

ADVENTURE IN AMERICAN EDUCATION
THE STORY OF THE EIGHT-YEAR STUDY

MAJOR PRINCIPLES OF RECONSTRUCTION:

The first was that the general life of the school and methods of teaching should conform to what is now known about the ways in which human beings learn and grow.....The newer concept of learning holds that a human being develops through doing those things which have meaning to him; that the doing involves the whole person in all aspects of his being; and that growth takes place as each experience leads to greater understanding and more intelligent reaction to new situation.

The second major principle which guided the work of the participating schools was that the high school in the United States should re-discover its chief reason for existence.....Out of their searching study the Thirty Schools came to realize that the primary purpose of education is to lead our young people to understand, to appreciate, and to live the kind of life for which we as people have been striving throughout our history.....

Year after year the conviction became clearer and deeper that the school itself should become a demonstration of the kind of life in which this nation believes.....

They were quite sure that the spirit and practice of experimentation and exploration should characterize secondary schools in a democracy....

Many in the Study thought that fundamental revision should be undertaken only after thoughtful, co-operative reconsideration of the high school's function in the community it serves.....

.....They were sure that the curriculum of the secondary school should deal with the present concerns of young people as well as with the knowledge, skills, understandings, and appreciations which constitute our cultural heritage.....

Every school in the Study sought from start to develop greater unity and continuity in the curriculum.....

Continuity was to be found by arranging courses in better sequence. In a few of the schools it was realized at the beginning that really significant continuity of experience cannot be achieved by any fixed pre-arrangement of courses alone. This year's work must build upon last Year's, but now two groups of individuals are the same. Therefore, some schools with unusual insight and understanding attempted to secure continuity of growth by enlisting the students in the work of planning each unit of study in relation to the experience which had gone before.

Because of their concern for the individual as well as for the whole group, the schools realized that they must know each student well and guide him wisely..

From the beginning the Commission and the schools recognized their responsibility for measuring, recording, and reporting the results of their work....

THE EVALUATION STAFF working with the Thirty Schools found that the schools were concerned with these ten major types of objectives:

1. The development of effective methods of thinking.
2. The cultivation of useful work habits and study skill.
3. The inculcation of social attitudes.
4. The acquisition of a wide range of significant interests.
5. The development of increased appreciation of music, art, literature, and other aesthetic experiences.
6. The development of social sensitivity.
7. The development of better personal-social adjustment.
8. The acquisition of important information.
9. The development of physical health.
10. The development of a consistent philosophy of life.

THE THIRTY SCHOOLS NOW HAVE FIVE CONCLUSIONS TO REPORT:

First, every student should achieve competence in the essential skills of communication--reading, writing, oral expression---and in the use of quantitative concepts and symbols.

Second, inert subject-matter should give way to content that is alive and pertinent to the problems of youth and modern civilization.

Third, the common, recurring concerns of American youth should give content and form to the curriculum.

Fourth, the life and work of the school should contribute, in every possible way, to the physical, mental and emotional health of every student.

Fifth, the curriculum in its every part should have one clear, major purpose. That purpose is to bring to every young American his great heritage of freedom, to develop understanding of the kind of life we seek, and to inspire devotion to human welfare.

THE NEEDS OF YOUTH
Doane, Donald C.

HEATON and KOOPMAN: "A College Curriculum Based on Functional Needs of Students."

1. Needs in the area of social relationships:

- a. Effective thinking in the social area.
- b. Attitudes and skills essential to cooperative living.
- c. Abilities requisite to social participation and social action.
- d. Understanding of the community and ability to apply analysis.
- e. Understanding of the factors that make for social change and stability.

2. Needs in the area of personal relationships:

- a. Orientation to the curriculum.
- b. Understanding of own personality; ability to develop own plan of life.
- c. Understanding of essentials of human biology.
- d. Physical health.
- e. Mental health.
- f. Ability to plan and budget time.
- g. Participation in physical activities.
- h. Knowledge of the physical sciences.
- i. Appreciation and creation in art, music, and creative dance.
- j. Enrichment of reading interests.
- k. Ability to read and study efficiently.
- l. Ability in oral and written expression.
- m. Mathematical skills.
- n. Adjustment to personal and social aspects of sex.
- o. Ability to develop and maintain friendships.
- p. Personal appearance.
- q. Knowledge and ability in courtesies and common social practices.
- r. Abilities basic to economic security.
- s. Understanding and appreciation of philosophy and religion.

