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INVENTORY OF ATTITUDES AND OPINIONS OF UTAH EDUCATORS
ON SOCIAL AND EDUCATIONAL ISSUES

by
Max L. Gowans

A thesis submitted in partial fulfillment of the requirements
for the degree of
Master of Science
in the

School of Education

Utah State Agricultural College

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For English Department

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Max L. Gowans

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INTRODUCTION

From the earliest beginnings of man, ideas and ideals have been issues of controversy and conflict which have added to or detracted from his social wellbeing. Individuals, groups and nations have set up ideologies of living which differ from each other and form the social structure upon which society progresses or declines.

Social ideas and ideals are so closely related to educational issues, that it is difficult to separate the two except by the philosophical views held by the leaders identified with each field. The leaders who ally themselves with either of the fields, educational or social sciences, are continuously reaching out into the others work, for factual interpretation of society, to substantiate their own views.

Society has placed social responsibilities upon the schools by accepting the schools as one of the leading agencies for maintaining and developing our social structure. Fundamental assumptions of education are: (1) the schools are concerned with all areas and aspects of living; (2) what the teacher believes is greatly reflected in the student, that is, fundamental values of life as interpreted by the teacher determine what is learned as well as the specific subject matter or course of study; (3) education is concerned with the extent and nature of indoctrination of the student. This in turn is vitally influenced by the fundamental philosophy of the teacher.

We are very much concerned with what educators believe about the

fundamental values of life and how these viewpoints are acquired. The question arises, what do the individual educators really believe about our social and educational problems? This question leads to the study, "Inventory of the attitudes and opinions of Utah educators on social and educational issues."

"The teacher without some insight into the dilemma of education is quite likely to be keeping school in a perfunctory manner. If he has no conception of goals or objectives, his work is pointless. If there is doubt or conflict, there is no challenge to creative endeavor. In other words, concern for the philosophy of education is imperative to the work of a good teacher. The educator has four choices of philosophy. He can be an Idealist - holding fast to that which he believes to be true; he can be a Realist - looking for the results of controlled experimentation; he can be a Pragmatist - ever experimenting with the new, or he can be an Eclectic - running the risk of inconsistency, but taking the best from all schools of thought. Regardless of choice, 'the life of philosophy is in the critical thinking by which it reaches its beliefs; and it is dangerous for any philosophy to become an orthodoxy.'¹

This study attempts to find out what educators believe about the major social problems which embody principles of social, economic and political life and their relationship to the fundamental values of living. In order to ascertain the type of educational opportunity afforded by our school systems it is important to know, at least, the general viewpoints of the school personnel. A study of the issues which have held the attention of educators and social leaders during the progress of our country's development reveal the following issues to be of paramount interest and concern: International relationship of war and peace; general religion and education; social attitudes

¹ Wahlquist, John T. Philosophy of American Education. p. 361.

and developments toward home, marriage, labor and capital, recreation and leisure in schools; types and amounts of education; ways and means of improvements in our educational systems, and their relationship to the advancement of society and the individuals relationship to the pattern of social structure.

The issues used in this study were selected because of their value to the present individual relationship to social living and social activity, as well as their common interest at all times. A sampling of major educational and social problems, as interpreted by authorities in the fields, has been used as a basis for the inventory. The various options under each issue are derived from a review of literature dealing with these topics.

There are two major divisions of the study. Part I is concerned with the construction of the inventory which involves the selection of issues and the determination of possible viewpoints on each. Part II deals with the administration of the inventory and with the tabulation and interpretation of findings.

PART I

VIEWPOINTS CONCERNING WAR

War, like other social institutions, has been with us since the dawn of man. From early time, war has been the weapon of self defense, aggression and expansion. Many rulers and leaders have used war as a plaything to satisfy their own selfish ends and ambitions. Wars have been waged under the camouflage of right and justice, by leaders with ulterior motives. People the world over have followed war lords, laboring under false ideals of patriotism. Many wars have been waged in full rights of defense, protection and justice have contributed to the progress of civilization, industrially, culturally, politically and economically.

People and nations say they hate war, that they will refuse to lend support to any war; then with the next breath they decry the person or persons who will not stand up and fight for his individual state or national ideals. Emotionalization of people alter their judgment and rational thinking to the point where the avoidance of war entanglements is impossible. Do people wish to stay out of war or is it merely a verbal expression?

Wars throughout all history have been useful. They have brought distant civilizations and cultures together, which probably would not have exchanged ideas and cultures had it not been for war. From each war has evolved advancement to civilization in many, if not all, fields of human relationship from which all humanity has profited. Is the

cruelty, bloodshed and destruction of life and property in war the price civilization must pay for advancement? If so, wars are an essential factor of progress and will continue to be with us. Can the advancement of civilization be brought about by other means? By cooperative effort of enterprising intelligence or are people prone to drift along in the absence of war pressure?

If war is to be eliminated, as people say it must be before the world can enjoy its fullest measured existence, then there must be a substitute for war. Established institutions of society are not going to be eliminated without having some form of replacement. The necessary functions which war serves, of settling disputes, enforcing rights, and remedying unjust situations must be given careful thought in choosing or developing a substitute for war.

The first duty of a government is to maintain peace and order between its members; this is the raison d'être of the state. In any human society which hopes to avoid violence and to assure undisturbed development of its individual members, means must be provided for the settlement of disputes, for the improvement of unfair conditions, and for the enforcement of the rights of its members. We have long been accustomed to the performance of these functions within the state by an authority to which all must submit; within the community of nations they are not so well provided for. The development of the latter community has, of course, been much slower; for long, it has had only the inadequate method of war to perform all these functions. * * It follows, with inescapable logic, that no state will be willing to surrender its right to make war until a substitute is found which, in the judgment of that state, will satisfactorily perform these vital functions -- of protecting and promoting the interests of its members.¹

It appears that with the advancements man has made he could find

¹ Bagleton, Clyde. Analysis of the Problem of War. pp. 6-7.

some way to eliminate such a devastating institution as war. War is a carry-over from the ancient interrelationships of man established upon the right of might. Today the force of power in war is still the dominant factor of success and a nation's power lies in its ability to supply arms and ammunition to its fighting men.

To eliminate war it will be necessary for the people of each national state to understand the needs, the wants, desires, the fears, the hopes and aspirations of the people of each other state. Only through a sympathetic understanding can people show compassion for each other in their social responses and political relationships. Nations, then, must view each other as individuals and come to a progressive understanding with each other. If this accomplishment is to be realized, it will have to be through a systematic program of international education. A program which will give an opportunity for all to understand the humanitarian interests and views of each national state, from which can be developed a pattern of mutual betterment to aid in replacing war.

Wars and war leaders have been set up as ideals, have been looked upon by all with personal pride and national achievement of glory and prestige. From the cave man down through the annals of history, the warrior has been set up as a hero by young and old alike. He has lived in our music, our literature, our art; he has traveled the highways and byways, lodged with pauper and king, heralded by all as a hero. His life has been set up as an example, a goal for youth; his glory has been immortalized. Then people say eliminate war but do nothing to

minimize the glory and accomplishments of war or show that civilization can achieve greater heights without the pressure of war. We must re-educate the world if war is to go. We cannot publicize and advertise the virtues of war and glorify its accomplishments then expect it to die by mere words of protest. Education, with a new international objective of peace, appears as the universal factor which can materially aid in a world unity of human relationships.

As to the value and importance of the educational process, there can be no doubt. It is not only a means of ascertaining a proper course of action; in a democratic world it is a means of reaching decisions and establishing procedures. It has often been emphasized that no law can be properly effective unless it is supported by public opinion under its jurisdiction; a law, or a government, which is opposed by the bulk of public opinion, is doomed to failure. Any plan to get rid of war, then can not be successfully established and maintained unless it has a respectable amount of support in public opinionThe objective of education must be not a vague hope of idealizing mankind, but an established set of principles, a law, by which nations can be guided; a means of interpreting this law, in various situations; means of changing it, or adding to it, as new problems arise; and finally, means of compelling obedience to what the educated community demands, on the part of those who have not yet been educated to the point of respecting this law. Education is of fundamental importance but it is not a substitute for war; it is merely the preparation of a substitute, which must first be decided upon.²

VIEWPOINTS CONCERNING LABOR UNIONS

Since man's appearance upon the earth, he has been organizing into units for the furtherance of self interests and protection. Whether to overcome the adversities of nature or to dispel or destroy a common enemy, or to improve his living conditions, he has formed into groups. Self-preservation, the first law of nature, has been

² Eagleton, op. cit., pp. 52-53.

his motivating force.

