(c)</td>
</tr>
</tbody>
</table>

For which employee was made. (Employee's name) (a)

(over)
When the questionnaires were returned and the information had been carefully tabulated, it was found that in a majority of cases the strong qualities of the employees were, for the most part, the points that had received extra careful emphasis in the training of the individuals during their school days in the department. The tabulation of the "deficiencies" and their classification proved to be a rather difficult undertaking. This was due to the fact that practically every employer found a different kind of defect. Some emphasized one thing, some another. This was due, it was finally decided, to the human element involved in the matter and to the variety of office procedures. Many of the answers revealed specific "whims" of the employers, and therefore, did not contribute very much to the purposes for which the survey was made. However, the answers showed that there were several defects common to a considerable number of cases. These were selected as the most important elements of the survey.

No attempt will be made to enumerate all the deficiencies mentioned, but a few of the most outstanding will be listed for further consideration.
Probably the most outstanding defect in most of the employees was their inability to handle the English language. Gross errors were continually cropping out in both their written and oral speech. Not only this, but it was a more or less common complaint that very few could understand an oral order that contained more than one factor. This was attributed to their inability to interpret oral speech. (It must be admitted that in a great many cases the employee was not wholly to blame for the lack of understanding.

It was learned from the questionnaires and from the interviews that were held a little later, that the business men demanded exact knowledge in the following fundamentals: Spelling, capitalization, syl-labication, abbreviations and contractions, simple punctuation, a reasonably wide vocabulary, paragraphing, proper arrangement of a letter, the ability to copy rough draft materials correctly, making such corrections as may have been made, and operate efficiently such machines as are usually found in the modern office.

Another criticism was the failure to appreciate the necessity of absolute attention to min-
or but vital details, to feel what it means to assume responsibility, to execute orders, and to work consistently and patiently for some desired result.

Accuracy, whether it was to be found in transcription, the taking of dictation, in mathematical calculations, the listing of figures on an adding machine, the cutting of a stencil, or the filing of papers, came in for its share of criticism. The majority of employees showed a considerable lack of knowledge pertaining to the terminology and customs of business.

Another quite common criticism was inaccuracies in arithmetical calculations. This was especially true of those who were engaged as bookkeepers.

Firms making use of many of the modern office appliances made the complaint that it was necessary to spend a great deal of time teaching the new employees how to operate them. All the time they were compelled to give to this supplementary training was almost a total loss to the employer, and as a result, they could not pay anything like a satisfactory wage until the beginner became proficient in their use.
It is not necessary for the purpose of this phase of the discussion to enumerate the complaints and criticisms obtained by the survey and the interviews to any greater extent than has been done. Those we have mentioned are quite typical of the whole. The task that was now calling for attention was a re-organization of the existing course in order that the training might measure up to the needs of the business men who employed the boys and girls the school sent out.

**SOME REMEDIAL MEASURES**

The first steps to be taken sought to improve the English of the students. Since each had been required to complete the work given by the regular English department, a more highly specialized course was deemed necessary in order that the needs of the business world could be met. A special course was then designed and required of every student in the commercial department. A competent teacher was employed, who at once, set about to find out the common mistakes of student employees. These mistakes constituted the "core" around which drill lessons were built so as to emphasize the correct forms of English. Great stress was placed upon spelling, verb forms,
sentence structure, capitalization, syllabication, paragraphing, punctuation, etc. Letters and other business papers were collected from various sources and carefully studied. Carbon copies of letters and papers from the files of business houses whose reputation for carefulness in this regard were obtained and furnished a very profitable field for study. The outcome of this special course with its added emphasis and materials, fresh from the various fields of business activities, worked wonders in improving the situation and instead of complaints, comments of a highly satisfactory character indicated a higher efficiency.

HOW BUSINESS FIRMS ASSISTED

As to the character of the help received from some of the firms, themselves, mention is made of that furnished by the Pioneer Box Company, which is quite typical.