3. Needs in the area of family relationships:

- a. Understanding of the family as a fundamental unit of society.
- b. Understanding of the characteristics and problems of well-adjusted families.
- c. Understanding of problems involved in selection of a mate and planning for marriage.

4. Needs in the vocational area:

Not outlined in detail. Includes adjustments to professional or business life or other forms of employment.

THAYER, ZACHRY, AND KOTINSKY. "Reorganizing Secondary Education." A report prepared for the Commission on Secondary School Curriculum of the Progressive Education Ass'n.

1. Immediate social relationships:

- a. Relations with parents.
- b. Heterosexual development.
- c. Expanding meaningful and satisfying friendships and group contacts.
- d. Development of satisfactory ideals and codes of conduct.

2. Wider social relationships:

- a. Development of social insight and responsibility.

3. Economic relationships:

- a. Understanding of economic society.
- b. Assurance of a responsible role in economic society.
- c. Vocational guidance.
- d. Vocational preparation.

4. Personal living:

- a. Adequate philosophy.
- b. Realization of more abundant personal living.

THAYER, ZACHRY, AND KOTINSKY. "Science in General Education."

1. Area of personal living:

- a. Personal health.
Physical and mental health.
- b. Self-assurance.
Opportunity to assume increasingly mature responsibilities.
Opportunity to gain a sense of achievement.
Opportunity to escape from problems at the moment too difficult.
Opportunity to gain a sense of proportion through understanding normal variability.
- c. Satisfying world picture and workable philosophy of life.
- d. Range of personal interests.

2. Personal-social relationships:

- a. Increasingly mature relationships in home and family life.
Competence in the home.
Preparation for later homemaking.
- b. Successful and increasingly mature relationships with age mates of both sexes.
Sex education.

3. Social-civic relationships:

- a. Participation in socially significant activities.
- b. Social recognition.

4. Economic relationships:

- a. Emotional assurance of progress toward adult status.
- b. Guidance in choosing an occupation and vocational preparation.
- c. Wise selection and use of goods and services.
- d. Effective action in solving basic economic problems.

PRESCOTT. "Emotion and the Educative Process."

1. Pshychological needs:

- a. Essential materials and conditions (air, food, etc.).
- b. Rhythm of activity and rest.
- c. Sexual activity.

2. Social needs:

- a. Affection.
- b. Belonging (to social groups).
- c. Likeness to others.

3. Ego and integrative needs:

- a. Contact with reality (in order to grow in knowledge, understanding, and wisdom.)
- b. Harmony with reality (otherwise realities of life will foredoom one to defeat.).
- c. Progressive symbolization (ability to arrive at successively higher order generalizations).
- d. Increasing self-direction (away from parents or parent substitutes).
- e. A fair balance between success and failure (otherwise a warped sense of values).
- f. Attaining self-hood or individuality (recognize himself as a unique personality with distinctive characteristics; finding himself in both a personal and social sense).

DOUGLASS in his report to American Youth Commission.

1. To find a satisfying place among fellow youth.

He wishes to be accepted by his fellows. He craves their friendship, respect, and admiration . . . He wishes to appear well in their eyes as to dress, person, speech, interests, and skills. He desires to possess what he thinks are normal relations to those of the other sex . . .

2. To experience personal achievement.

.....the desire to have "abilities".....for self-expression, for power....

3. To enter into a succeed in vocational life.

.....the youth of today suffers conspicuously from the fear that he will not find any suitable employment.

4. To be able to establish and enjoy a happy home.

.....youth today.....look forward to marrying and establishing a home.... and....are prone to give great consideration to the problem of obtaining a mate of superior qualities.

5. To understand and improve political conditions.

Youth today lend an interested ear to those who are dissatisfied with the failures of American institutions....They are eager to discover how they can reduce unemployment, replace political chicanery with honest efficient government, - prevent the despoliation of natural resources, main maintain peace with other countries, protect the weak from the strong, and increase efficiency in all phases of life.

6. To maintain health and maximum physical efficiency.

Youth individually is also seriously concerned with health.

7. To participate in enjoyable recreational activities.

8. Philosophical complexes:

He is suspended between the religious beliefs and doctrines of his grandfathers and the tendency of the generation just preceding his toward liberality and doubt He likewise finds it almost impossible to settle the conflict between normal urges related to sex and the taboos imposed by adults

1939 Ideals Conference held in Selma, California

Personal:

1. What is your personality quotient?
2. Overcoming handicaps.
3. Habits - friends or tyrants?
4. Can we live the lives we love?
5. Turbulent teens.
6. What is success?