Labor unions of today are an outgrowth of man's experiences and desire for economic security in order to improve environmental conditions of the laborer, both in the home and industries, or any enterprise in which labor plays a part. Small craft unions were the first to make their appearance in America and confined their efforts to the individual crafts of specific areas. Improvement of transportation and communication fostered an expansion of industry and the unions extended their influence to bring all unions under a national head. The American Federation of Labor was the result. The organization did not include any groups except the crafts; this left the semi-skilled and unskilled laborer without protection. Labor leaders saw that without some means of organization of the unorganized laborer, the union cause could not succeed. The Knights of Labor was the result, which provided for all labor, skilled, unskilled, white, black, female and male to stand united under one head, with the motto, "Injury to one is the concern of all." They drew to their ranks all the black guards of the anti-democratic groups throughout the country whose interests were not of progressive betterment of the people, but revolutionary toward existing forms of economic, political and social institutions, with hopes and aspirations of forming some sort of Utopia. Education and enlightenment of society to the proposed changes was either not a thought of the leaders or was rejected because force and destruction became their means of attack. The bona fide working class whose main interest in organization was economic security and betterment, insisted upon strikes only to force

employers into wage bargains and improvements of working conditions. The force of two conflicting groups within soon disrupted the Knights of Labor, but fruits of their efforts were left, such as restricted immigration law, anti-contract labor law, the power of cooperation efforts, cooperative societies, also the stigma of methods used which has carried through time.

"Thus defeated in the attempts to conquer the capitalist system by cooperation, at war with the powerful craft unions organized under the American Federation of Labor, the Knights disappeared in the nineties. So the first "grand national union of industrial workers", all inclusive and revolutionary, passed into the limbo of dead experiments. The American Federation of Labor and skilled workers held the field.¹

Capital and industry organized to hold labor from getting too much power, to keep labor from wage increases which might mean improvement of his economic status and social position; theirs was an interest of individual gain, regardless of social ideals and attitudes. Laissez faire to capital, generally speaking, meant "leave me alone, without interference from any source; I am born to control; I am the power and all must bow unto me." Capital failed to realize that by improvements for the laborer and labor conditions they were stabilizing their own interest and opportunity for future expansion without great opposition. Labor unions cooperated among themselves, capitalistic industries cooperated among themselves, but seldom has labor and capital cooperated with each other for collective betterment. What has been gained by labor has been wrestled from capital by means of force and destruction

¹ Beard, Mary. "Philosophy of the American Labor Movement", Readings in Foundations of Ed. p. 367.

to industry by strikes of all sorts, coupled with sabotage in all forms, and without satisfactory attainment. What capital has gained has been by force of political influence and superior finance. The maladjustment between capital and labor continues in spite of the fact that efforts have been made by the state and federal government to bring about wholesome and peaceful settlements of any differences between the two by enacting laws of protection and rights for each.

Why is there so much antagonism, hatred and jealousy between two such powerful groups under our democratic form of government? Is it the origin of labor? Is it the power of the capitalists money? Is it the methods employed by each? Is it the desire of each to dominate the other? Or is it the unwillingness of each to try to understand the contribution and responsibility of the other to the welfare of modern civilization? The answer seems to be the lack of conciliatory understanding of democratic problems and values in this interdependent civilization of ours.

Democracy values above all else the worth and dignity of human personality. The first responsibility of organized education in our time is, then, to enable children, youth and adults to acquire this understanding of democracy and its problems.²

Under modern economy, characterized by great corporations and large enterprise, personal contact between employers and employees has been greatly reduced, mutual understanding is often lacking. While better understanding between capital and labor will be a matter of evolution and growth, progress can be insured only if deliberate effort is made to improve these relations. Education can aid in laying the foundations for this improvement through helping to develop an attitude of open-mindedness and a better understanding of the factors causing our present conflict. . . . For the general well-being

² Newlon, Jesse H. Education for Democracy in Our Times. p. 94.

of society, before youth enters the workday world, they should know why combinations of capital and labor organizations exist, and should enter into objective discussions of the conflicting policies of the groups and their effect upon general economic welfare....This means that education must give attention not only to the employer, but also to conditions of labor and of the laboring man.³

ATTITUDES TOWARD ELECTED PUBLIC OFFICIALS

In the early part of our elective system, persons were chosen to run for office because of their qualifications to fulfill specific duties of government in the interest of public welfare. This original method established a tradition of thought which has carried down to the present. In many cases, offices are still filled with well qualified persons in local, state and Federal governments. Because of the implicit faith of the voters that proper candidates were chosen to run for offices of government, groups were formed who used this faith and good will as a means to their own selfish ends. True, corrupt politics have been investigated and often persons found guilty punished, but this did not stop corruption; it seemed to stimulate it and means were devised to hide corruption from the public. Equally true is the fact that honest and efficient administration have been and are still in practice by many persons. More true, perhaps, in the smaller units of government where people can and do investigate the qualifications of the candidates.

With scarcely a murmur, the American citizen has permitted his elected officials, who are, figuratively speaking, the board of managers of a corporation in which he holds stock, to pad the payrolls with unqualified and unproved employees at his expense. . . . Since increasing complexities and expansion have turned

³ Ed. Policies Commission, Education and Economic Well-Being in American Democracy. p. 36.

government into an enormous business, we must learn to think also of its honest and efficient administration if the three original qualities are to be preserved.¹

It is oftentimes felt that we have drifted away from the original intent of our government, which was freedom from established authority, with the right to choose for one's self the pattern of liberty he would enjoy under a representative form of government. The right to choose those who would govern him and the right to change these officers of government for inefficient activities in office. His right to choose was his sanction to be governed. The free man's choice of existence socially, as well as politically.

This problem of making our government, "representative, responsible and efficient," is inextricably bound up with our election system, and in readjusting our political institutions, attention must be given to what officials should be elected. If original democratic principles are to prevail, vast changes must be made. But changes which are marked out by experience are not hard to take. Woodrow Wilson wrote 35 years ago: "The people do not in reality choose their representatives any longer, and that their representatives do not serve the general interest unless dragooned into doing so by extraordinary force or agitation, but are controlled by personal and private influences."²

Enlightenment and normal judgment are, it seems, the keys which control the future of our civilization and preserve the heritage of our nation. Education, then, must step forward and develop within the children and youth of our country those qualities of individuality which insure us a sound policy of progressive betterment for all. Our general voting public must be stimulated to the need and valor of honest government and right of franchise.

¹ Johnson, Robert L. "Qualified Personnel and Why We Should Have It", The Annals of the American Academy of Political Science. p. 180.

² Pollock, James Kerr, Ph.D. "Election or Appointment of Public Officials", The Annals of the American Academy of Political Science. p. 79.

There are many who feel that we have too many elective offices, that these offices should be reduced and made appointive. Their reason is that the public cannot know the qualities of all the persons on a ballot or the qualifications for every office; there, they can not choose wisely at the polls. If fewer offices were elective it would give the voting public a chance to know who should and who should not fill the offices. A shift of responsibility of the efficiency of government to the office holder and not the public. In this way, capable persons could always be chosen. Under the present system of electing so many officials of government there is bound to creep in both political and personal favoritism which gets persons on the ballot and into office, regardless of qualifications and it leaves the public responsible for any failure of efficiency. It has been well said, "What is everybody's business is nobody's business." Where the public officers are concerned, someone should be held responsible for the efficiency of the office, not the public in general. We must have means of removing the unqualified from office. True, the Andrew Jackson spoil system has not been eliminated and is not likely to be as long as people are thinking in terms of political plums, regardless of efficiency.

While the party system has its definite and legitimate uses in this country, it has in many instances developed into an organization primarily for the handing out of political patronage. This is the top root of all the evil. Most American cities are governed by political gangs, headed by bosses. How is it that these predatory organizations foster themselves on an unwilling citizenship, which they reduce to a state of helplessness, cynicism, and despair? - - - First and foremost by the use of patronage. A horde of office-holders is recruited primarily for vote-getting strength. Offices are created

and multiplied wherever possible. This office holding group, with its families and connections, often is enough of itself, to make sure of political success.

In this corps of office holders, the most rigid discipline prevails. The jobholders must produce votes. His job depends on the showing he can make. Some of the groups are able, but have held their position so long as to unfit them for other pursuits. Others are not capable, or are downright vicious. Such persons could not get employment in private business. So both the efficient and non-efficient have their livelihood at stake. Hence, complete subserviency and an almost feudal loyalty to the boss results. . . . Actually, the local gangs have no interest in the principles supposed to be the reason for the existence of the national parties. Their sole aim is the success of the local job-providing machine, and they are not concerned with the national parties only to the extent patronage may be derived from them.