This company maintained a large office force of stenographers, bookkeepers, clerks, and an efficient advertising and sales department. The manager of the office force and those in charge of the advertising and sales department were experts in
in their fields so far as experience and training were concerned. These experts co-operated with the school in furnishing materials for study, by lectures, demonstrations and by providing opportunities for actual practice for advanced students. The most serviceable contribution to the English work was furnished by the advertising and sales department. Copies of all letters, except those of a confidential nature, all copy for circulars, newspaper articles and the like were placed in the hands of the pupils and teacher for their analysis and criticism. Thus, an abundant supply of "live" materials—materials in actual preparation and use—furnished a basis for a study that proved to be interesting, profitable, and most practical.

THE PRACTICE LABORATORY

In order that some of the other deficiencies might be corrected, a sort of "commercial laboratory" was set up, the aim being to reproduce, in so far as possible, the conditions that maintained in the up-to-date office. In this laboratory modern office appliances were installed. Some of the appliances included were: Adding machines, Calculator, Dictaphone,
Demonstrating Filing Cabinet, Edison-Nick Mimeograph and Mimeoscope, Typewriters, banking facilities, reference library and a telephone.

Advanced students who had the ability to take and transcribe dictation, and bookkeepers who had made sufficient progress that they were able to apply the knowledge that they had to the keeping of a set of books were offered the opportunity to continue their studies in this laboratory. Here the attempt was made to overcome the many little difficulties brought out in the survey. Work of a practical nature was sought for in and around the city, students sometimes receiving remuneration for their services. Each student was made responsible for certain duties as he entered the laboratory and later received promotion to a higher position of responsibility when there was evidence that he had mastered the details of the work to which he had been assigned. The writer, as teacher of the class, assumed the position of office manager until some student developed the ability to take charge. When this happened he stepped aside and allowed this student to occupy this position, the object being to bring out the executive ability of the subject.

It might be of interest to note where the
materials for dictation came from that were used in the training of the stenographic students of the laboratory. The business houses, manufacturing establishments, insurance companies, law offices and banks, furnished carbon copies of such letters and documents used in the transaction of their business, with the exception of that which was of a confidential nature. In this way the students were being brought into direct contact with the actual terminology and vocabulary used by the offices in which many of them were to be employed at some future time. This procedure bridged over, to a great degree, the chasm that exists between the training of the school and that required in the office as it had existed before the introductory advent of the commercial laboratory.
It is this "bridging over" of the gap, mentioned at the close of our last discussion, that furnishes the great problem that confronts the curriculum-maker. It is this gap between the school and the modern office that must be bridged in order that the efficiency of workers will not suffer. The commercial course must supply this missing link between the school and the business world, or lost motion results and the career of what might have been an efficient worker in some office or some executive is wrecked at the very beginning. It is not out of place to emphasize again the aims of this type of education.

Pupils preparing for business careers should, first of all, have laid in their lives a proper physical foundation. They should have the instruction and experience which will prepare them effectively to discharge the obligations of citizenship. Over and above this, the instruction should furnish the background for an appreciation of the finer things of life through the study of literature, music, and art. To the foregoing there must, of necessity, be added the special equipment which will enable these pupils to meet the demands of business. It is evident, therefore, that the commercial curriculum should be
broad enough to prepare the pupils for entering sympa-
pathetically into life in addition to giving them the
capacity to do at least one kind of work well.

If the statement just made be true, then
it follows that the commercial curriculum should in-
clude as many of the academic subjects of study as
possible. Some may object to this view of the con-
tent, but it is true that much of the work in English,
history, science, and mathematics is possible of
commercial interpretation and application. The com-
mercial curriculum that recognizes this fact, not only
prepares the pupil for entering into the commercial
life, but also equips him for living the larger life
of culture and social service. The curriculum, there-
fore, should be a combination of both the liberal
and practical elements.