Relations with others:

- *7. What kinds of dates do you like?
- *8. Popular and respected?
- *9. Modern manners.
- 10. Friends or steadies?

Home relationships:

- 11. Home is what you make it.
- 12. Parents - pals or prudes?

Educational:

- *13. Streamlining our teachers.
- *14. After college, what next?
- 15. Let's give no grades.

Social:

- *16/ Is it good-bye democracy--hello, dictatorships?
- *17. Price of peace.
- 18. How to grow old on the highway.
- 19. Is our relief relieving?
- 20. American foreign policy.
- 21. War: Next time we will carry the guns!

Recreational:

- 22. Why have hobbies?

Moral and ethical:

- 23. To win or not to win--is that the real question?
- 24. Live and let live.

Religious?

- 25. Can religion be a signpost?
- 26. Is religion for youth?

* Seven topics reported to be most popular at conference.

4*H Studies.

	Per Cent Responding
1. Earning additional money	85
2. Getting started in chosen vocation	66
3. Earning for training for chosen vocation	59
4. Getting additional education	52
5. Choosing a vocation	43
6. Developing a more attractive personality	38
7. Earning for equipment to get started in chosen vocation	33
8. Earning for good clothes	26

9. Lack of opportunity to travel	23
10. Earning to help family	21
11. To know more young people	18
12. Lack of sufficient opportunity for recreation and social life	15
13. Earning for establishing own home	15
14. How to become more popular with the girls	15
15. Getting more use to auto	14
16. How to become more popular with the boys	13
17. How to use leisure or spare time	12
18. Earning for recreation or social life	10
19. Lack of leisure or spare time	7
20. Poor health	7
21. Lack of freedom in making personal choices	6

STRANG. "The Role of the Teacher in Personnel Work"

1. Problems of health and physical adjustment:

Defect in development, lack of vitality, physical illness, lack of health habits and information.

2. Problems of scholarship:

Study time and habits, attitudes, environmental conditions, lack of basic skills.

3. Financial problems:

Need of money for clothing and other necessities, use of money.

4. Problems of family relationships:

Relationships with parents and brothers and sisters, home conditions.

5. Sex Problems:

Relationships with opposite sex, homosexual relationships, sexual development and habits, sex information.

6. Religious problems:

Religious doubts and fears, conflicts with other beliefs and practices.

7. Moral and disciplinary problems:

Conflicts with standards and authority, lack of standards, misconduct.

8. Personality difficulties:

Introversion, aggression, inferiority feeling, lack of integration, lack of independence, lack of emotional control.

9. Social problems:

Difficulties in making friends, insufficient social activity and training, excessive or undesirable social activity.

10. Problems relating to living conditions.

11. Problems of vocational guidance:

Choosing a vocation, preparing for an entering a vocation, part-time employment, marriage, and vocation.

SPENCER. "Fulera of Conflict."

1. Social life conflicts:

Popularity, being liked by those who know you, being a popular dancing partner, self-confidence, shyness at social affairs, jealousy, having friends of opposite or same sex, good sportsmanship.

2. Home life:

Having happy home life, getting along with brothers and sisters, having a pleasant home for one's entertaining.

3. Parent-child conflicts:

Being treated as an adult by one's parents, being loved by one's father or mother, obeying one's parents.

4. Personal achievement conflicts:

Living up to one's ideals, achievements in sports.

5. Personal characteristics conflicts:

Intelligence, chances of getting married sometime, will power and self-control.

6. Health conflicts:

Good looks, health, industriousness.

7. Conduct conflicts - moral and guilt:

Religiousness, smoking, cheating in classwork, drinking intoxicants, betting and gambling, being honest.

8. Sex Conflicts:

Indulging in risque stories, indulging in petting parties, having sex thoughts or phantasies, having love affairs.

9. Economic conflicts:

Being able to dress well, importance of a job after graduation, having enough spending money.

10. School conflicts:

School marks, chances of going to college.

DOANE, DONALD C. "Areas for Study."

1. Vocational choice and placement.
2. Philosophy of life; mental hygiene.
3. Getting along with people.
4. Morals.
5. Plans for marriage and family.
6. Leisure time and recreation.
7. Finances.
8. Relationships with the opposite sex.
9. Health.
10. Sex and reproduction.
11. Religion.
12. Relationships with family.
13. Social competence.
14. Conventional subject matter areas.
15. Other areas of interest.