The city gang is subject to the domination of the city boss, who resents any failure to bow to his absolute dictation ——— this means that there has been rotation of service with its consequent inefficiency, in order to comply with the wishes of the boss, and at times, as has been shown in courts, absolute corruptions, particularly in large, municipal centers.³

We have two types of public officials between which the mass of office-holders lay. One group symbolized by, "Tell me what to do and I will do it." They do it methodically in routine without any analytical thinking. The other group, the thinkers who question the political moves in terms of effective good to the public welfare; who upset well-planned political machinery. Our congressmen are not of the best quality from any state; the truth of the matter is that not many members of congress have sufficient intelligence to understand the meaning of the measures submitted to them by the White House or by the President's emissaries. True, our congressmen are present to vote on issues, but they, for the most part, belong to the first class aforementioned. This leads us to

³ Douglas, Paul H., Dr. "Remedies Against Dishonest or Inefficient Public Servants," The Annals of the American Academy of Political Social Science. p. 180-181.

the question, "Who should hold public offices?" Mr. John Q. Public will say the intelligent person who has the general welfare, of the local, state or federal affairs at heart. But Mr. Public fails to seek out such individuals because of lack of interest or the excuse, "I haven't time to fool with politics."

The meaning of our existence depends upon keeping American government democratic government. No doubt the public men of this country can perform the sheer physical work of analysis, organization, and execution required to meet and conquer the present crises in our affairs. But this alone will not suffice. The job of government that lies ahead involves more than obtaining for 130,000,000 animals the right to eat, sleep and reproduce. The job of government calls for securing for the 130,000,000 free men and women, the great democratic tradition - the qualities of freedom and tolerance - of their country. This is the true job that faces us today.⁴

The schools must be allowed and encouraged to develop an enlightened and judicial public, that our democratic way of life might continue and improve.

VIEWPOINTS TOWARD LENGTH OF TIME EDUCATION SHOULD BE REQUIRED

How much education shall be given? Before an answer to this question can be successfully given, an overall view of society's demands upon the individual is necessary. Education of children and youth has been an important issue with people since time began. The education has been and still is dependent upon the simplicity or complexity of society. The type and amount of education has been determined by individual needs in adjusting to natural and social conditions for the

⁴ Coy, Wayne. "The Men of Government," Vital Speeches of the Day, p. 117.

maintenance and continuance of life and position.

In the early beginning, the education of man consisted of learning ways and means of protection from weather and natural enemies, of securing food, all of which was taught to the children and youths by older members of the family. Later when people banded together into tribal groups, the need for learning increased from the simple necessities of the family to new fields such as religion, social contacts, laws of the tribal organization, division of labor for protection and securing food. No one or two individuals could now supply the needs of the group; as a result some were taught one function, some another by different members of the tribe. Some were taught household arts, some were taught to hunt and supply food, some the art of warfare and protection, some to care for the religious beliefs and practices, and some were trained to govern. But, still the individual needs were taken care of by the family and instruction in the ways of the tribe was a home responsibility. With the division of responsibility, sons followed the art of the father, the women and girls continued with household duties, they cared for and trained the children until they were old enough to take part in tribal affairs. The wants and needs of these people were few, consequently little training is all that was required. Problems which were perplexing to the active member of the tribe, were referred to the old men who, by virtue of their long years of experience, had accumulated great knowledge and wisdom.

The pattern of life and education of any people changes as the

economic demands change the status of the people. As our society has changed from the simple to the complex, new demands have been placed upon the individual; he is no longer independent, supplying the necessities of life from the abundancies of nature. His world has changed to one of intense competition and conformity. He must compete with his fellowmen in all the activities of living; possession and use of natural resources, jobs, schooling, social positions, economic security, and growth, competition has become the order of the day. Still he must conform to laws in increasing numbers, and cultural demands of society. Physical strength is no longer the guarantor to his individual security; the training of mental ability has become the dominant factor of man's existence. The richness of living and success is based upon the individual's education and ability to apply educational values to the interpretation of our social structure, not from a selfish individualistic motive, but, rather, from a constructive betterment for all.

People outgrew their tribal existence; nomadic life gave way to permanent settlements of towns and cities; cities grew into nations; home production gave way to manufacturing enterprises, schools were introduced and developed, as many people believed, to absorb the duties and responsibilities once held by the home, the Church and other social institutions. The simple way of life was gone, a new social order of increasing complexity was established, each day bringing more new problems to be solved. Problems of personal interests and protection, problems of social structure and custom, problems of industrial and economic development,

problems of political integrity of local, state, national and international magnitude. Problems which cannot be solved in a day, a week, a year, but only by the progressive action in the application of knowledge and understanding of human relationship in daily life. The responsibilities of the school are ever increasing because, today and tomorrow it is not, as our early history reveals, only the education of the privileged classes but the education of all the children of all the people to a satisfying way of life that must be accomplished.

Educational policy, very properly, is an expression of the highest ideals and best practices of society, and as such tends towards idealisms. A fully functioning program must also be very realistic. It must give recognition to those elements of social compositors that are less favorable. Failure to do so results in excessively large waste products in the educational process and creates the necessity for new educational agencies.

Prominent among these special classes to be provided for are those whose mental capacity will not permit them to successfully pursue an abstract or academic program. There are also those whose home and community environment are incompatible with the good of education. There are those whose outlook upon life and whose civic and social ideals and ambitions find little use for usual formal education. Only the first steps in universal education have been taken when school attendance has been compulsory. Diversity in educational offerings, adaptations in content and methods in the curriculum, quantitative and qualitative differences in standards of attainment and in objectives are all implied in a program adjusted to these groups of our society. A principal criterion for determining the amount of education to be provided is the quality of the educational offering. When well adopted to the capacities of the several members of the group and to the need of the society, it is to serve, it may continue with profit much longer than when it is abstract formal and rigidly standardized.¹

In the early history of our school system, reading, writing and figuring made up the major part of the curriculum; little more was needed,

¹ Utah Educational Council, "Current Educational Issues in Utah, Utah Educational Review. p. 8

especially for the masses. Their economic demands were of such a nature that menial hand labor could supply the demand. The upper classes were in private schools of culture, learning to be ladies and gentlemen in order to satisfy social expectancies of their class. Their economic needs were supplied by the labor of the lower classes. The young men of the so-called social elite were trained in professions and business; they were expected to follow in the enterprise of their fathers.

Individual differences at this time were considered only from economic and social status. In time, however, our industrial system made new demands upon society and educational needs for individual success were increased for all classes. Individual differences in learning capacity became quite noticeable and slow children were thought to be unintelligent and the fast child received the attention; the curriculum was constructed for his benefit. The slow child was allowed, many times even encouraged, to drop out of school at an early age to go to work. This inequality of education led to compulsory school attendance as public education increased. Horace Mann recommended compulsory education for all children four to sixteen years of age for ten months a year. This recommendation was not put into practice; even today we are still short of such a goal, but we are attempting to extend the terminal education for most children.

Professions, businesses and industries have made ever-increasing demands upon society for specialized training to serve social needs. Schools have expanded their programs in an attempt to meet the social demands of preparing the individual to succeed in our industrial economic

world. Public schools and educational agencies, however, have lagged far behind the need, due perhaps to their traditional origin and practices, or perhaps to the lack of financial support. We must realize that with increasing demands of our society upon the individual, his formal education must be extended to meet the demands of and aid him in choosing a satisfying way of life. This means, too, that increased financial aid must be given to our schools. Yes, an increase in taxation. How much education each shall have depends upon several factors: intellectual capacity, interest and desire, determination, financial strength, and availability of opportunity. This is not an individual problem but a problem for all society. Shall public education be made sufficient to meet the economic and industrial demands for all the children?

The distribution of educational opportunity in the nation today is such that the potential economic effects of education are far from being fully realized. Tens of thousands of youths each year are foolishly being thrown into the over-crowded ranks of casual and unskilled labor who could have qualified for callings which demand more and pay more. They have both the capacity and ambition to so qualify. But we permit fortuitous forces beyond their control to sentence them to thirty or forty years of low-grade and low-paid services. The youth thus condemned by an uneconomic social policy will earn less than they could have earned, and the nation's income will be less than it might have been. Wise public policy urges that this undemocratic and uneconomic situation be corrected as rapidly as possible through the right kind of effectively free education.²

We cannot afford to have our youth leave school until they have received from the school that education which will be of most value and interest in aiding them to enjoy a satisfying way of life. This means

² Educational Policies Commission, Education and Economic Wellbeing in American Democracy. p. 162-153.

that in order to satisfy the socio-economic needs of youth, the schools need a readjustment of the curriculum to an individualistic point of view to replace the old mass education idea, which holds that all should profit equally well from a stereotyped course of study. A study of individual differences reveals the fact that our school program must become more and more diversified in order to successfully meet and satisfy the needs of our complex society.

Vocational education is becoming increasingly valuable in our industrial and business fields; in offering economic security and promotion to increasing numbers of workers. By vocational education we mean that work, the primary portion of which is done with the hands and requires high muscular coordination for manipulation; such as mechanical work, automobile and airplane repair, secretarial work, carpenter, painter, mason, electrician, etc., where skill is the important factor. Vocational education has come to us from the old apprentice system; our society demanded more of the individual than the mere mastery of a trade which made no provisions for the social living and left the individual without culture. Today the schools have incorporated into their programs means of helping the individual to develop a social culture as well as a trade or vocation. While this change is not complete nor perfected, it is creating a new desire for increased learning and training which will provide, to the individual, a better standard of living.