No proof is needed for the assertion that
no best commercial curriculum can be made for all
communities, or for all pupils of a given community.
It is true that there are a few universal subjects
in commercial education. Such is penmanship. Others
are: the fundamentals of bookkeeping, commercial Arith-
metie, commercial law, commercial geography, and busi-
ness English, including spelling. While some may
object as to the practical value of some of these subjects, it is safe to say that these subjects have been worked out with sufficient definiteness to make them valuable instruments of education, and that they may be so taught as to provide a foundation for specialized commercial education.

Certain things must be taken into consideration in working out the commercial curriculum. In passing, mention is made of such considerations as due regard for time and opportunity pupils may give to these studies, their probable life interests, and the apparent community needs.

It is obvious that these considerations have dominated the purpose of the writer in solving the problem of his home community which we have endeavored to set out in this section of the thesis. Most schools believe they are effectively serving their communities, but as a matter of fact, many of them are operating under curricula that have been made without sufficient knowledge of the actual needs of these communities, and are going on without any certainty as to whether their product is actually meeting the needs of the business interests or not. These things can be determined only by a survey and carefully checking up on needs and results. The findings of
such a survey must then be incorporated into a curriculum in such a way as to meet the local situation as fully as possible.
The child can learn without a teacher or a school as such. Primitive children did so, as all children of the present do so still in certain matters.

The teacher and the school became necessary when society became too complex and the home could no longer perform its training functions adequately. Their function is to facilitate the natural learning activities of the child; to give him guidance and direction that will prepare him for his life’s activities and responsibilities.

That educators are more and more unanimous in their belief that experience alone educates.

We must try to find out what the needs of life are and the methods by which they are normally met in human experience.

The needs of the child have changed, not only with physical growth and development, but also, with the growth and development of society. It becomes the duty of the home and the school to provide such training as will meet these changes.

Subject-matter consists in the knowledges, habits, skills, attitudes and ideals the human race has thought worth while in passing on to its children.
In other words, it has accumulated out of human experience.

The curriculum is more than just a mere body of knowledge; it is a selection of all the fundamentals that civilization has come to value.

Before subject-matter is written into the curriculum, it should stand the test of both the individual and social function.

Educational leaders are agreed that the first definite step in the revision of existing curricula or in launching any intelligent program of reconstruction is a clear definition of the aims of education.

Activity-analysis furnishes the method of procedure in the selection of subject-matter.

An analysis of the needs of man show that the major activities he performs pertain to his health, his duties as a citizen, language activities, the use of his leisure time, those that involve the mental faculties, parental, religious, and social activities--those particularly involved in the daily life as one mingle with his fellow-man.

Traditional curricula, especially for commercial training, fall short of the needs of the boys and girls who enter the business world, because
they are out of step with modern practices and demands.

The materials of commercial education should be derived from the actual field to as great extent as possible.

Practical experience, either in the office in actual business, or in the commercial laboratory where conditions duplicate the modern business office, in so far as possible, is highly essential in training boys and girls for a business career.

Not only should the student receive instruction in the specialized subjects of commerce, but also a liberal amount of academic training as well, in order that he may be equipped to live a larger life of culture and social service.

Finally, curriculum-making and revision in our schools must guarantee that the curriculum of the schools keep step with the advancing science of education and with the never ceasing changes of American life.
BIBLIOGRAPHY


6. Bobbitt, Dr. Franklin, How to Make a Curriculum, 1924.


19. Corson, Oscar T., Our Public Schools, 1918.


22. Dewey, John, School and Society, 1900 and 1915.


24. Fowler, Burton P., Article, School and Society, November 13, 1926.

25. Fowler, Burton P., Article, School and Society, February, 1927.


31. King, Dr. Irving, Social Aspects of Education.


41. Willard, E. R., Objectives of Education as a Basis for Curriculum-making in High School, School and Society, 10:9-12, 1919.


43. Third Yearbook of the Department of Superintendence, of the National Education Association.

44. Tenth Year Book of the National Society for the Study of Education, Part II.

45. Twenty-sixth Yearbook of the National Society for the Study of Education Parts I and II.