The traditional system of secondary schools which include only the twelfth grade is not adequate to provide for the completion of a trade

or vocation and leaves the individual an unfinished product, both in his cultural and vocational training. This brings us to the realization that a change is needed in our school system, a reorganization which will supply a terminal course of education extended beyond our present secondary school. If our secondary schools, as has been advocated by United States Educational Policies Commission, are extended to include the junior college supported by the public as a part of our free public education, more of our youth will be afforded the opportunity of finishing an education acceptable to our industrial and social world. This plan would provide for four years of junior high school, followed by four years of senior high school. Then these last four years to be adapted to vocational training, semi-professional terminal courses, with pre-professional preparation. Individuals, eighteen to twenty years of age, could then terminate their formal schooling with a feeling of both economic and social security, more able to serve society than at any previous period of history.

We cannot safely say where vocational training and non-vocational training separate, because the two are essentially a phase of a single process - education. The difference lies in the individual's purpose and use.

Every subject of instruction and every daily lesson may relate to occupational activities - the linguistic, mathematical, scientific, and social as well as musical, artistic, homemaking, agriculture, and industrial studies. Moreover, each may contribute a significant share to general education as a whole.³

³ Educational Policies Commission, Purpose of Education in American Democracy. p. 97.

We may say with certainty that social demands of the past and present are factors which cannot be ignored in formulating our educational structure. If we were to review our history, we would find social and industrial changes of boom, depression, recovery and war creating varied demands upon the individual demands which are pertinent to vocational education. They are:

- (1) The increase of unemployment, particularly in the cities;
- (2) The decreased demand for the gainful labor of children and youth, reflected both in employment policies and in legislation;
- (3) Delayed entry into full vocational responsibilities;
- (4) Legislation marking the first steps toward social security in old age and in time of unemployment;
- (5) The increasing specialization of many types of trades and professions;
- (6) The mechanicalization of many agricultural as well as industrial operations;
- (7) The increase in the gainful employment of women;
- (8) A decreasing demand for labor requiring little special training, judgment or manual dexterity and an increasing demand for workers with skill, insight, and adaptability; and
- (9) Increasing acceptance of public responsibility for social effectiveness of the entire population. These social changes confront America with the need for informed intelligence and a sense of social responsibility as well as vocational adequacy among its people.⁴

We find some differences of opinions among educators in regards to vocational education. One believes in specific training of the individual for his chosen vocation, preparing him as early as possible for the job or jobs, leaving cultural values of life to evolve from his work or after work contacts. Another who believes in specific training for a vocation but at the same time extends education into the cultural studies and social contacts to enrich the person's living outside of the job. Another who

⁴ Op.cit. p. 98-99.

believes that general education should always precede the period of vocational specialization, at least to the point of finishing high school.

For many students vocational studies offer the keys of enthusiasm and zeal to open the doors to educational experiences that might otherwise not have interested them. Vocational education is for some pupils an instrument for reaching the social objective of the other more conventional school subjects. The tools of inquiry, preparation for home and citizenship, the application of science and mathematics, practical economics - all of these and many other fields, when approached from the viewpoint of the prospective vocation, often take on richer meanings to students who specialize in particular vocational offerings. Awareness of the relationship and significance of his vocation and an acquaintance with other enriching fields, tend to give the student added satisfaction in his work and may lead to a greater degree of happiness and success in the later work of life.⁵

A rapidly advancing technology produces constant change in the skilled and semi-technical occupations, doing away with the old occupations and bringing in new ones. The best preparations for entrance into these vocations is a good general education, with special attention to science and the mechanical arts or to applied social sciences, as the case may be. The operation of these conditions is pushing vocational education into the upper years of the secondary schools, or the junior college. It is evident that the junior colleges should provide for many youth terminal vocational and technical education for the semi-technical occupations. But the element of general education in all these courses should be large.⁶

No one will agree that all youth should be given vocational training; neither will they agree to all obtaining a liberal arts education. But all will agree that all children and youth should be given the opportunity to develop to their full capacity. Educators and laymen are continually saying: "More students or youth should be encouraged to obtain more education, attend school longer." True, but until such time as more

⁵ Educational Policies Commission, The Structure and Administration of Education in American Democracy. p. 20.

⁶ Newlon, op. cit. pp. 108-109.

free educational opportunity is available, which will meet the needs of all youth, youth will just have to be content. It is the duty of every democratic society to provide educational opportunities for all of its members, because only through intelligent activity of its members can democracy hope to exist. Progress in any field of human activity or endeavor can only be advanced when the masses of the people accept and, at least partly, understand the developments of scientific, political and social advances advocated by the classes.

Our human resources will be conserved to their fullest and used most effectively when each individual is so placed that he can make his maximum possible contribution to the social good consistent with his own individual happiness and welfare. It is not enough that he give his utmost; he should also be doing that work which will result in the fullest richness of his own life. For everyone to make the correct choice is probably only an ideal, but at least it establishes our goal, and any step in that direction is an advance for the individual and for society.⁷

The purposed plan of reorganization for our schools is six years of elementary, four years of junior high school and four years of senior high school, the last two years to include the thirteenth and fourteenth grades. It is further proposed to establish a universal minimum of ten years of compulsory schooling and of fourteen years for the median. This will require that educational programs be planned according to the youths' varying capacities, needs and interests and in accord with our industrial and economic demands.

It has been proposed by many educators and educational research workers, to establish more junior colleges to care for the new demands upon education. If the junior colleges are to come under free education

⁷ Norton, Thomas L. Public Education and Economic Trends. p. 25

and not under the four year college of university plan of financing as they now are, their establishment would be justifiable. But the Educational Policies Commission's recommendations, as stated in the foregoing paragraph, seem more efficiently practical, especially when we attempt to determine the extent of education based upon the viewpoint that a student should stay in school until he reaches the point of diminishing returns, which allows for complete education for all degrees of ability.

The fact that for the most part contemporary society is not organized primarily for the education of its children or for the achievements of any other humane purpose. Such matters are largely subordinated to the processes of wealth production and accumulation. Even recreational, cultural and aesthetic interests of the population are exploited for material gain. Nothing is permitted to "injure business." This is axiomatic in the inherited social order. Yet it clearly means an unnatural and irrational transposition of values. This condition can be corrected only by the clear and frank recognition of the collectivist character of industrial economy.⁸

It is the duty of schools and educators, not only to accept social trends and demands, and make an honest effort to facilitate conditions for individual adjustment to our established social order, but also to project into our society a philosophy of progressively improving and enriching the social and individual systems of values. It is not only the duty but a privileged obligation of our social agencies and individuals to increasingly extend educational opportunities to all people by cooperating with our educators in their efforts to educate all the children of all the people to a satisfying way of life.

⁸ Counts, George S. Social Foundations of Education. p. 562.

VIEWPOINTS OF TEACHER QUALIFICATION AND SELECTION

The qualities desired in a teacher by various public groups and by school officials are sometimes in disagreement because the choice is entirely dependent upon life's outlook by the individuals who make up these different groups. It seems quite natural that every person who has children to be taught would like to choose the teacher. If this were permitted, we would have as many types of teachers as we have patrons, to say nothing of the student choice. In order to avoid any mixup, there has been instituted from time to time standards to which all teachers must conform. These standards have been altered and changed to suit different control groups and are still being changed. But enough has been retained from each set of standards to establish ideals which people almost demand of teachers. In fact, many of these demands have gone so far that a statement, "A teacher can not live his or her own life but must cater to the public," has become a by-word. Failure to fully understand life and education no doubt has had a great influence in shaping demanded qualifications for teachers.

In the beginning, teachers were a nobody, selected because they had failed at everything else, or were unable physically to do any other work. Consequently, these early teachers or school masters were poorly trained. When people began to see the value of trained children, the demand for better teachers was made, more schools were created, expanding the opportunity for education to more and more people. This

expansion created a demand for more and more better trained teachers. Teachers trained in specific fields as well as in general fields. Better pay, along with better school buildings and equipment, came into existence. The teacher now, instead of being a nobody, was gaining a much needed recognition by the public in general, especially was this true of the teachers in institutions of learning beyond the elementary level.

Eventually people sensed a measure of value of the teacher and set standards far above the general society, for the teacher to live by. These ideas of what the life of the teacher should be at all times, both in and out of school, still remain as a basis of selection in many areas. While school superintendents and school boards have set up quite definite standards for teachers, they still must listen to the demands of public opinion.

In selecting teachers, there are, of course, definite standards by which all teachers must be judged. States and local districts have established laws and traditions, as outgrowth of experiences and pressure groups in public opinions, which can not be easily changed. We know from the individual differences of people that no one teacher can qualify for every school situation; neither can he or she satisfy all public demands. So, in selecting a teacher, wisdom must accompany judgment in order that the teacher selected may best fulfill the needs of the school and the community. Especially is this true for rural areas.

A principal factor in the enriched school program and in efficient procedures is the capable teacher. Improving the quality of the teaching staff involves better preparation, wiser selection, and more wholesome living on the part of the teacher. Adequate preparation of teachers for the broader purposes of education involves general cultural education, extensive and scholarly command of specific subject matter fields, and distinctly professional training in the science and art of teaching. Vital contacts with life problems beyond the school room constitute an essential part of teacher preparation.

Selection of teachers is a professional task, the responsibility for which should be placed upon a qualified administrator. Only in this way can the influences of factors extraneous to or inimical to teaching success be minimized. The basis of selection should be comprehensive. It should include the many personal traits deemed valuable in the teaching process in addition to specific teaching skills.

Attracting and retaining efficient teachers is facilitated and their effectiveness as teachers is increased as teachers live more wholesomely. Over restrictions in modes of living, whether through financial or time limitations or through imposition of abnormal standards by public pressure, limits the teacher's effectiveness as inspirer of youth and interpreter of life, both of which are increasingly essential as education assumes greater responsibility for individual conducts and social behavior of pupils.¹

Even between school administrators of the same district, there is a difference of opinion in selecting teachers. Some are prone to use personality as a leading factor of selection, while others hold purely to academic achievement. No one seems to have a definitely planned pattern for teacher selection. There seems to be a lack of agreement as to what constitutes a good teacher. It is clear that personality and ability should be considered as two of the important factors in choosing a teacher. It has been fairly well established that personal friends, residence, institutional affiliations and political activities should not be used

¹ Jacobsen, E. A., "A Policy for Education in Utah." Proceedings of the Utah Academy of Science, Arts and Letters. p. 70-71.

as a basis of teacher selection. That is, these factors should not be used to discriminate against any teacher who is otherwise qualified.

The teacher represents, from the point of view of the child, the most important factor in his whole school life. Since this is so, it is evident that teachers must be trained to think in terms of their children and not in terms of their subject matter. . . . It goes without saying that there are thousands of good teachers, good not because they are thoroughly familiar with their subject matter or because they are skillful in the bare mechanics of presentation, but because their subject matter and presentation are secondary to their interest in the child. . . . Many teachers having a real interest in children, or even in a specific child, have been decided factors in the guidance of the child's whole life.²

The choice of a teacher should be based upon the duty the teacher is expected to perform. As viewed by many, this duty is to force the student to get his lessons, which are super-imposed, and by so doing, supposedly make the student an efficient and desirable person who will fit into the social pattern when his period of formal schooling has been completed. So, teachers who will conform to this viewpoint are chosen. We have another group who view the duty of a teacher differently. They see the teacher as a leader in the community, interested in the progressive development of both the student and the community. In and out of school he is actively engaged in giving aid and advice wherever he can be of service. Between these two points of view rests the views for selecting teachers through the country.

Method in teaching is, of course, of vital importance, but quite useless, indeed, a menace, in the hands of the teacher or administrator or school specialist who does not combine with his work adequate informational material in the general field of educational theory and preparation

² Louttit, C. M. Clinical Psychology. p. 287-289.

in the scientific and philosophical foundations of education. In most schools of education, too much attention is given to techniques and not enough to the social or natural needs of society.

In many school systems, teaching has become largely a matter of following instructions received from some official not immediately responsible for the work of the children. The tendency was no doubt accelerated by the ideal of efficiency derived from big business and by the spread of the so-called objective tests. A school system thus took on the aspect of a vast and intricate mechanism designed to pass on to our younger generation certain reading habits, number combinations and facts about geography, history and civics. Needless to say, this entire procedure represents a travesty on education, primarily because it tends to destroy the personality and initiative of the teacher.³

The prospective teacher must be thoroughly grounded in the scientific, social, psychological, and philosophical foundations of education. He must be equipped to understand the political, economic, and intellectual crises that grip the world today. The widest possible use must be made of the scientific and statistical methods, but the study of education must be freed from the fetish of the quantitative. Teachers must come into possession of the knowledge of human behavior, of individual growth, and personality that psychology and sociology have given us.⁴

IDEAS AND BELIEFS CONCERNING PEACE SETTLEMENT

In our world of war and bloodshed, occurrences of close intervals, whether involving two nations or all nations, one factor stands out clearly in each encounter, the promise of peace and security. When people have expended their resources, destroyed each other's economic and military power, dissipated social inheritances and standards, exhausted human energy and in general grown weary and disgusted with war, or have completely beaten the foe into submission - there comes a rest

³ Counts, op. cit. p. 559.

⁴ Newlon, op. cit. p. 227.

period, always preceded by some means of settlement which grants and destroys privileges, frees or enslaves people in attempts to justify the promise of peace and security. Yet, the nation, or nations, exacting the terms, fail to realize, or refuse to realize that they must continue to live together with all nations.

Peace settlements have been problems of all post-war periods and have become more complicated as more nations have been involved, each asking for definite assurance of future protection and security. One of the outstanding difficulties has always been the attempt to eliminate the attitude "to the victor belongs the spoils." Not only to the conference leaders has this been a problem, but to all the people of the winning side. The insistence of the victorious nation or nations that the vanquished shall submit to their terms, which, instead of fostering relationships to promote a continuance of peace, breed attitudes of hate and revenge which have resulted in succeeding conflicts. Peace apparently prevails, but only as long as it takes the vanquished to gather enough power to strike again in an attempt to right the wrongs of the peace conference or settlement.

Peace is not an institution which can be maintained by force of arms but a state of individual and national security which must be instituted by willing cooperation of all peoples and nations. It is an ideal of attitude to be gained by continued effort to avoid armed conflict and still retain rights and privileges of international relationship for the progressive betterment of all the world.

There have been many peace conferences in the past which have resulted in peace for a few years, but in none of them has there been an acceptance of principles which would secure lasting peace; in none has there been fully appreciated the necessity, if war is to be abolished, of some surrender of individual sovereignty by all states. . . .If aggression is to cease, there must be some force by which aggressors can be compelled in the last resort to desist. If there is to be a rule of law, there must be a means of enforcing that law. . . .National armed forces mean the continuance of the conditions that make for war and means of waging it.¹

Whatever the outcome of the present war, it is unlikely that there will again be twenty-seven independent national sovereignties in Europe, each having the right to make war, to surround itself with tariff walls, and to maintain a different currency. Nevertheless, we must continue to assume that the nation-state is the unit of world society. Any federation of such states must be flexible and capable of adjusting itself to continually changing conditions. . . .As a civil community gives to the individual a security in his rights, a richness of social and an economic surplus in which he can share, more than compensating for the freedom he sacrifices, so any future federation of nations must offer to its units political and economic security, cultural intercourse and opportunity for a high plane of living that will more than compensate for the sovereignty sacrificed.²

The public demand of settlement at the close of the present conflict is complete disintegration of axis powers with peace maintained by force of arms, the leading Allied nations to act as police and court for the world. People are prone to emotionalization rather than rationalization; when the emotional impulses have quieted and results are checked, they discover the folly of failing to think and to look ahead. World War I peace settlement should serve as a valuable lesson to the world. Instead of perfecting a system for continued peace, it sowed the seeds which grew into the present conflict and failed the purpose for which the war was fought.

¹ Attlee, C. R. "The British Labor Party's Peace Aims," Readings in Foundations of Education, p. 589-591.

² Commission to Study the Organization of Peace, "The Way to Peace," Readings in Foundations of Education, p. 629.

Education of the people, in light of international cooperation for equality of human relationship, socially and economically based upon individual opportunity for the pursuit of happiness, seems the only logical assurance for continued peace. As the individual thinks, so the pulse of the nation beats; as the pulse of the nation beats, so the action of the world moves.

If there is to be secure peace, people, not just scholars and statesmen, must understand the interrelationship and interdependence of economic, political, and cultural conditions in various parts of the world. They must learn, too, of one another's hopes, anxieties, constructive programs and fears. We should know enough of the facts of the destruction, deterioration, and of the lives of people in other parts of the world to consider in our schools and universities many of the fears, suspicions, hopes, and aims which are motivating and will continue to motivate people of other countries.³

Democracy, whether national or international, needs educated people. Real victory comes after the war guns are silent and people settle down to the problems of reconstruction, rehabilitation and re-evaluation of devastated lands and people, with eyes turned toward the hope of the future and constructive betterment for all.

Statesmen plan what they think will be a lasting peace, yet within a few years another war issues forth with greater involvement and force than the previous one. Why? It seems that in peace settlements and negotiations one fact has been disregarded, there has been no substitute provided for war. No social institution can be eliminated without supplying a substitute for that institution. We must face the fact that war is and always has been a social institution to which people, states

³ Marshall, James. "What About an International Office for Education," The Annals of the American Academy of Political and Social Science, p. 33.

and nations have turned in order to settle differences; the form has varied according to the economic and industrial status of the parties concerned. Peace is not a substitute for war, it is a result of war, a period in which reviews of war and its accomplishments and errors lay the pattern for future aggression. Just as intelligence can be a substitute for brute strength, so, too, must there be a substitute for war. A harmonistic plan of international scope through which the unbalanced, economic, political and social status of nations can reach a conciliatory plan of operation, may be the solution to our problem of lasting peace.

BELIEFS AND ATTITUDES TOWARD AN EDUCATIONAL PROGRAM

In preparation of an educational program, there are two significantly important questions administrators must answer: what does society expect from the schools, and what shall the schools contribute to the individual in order to help him become a functional member of society? The satisfactory answer to these two questions is dependent upon individual viewpoints of life and its needs.

Down through the ages of man individual goals of attainment have been set up with respect to the social stratifications of the times. There has been an ever-increasing cry from the masses and influential leaders for equality of opportunity. Today in America that age old cry has, in a great measure, been answered with our instituting of free public schools

and our interest for universal education. We are confronted with the problem of, "What shall be offered to all the children of all the people" in order to meet this equality of opportunity. We cannot, as the poet said, "Let the dead past bury the dead," because the past is the light which guides the social ideals and activities of the present and brings to us the successes and failures of individuals and nations, according to the standards of values developed by each period of time. Tomorrow must be guided by today, not by indoctrination, but in light of experiences which will serve the individual in establishing a system of values for himself, and in turn will aid in developing a more satisfactorily enriched society.

Early political leaders saw in education a pledge of national unity, a support for popular government, an instrument of intellectual emancipation, a servant of the practical arts and a guarantee that talents would be supplied for public and private affairs. . . . The loosely knit society of 1850, let us say, was transformed into the highly integrated and interdependent society of 1937 which laid on professional leadership the task of making education socially significant and efficient.¹

Our first schools were established to satisfy a social need set forth by the church, that of reading so as to increase the effectiveness of the church ideals to its members. The schools justified their establishment and other social units saw the potentialities of education, not merely for the individual but for the improvement and development of industrial enterprise and increased profit for the owners of capital and capital goods. The individual, however, was not left out of the picture for he, too, made social, financial and political improvements

¹ Educational Policies Commission, Unique Functions of Education in American Democracy. p. 49-50.

which in turn created new demands and new problems to be solved. With the increasing complexity of our national society the people are continuously confronted with new and perplexing problems and are turning to the schools, with renewed faith, for the solutions and leadership.

The Educational Policies Commission makes the following statement: With the mechanization and urbanization of economy, the American people confronted social conditions foreign to their earlier experiences, and they made new demands upon the schools. Whether it was a matter of moral unrest among youth, crime, disease or inebriety, they turned to the school for aid and imposed upon them the obligation once assumed by the family, and business and agriculture.²

The school has accepted the challenge but needs the opportunity to educate all the people both in and out of school. Each person, regardless of race, color or previous condition of servitude, must have the opportunity to participate in the solution of our social and economic problems, either directly or indirectly, and are entitled to sound understanding of the problems. Schools, then, must so tie together the academic experiences with life experiences that they can and will articulate functionally. The American youth of today, as always, is entitled, supposedly, to complete development of his potentialities as a whole individual, to be able to compete functionally in our rapidly changing civilization.

What has been said in the foregoing paragraphs is only a panoramic overview of an education program. Details for any educational program of any area must of necessity take into consideration social complexities and individual differences as they apply to the specific area and the individual. There are some facts which will serve as a guide that have

² Educational Policies Commission, Unique Functions of Education in American Democracy. p. 3.

caused considerable comment and disagreement. The nature of learning and the potentialities of learning.

While all of our leading educators and psychologists agree that man is educatable in varying degrees, from little more than instinctive reaction to nature's demands, or less, to a comprehensive understanding of the universe and all its phenomena, they are not in agreement as to how learning takes place. They also claim that some individuals reach the maximum of ability, which is limited in scope, while others have such a capacity that they never reach their maximum. The degree and manner of attainment being dependent upon native ability and social environment. Here the schools can and do play a very important role, depending upon the type of educational program offered to the individual.

There is an old saying, "Experience is a dear teacher and some will learn no other way." This, in part at least, explains the stand taken by both educators and laymen, that our education is a mass of single and collective experiences which form the bases of reaction to any and all situations with which we come in contact. The degree to which we profit by past experiences in interpreting and solving present problems denotes our educatable potentialities.

Man is the culmination of a single series beginning with the mono-cellular structure. With advancing complexities of structure in this evolutionary series goes increasing range and complexity of response, until in man there appears the possibility of shaping environment in increasing degrees to suit his taste. Behavior is the series of responses an organ makes to the stimuli it encounters. These responses change the organism so that it is being constantly rebuilt during life. Past rebuildings are the basis upon which present reality is faced and the responses now made are truly creative in the sense that they have never been made before. The distinguishing feature of human biological levels appears to be that

of an increased degree of complexity in the life lived, inter-responses made. The consciously directed creativity called forth in every stimulating situation or behavior upset is what is called thinking, and when this thinking is so guided that the individual expands in comprehension of meanings, complexity of self-hood, and social responsibility, it may be said that education has gone on.³

There are those who believe and practice the idea that no matter what the subject studied there is a transfer of learning, that is if the mind of man is properly disciplined in the art of study to mastery it will carry over into any field of activity in which the individual finds himself. They contend that learning is a matter of mental discipline through the study and mastery of preconceived subject material, and the more difficult and non-relative to personal life experiences the material studied and mastered, the greater the education. By such training an individual should be able to fit himself into any category of living with reasonable success. This process, in practice, would be quite selective in who should be educated and school programs would be stereotyped on purely a subject matter attainment basis, with little or no allowance for individual difference, except to drop by the wayside those who fall short of mastery.

The venture of human learning is essentially unreflective absorption of ideas into the mind in the course of the general process of social life. These ideas are built gradually into an apperceptive mass which lies below the threshold of consciousness and functions in supplying the preconceptions and the stereotypes that constantly influence our behavior in unpremeditated ways. Elementary education, most of secondary education, and a large part of college education is systematic processes of social suggestion by means of which the fundamentals of the social inheritance are imparted to passive minds. The curriculum problem becomes simply that of selecting subject matter relevant to modern life and grading it according to stages of mental development. It is artificial material, and on the elementary level a

³ Woelfel, Norman, Molders of the American Mind. p. 136-137.

skillful teacher will resort to devices which, at best, make it seem interesting to the children. When this humbug fails there is no other resort except to compel the child to learn his lessons, -- excellent training, incidentally, for law-abiding citizenship. Increasingly after childhood, reasons for education should appear obvious enough to render learning its own motivation.

The subject matter of education consists of the best existing factual knowledge relating to social, economic, political, and ethical problems. Method is instrumentality for imparting these facts to youth. Everything else in education is incidental to this subject matter and the processes through which it is imparted. The aim is to teach children how to act and what to believe in all the typical experiences of life. This aim implies a large amount of forced feeding of the results of expert thinking. The school must, therefore, frequently resort to memoriter methods and to systematic drill. The newer technique of education may be used efficaciously only with the brighter children, for it is only the superior who may hope really to understand the knowledge which all must accept.

The system of school discipline this philosophy favors is one as rigid and final as that employed in the army. Such a system is absolutely necessary if teachers are to habitualize institutional behavior of children before they begin to reason. It is necessary because the years of formal schooling prepare for homogeneity of thought on all socially important matters of adult life. It is necessary again because the vast masses of the population are biologically barred from contributory thinking and must, therefore, be rendered conservative and orderly. Individual differences of children are obstacles to be overcome in the attainment of like objectives for all.⁴

The laws of heredity and environment show clearly that no two persons are exactly alike either mentally or physically even though they are of the same parentage and reared under the same conditions. Educators realizing these facts set about to adjust the curriculum to meet the needs of all children attending school. A system of mental ability tests were developed which were for the purpose of fitting the individual into the proper level of his ability and to determine what and how much he should be given in formal schooling. This was to be the

⁴ Woelfel, op. cit. p. 79-80.

determinal factor of his degree of success in life. Realizing that all individuals have potentialities of greater and lesser degrees for acquiring knowledge and interpreting experiences of life, even on the same intelligence level, along with a wide range of likes and dislikes, the schools modified their programs in an attempt to render the greatest good to the greatest number. Placing the child where, according to the scientific analysis of our social structure and testing of the ability and aptitude of the individual, he could enjoy success according to test results, this was supposed to be the final chapter in educational programs and curriculum adjustment. No finality can be drawn in a dynamic society of such complexity as ours because new circumstances demand new approaches for solutions to our problems. So the school curriculum is subject always to change and alterations. Education must prepare the young for the responsibilities of society. The interests and activities of the adults may be used as aids to direction.

Schools, through scientific research, adds refinements of psychological analysis to matters of administration and teaching methods and also add refinements of sociological analysis to the determination of curriculum content. The triumph of educational science is in a combination of these two techniques, which will yield to the growing generation the optimism development of lasting interests and of right attitudes towards learning and toward life.

On the one hand, there is the curriculum, consisting of scientifically determined values which it is the school's function to teach, and on the other, a body of facts and principles regarding childhood development. Between the two there is working the cohesive principle of natural interaction of interests and functions. The curricular content by itself is no guide to method and if depended upon, yields only barren formalism. Nor

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are childrens' interests by themselves safe guides to permanent racial values, for they can yield only an anarchy of ends. Building upon the assumption that there is no conflict between these two aspects of the educational problem, we may conceive a school which realizes all the constructive possibilities of freedom and at the same time is a model of scientific systematization.

Detailed analysis of child development indicates not only the constructive interests which appear at successive age levels, but also demonstrates the extreme variability of performance which is to be expected at different times in the same individual.⁵

In a democratic society, educational administrators, supervisors, and teachers should always be cognizant of the fact that it takes the intelligent cooperative action of all the people to maintain that society as a functional operative unit. The schools are one of the most effective tools employed for the assurance of cultural ideals, social progress and industrial and professional growth to any society. In fact, we may say that with the schools and our educational programs rest the destiny of civilization. Germany, in her curtailment of her educational program, or by allowing to be taught only that which she felt was best for Germany and throwing away all else, changed her national attitude and social structure. True, her new way of life does not coincide with our ideal, but she has conclusively proven the value of education for all.

Shall we support an all-inclusive educational program or shall we support a program which provides only for those people of superior intellectual and financial ability? The question can be answered, in our representative form of government, by the type of educational administrators the people put into responsible educational positions. Remember

⁵ Woelfel, op. cit. p. 105.

the school administrators are the statesmen of educational policies and practice, on their shoulders rests the responsibility of putting into effect the educational program or programs society desires.

Education is on solid ground when that which is taught controls those who learn. . . .and is not on such solid ground when those who learn control that which is taught.⁶

In a democracy, ideals create the purposes and objectives to which education must bring harmony. Any program of education in a democracy must, then, consider an abundant life for all the children of all the people in local, state and national unity as the ultimate goal of education.

Schools of a democracy are duty bound to do the following things:

1. They should acquaint their pupils with what is significant in man's progress from savagery to and including his present stage of civilization.
2. They should teach their pupils to think as clearly as they are able to do. Implied in this is training against the influence of prejudice and propaganda, fears, and selfishness. It involves the study and free discussion of most questions, and the forming of opinions, though often only tentative ones.
3. They should make clear the difference between the ideals of democracy and the fundamentals of other ideologies.
4. They should give their pupils experience in carrying on group affairs, and shall give them such contacts with the community affairs and participation in them as proves possible and valuable.
5. They should avoid teaching the pupils what to think, even about a democratic form of government.⁷

Any program of education which does not take into consideration the needs of our American youth, which are vast in our complex society, fails our youth. Our youth need consideration of individual differences in physical, mental, social and economic status. Ambitious interests must

⁶ Woodbridge, Fredrick J. E. "A Wholesome Counsel," Readings in Foundations of Education. p. 973.

⁷ Newlon, op. cit. p. 212.

be aided to make a systematic harmonious adjustment to our present society, with an outlook toward future changes and developments. If these facts and conditions are neglected, then our education fails to fulfill its purpose.

Let it be resolved by all who are interested in a democratic way of life to cooperatively support education and educators in their efforts to educate all the children of all the people to a satisfying way of life in responsibility and service to a progressive advancement of civilization.

VIEWPOINTS CONCERNING RELIGION

Man's belief and interpretation of the existence of a superior control of material life has led to the development of what today is called religion. Religion has been one of the basic factors in the control of social activities and relationships of the individuals. Religion has been subject to many changes and alterations throughout the age of man, according to individual and group interpretation of life's patterns. It has continued or disappeared as a sectarianism, insofar as it has made allowances for the changing advancements of man's social activities. The emotional inheritance plus the intellectual attainment of the child of man develops an individual religious creed quite different from any sectarianism. This individualistic religion formulates the bases for personal social activities and human relationship.

The trend toward religious individualism in the adolescent and post adolescent represents one of the most difficult problems of education. This means that in each matured child we face a matured individual religious pattern which is congenital, or at least, profoundly connected with the child's natural disposition. The task is to help the child find that individual religion. The way religious life of this country is constituted, 80 per cent of the population does not choose its own religion but receives it by family or community, tradition, or is converted by the propaganda of various denominations. If we are to win religious freedom for our youth - - - - the right and chance to choose for themselves - - - we must help them to perceive the voice of their innate religion.¹

Our early public schools were established by the church for the purpose of teaching children to read the Bible, in order that they would be better able to understand and accept the word of God as imparted to them by their particular sectarian ministers. People of our colonial period established schools according to, and regulated by, their sectarian beliefs; thus regulating the education of the immediate community by church standards and ideals. Religious control of the American schools began to wane during the latter part of the eighteenth century and by the middle of the nineteenth century was almost at an end, but the influence of religion in our schools is still with us. Religion has been one of the outstanding factors of man's social stability, an institution as old as man himself. Differences in religious patterns of man has caused the rise and fall of people, cities, and nations, influenced the political, social, and economic patterns of man's relationship to man. In fact, we may say that practically all of man's activities of life have been influenced by a religious pattern of, either self or group.

If, as many say, man is imbued with an innate religion, schools

¹ Harms, Ernest, "Development of Religious Experience in Children."

should teach religion or at least the theory that every one is imbued with an innate religion and its development is a right of the individual, and that he might identify himself with that form of religious expression which he finds most satisfying.

True, the teaching of religion in our public schools has been eliminated; yet we see that the great desire for moral and religious education, the controversy over the reading of the Bible in the schools, the problem of whether sectarian or non-sectarian religion should be taught, were in part a protest against competing secular tendencies in American life; and that the vigor of the secular protest is to be understood in relation to the renewed vitality which religion itself enjoyed.²

We find it was not the teaching of religion in public school that the people of the United States objected to, but the teaching of sectarianism. The framers of the constitution realized the value of religion to the ethical life of the individual and guaranteed to him the right of religious worship, regardless of creed affiliation. Some find satisfaction in teaching in one or another of the institutionalized religions, others express their religious quest in charity work and group affiliations outside of organized creeds. Education permits perplexities of life to be faced squarely and confers upon each the privilege to formulate his own religious philosophy in his own way. Yet we find many problems which perplex, inspire, and ennoble the human spirit; problems of the relation of man to that which is beyond man, the plan which controls man in this universe, the meaning of birth, life, aspirations, and death. Anyone who ignores these problems and is cynical toward others who are attempting to satisfy their spiritual needs is not

² Curti, Merle. The Social Ideas of American Educators. p. 20.

educated. He is educated when he understands and appreciates the spiritual and ethical values which have played such an important part in the destiny of man. Schools, by their interpretations of social structure, are teaching religion, a religion of cooperative human relationship for the welfare of society in general and individual ethical growth.

Out of the sheer necessity for some interpretation of himself and his world, each person develops his own philosophy of life. This functioning philosophy may be regarded as a framework through which one views the circumstances of every day life, an organizing accumulation of ideas, feelings, and attitudes which comprise a basis for the individual's criticism and evaluation of what comes within his experiences. A philosophy of life is not the exclusive possession of scholars and priests. It is an everyday necessity. Although he may be unaware of its existence, or if aware may see no semblance of its design, each man, nevertheless, is finding always a certain pattern by which he interprets and conducts his life. . . . The result of this philosophy in his everyday life reveals his true religion no matter to what formal creed, if to any, he may subscribe. . . . It is of especial concern in an evolving democracy that educational experience shall develop a strong sense of responsibility for the direction of one's own affairs. . . . Lack of self-responsibility is a serious threat to democratic ways of living.³

"There are no atheists in fox holes," is a common term which has been heard by everyone since reports have come back from the battle fronts. It is true. The boys who are fighting for the right of a democratic way of life for you and your ideals, for all of us, are praying individuals. These men recognize the power of God in the guidance and protection of the affairs of man in mortal life. It is a religion, not of sectarianism, but of religious unity, a religion of faith, a religion of hope, divinity and charity. These men, whether Protestants, Catholics, Jews or Gentiles, have in their hearts a true religion of

³ Educational Policies Commission, The Purpose of Education in American Democracy. p. 70-71.

fellowship, a brotherhood of man and a fatherhood of God. They have fought and died and will continue to fight and die for that privilege of living and continuing to develop the way of life which insures to them the richness and fullness of opportunity for individuality in the social structure of civilization — democracy. Can our schools afford to refuse religion as an institution, as an intricate part of man's social philosophy of life? Yet, many do refuse because of doctrinal conflicts of different creeds and fear of sectarian control, which is not the democratic way.

Educational policy is a matter for the people as a whole to determine. In a religiously heterogenous community, citizens of different faiths must agree on the objectives of education, and the religious leaders have the right and a duty to appraise the consequences of present educational policies in religious terms. It is not their sole responsibility, but the initiative is theirs.

Furthermore, since the secularization of education has come about because of the existence of religious groups that are often antagonistic to each other, there must be a sort of inter-faith front — not to "gang up" on the schools, but to take responsibility for removing the chief obstacle to a frank acceptance by the schools of their responsibility for making the educational program consistent with the place of religion in the culture. When the various faiths can say to educators, "There is no longer any obstacle to your giving religion the same recognition that other phases of our common culture receive," they will have put the responsibility of devising educational procedures on the school where it belongs.⁴

It is said that religious tradition has lost, or is losing, its value and influence with modern society. Intellectualized reasons and science have replaced what is termed the mystics of religion and man

⁴ Johnson, Ernest F. "Schools Must Separate Religion from Sectarianism," Readings in the Foundations of Education. p. 943.

has developed new institutions and organizations to assume the social obligations once held by the church. Moral sanctions in contemporary society no longer emanate from the traditions of the past culture. The sacred Sabbath has become a day of recreation, sports, games, entertainment, speeding automobile trips have replaced the church going of yesterday's populace; man has drifted away from his spiritual needs. Some have become openly anti-religious. Personal readjustments are being made, by the assistance of social welfare groups, domestic relations courts, public clinics, teachers, practicing physicians, psychiatrists, personal advisors, and intellectual resources of the individual, without the beneficial aid of the clergy, thus supplementing or replacing the work of traditionally organized religion. The sophisticated achievements of man has brought him to rely upon his own analysis and interpretation of life rather than accept the philosophy of christianity set forth by organized religion.

It is not assumed that the tradition is anywhere near complete collapse. Christian preconceptions, though not operative in life today, to the degree that they have been in the past, are still essentially unquestioned in the minds of the great majority of the people. Critical attacks on fundamental preconceptions like God, Jesus, and immortality still bring powerfully emotionalized rejoinders in factory, market-places, and offices. The atheist is still looked upon as a kind of sinister influence; his associations have not received the people who have drifted away from the church. What has been happening is not of the nature of a war upon the christian tradition. Had that been the case, the church might have been gloriously vindicated and brought into closer relationship with modern life. No, the Christian tradition as it has been known, seems at present to be moving rather slowly but inevitably off the stage of modern America.⁵

Religious and non-religious patterns of living have made their impression upon our social structure; consolidating people into nations, dissipating

⁵ Woelfel, op. cit. p. 14.

established social cultures, physically and intellectually; then rebuilding them again, altering and changing individual philosophy both religiously and materially.

Inasmuch as religion is outside the scientific realm, realists have no definite position regarding it. Some schools of naturalism and materialism are definitely antagonistic to it. Naturalism is a system of thought which denies the existence of an order transcending nature and sense experience. Nature is presumed to contain the normal and the final answer to all philosophical problems, thus ruling out the supernatural from any hypothesis and denying the existence of spiritual entities beyond the natural world. Many scientists are naturalists, although some are dualists (believe in existence of spirit and matter). Materialism holds that everything and every event in the universe of time and space is matter in motion. Matter is regarded as the only reality, substance, and cause; nothing exists except matter. According to this view, there are no principles of finality or theology, they simply are as are. There is no freedom of will, no immortality and no God over and above nature itself. Not all scientists are materialists; in recent years this philosophy has been under attack from within the science folds itself. The new realism does not deny a place to religion in the world. "It is, however, a foe to superstition in every form, and of idealistic complacency. It is a philosophy of disillusioning. It offers no guarantee of salvation, but neither does it close the door to faith." There is for every individual a realm of experience which lies beyond the limits of ascertained facts (such as the problem of future existence). This extra-inspired world is the world of purely personal religion. It is usually true that the individual mind reaching beyond personally known facts is not willing to depend on its own judgment for solutions of such momentous problems. Men are so constituted as a result of ages of social interdependence that social opinion is welcome in the solution of even personal problems. Modern man, therefore, finds himself more or less controlled by social convictions in spheres of thought which lie outside of rationalized thinking.⁶

The development of a philosophy of life, or a religion, is based on the learning process. Like other learning, it is not fully consummated until it makes a difference in the practical conduct of ones life.

⁶ Wahlquist, op. cit. p. 67-68.

ATTITUDES TOWARD MARRIAGE

Marriage, a custom as old as man, has served traditionally throughout the age as the bond union of family life and perpetuation of the race, the foundation upon which our social ideas and ideals have been built, the groundwork upon which economic and industrial structures of nations have grown. In fact we may say that marriage is the nucleus of all human relationship and development. While the social attitudes and practices toward marriage have changed from monogamy to various forms of polygamy and back again many times throughout the world, the fundamental biological fact still remains. Economic and social changes are, as they always have been, influencing factors which revise, restore and destroy the attitudes of right and wrong in the material status and practices of man.

The defenders of tradition hold that monogamy is the basis of organized society and offers the only practicable method of providing for child nurture and responsible parenthood. On the other hand, the critics of the old order argue that monogamy is no longer possible; that the refusal to recognize this fact has led to evasion, hypocrisy, and injustice; and that the increasing individualism in personal life requires the social reorganization of various types of matrimonial union. They go further, moreover, and contend that divorce, if followed by re-marriage is not compatible with strict monogamy and is in fact a sort of a "serial polygamy." Even while the family hold together, the wife may practice polite adultery and the husband may visit a prostitute, maintain a mistress, or have a love affair with woman of independent means. The anonymity of the individual in the complex society of the present undoubtedly tends to foster such relationship.¹

Today we are facing an unreal or outbalanced problem of marriage.

Marriage varying from passing gratification of fancied affection and

¹ Counts, op. cit. p. 105.

emotion, wrought by the unsettled pattern of society and war hysteria, to the time-old desire for home and family. In all philosophies of living, we find an agreement as to the cultural and moral values of marriage. Educators and social workers herald marriage as the basis of social stability and progress. In 1918 when the seven cardinal principles for education were adopted, "Worthy Home membership" was included because educators realized the importance of the home in the pattern of man's activities and developments. The Educational Policies Commission in their publication, "The Purpose of Education in American Democracy" published in 1934, recommending a pattern for education in the United States, included the following as very important: (1) Appreciation of the Home; the educated person appreciated the family as a social unit; (2) Conservation of the Home; the educated person conserves family ideals; (3) Homemaking; the educated person is skilled in homemaking; (4) Democracy in the Home. The educated person maintains democratic family relationships.

These foregoing could not be executed without marriage. The type of marriage which will prevail will depend increasingly upon the type of attitudes and social thinking done by the adults and children of today.

ATTITUDES TOWARD RACIAL EDUCATION

In dealing with racial problems of education, there seems to be some questions as yet unanswered in the minds of many people. Three of these questions appear to be most prominent: (1) Is the white race the superior race? (2) Are whites entitled to dominate and control all

other races? (3) What can be done to eliminate the existing barrier of racial inequality? The constitution of the United States holds to the idea that all men are created equal and that rights and privileges shall not be abridged because of any race, color, or previous condition of servitude. Yet, we find inequality of opportunity for the colored races, even prejudice and injustice. Not only of the black man is this true, but of other races and nationalities as well. The long state of slavery of the negro undoubtedly is responsible for most of the white man's attitude of inequality and injustices toward the black man.

In general, racial and cultural minorities receive something less than fair treatment of the hands of the police and in the courts of the United States. Indians, though citizens by a special act of congress, are actually denied many rights guaranteed by the fundamental law of the land; Orientals, including Chinese, Japanese, Filipinos, and Hindus, feel the weight of racial prejudice; and immigrants, particularly those coming from the south and east parts of Europe, are subject to more or less unfavorable discriminations. When such origins are associated with poverty and cultural backwardness - a common condition -- representatives of minorities are especially likely to be victims of injustices.¹

There are many who sincerely believe that the white race has been designated to rule over all peoples. One basic source substantiating the fact of white race superiority is the Bible, which states that the black man shall be the servant of servants. This attitude seems to have spread to include all colored people. Wherever the white man has traveled and lived since early time, he has had slaves and servants from one or the other of the colored races. The colored races, it would seem, have submissively accepted their lot to be ruled by the white man,

¹ Counts, op. cit. p. 408.

for until recent times the white man has yielded the controlling power of the world in all phases of activity.

In the development of modern civilization, with some exceptions, the attempt has been made to equalize opportunity for all. Especially has it been a verbal criteria emanating from the democratic peoples and theoretically accepted by the world.

If equality between races is to exist, there must be an elimination of prejudice and jealousy, a condition which is very difficult to acquire due to the physiological differences which make race assimilation almost impossible. Especially is this true of the blackskinned people. Without racial assimilation, prejudices have a tendency to magnify themselves.

In most parts of the United States, the possession of a black skin or even of a trace of Negro blood, provided the fact is known, is the occasion of many and diverse social disturbances - - - As yet the democratic ideal has not been applied to the person of African descent. - - - More than any other race or group, the Negro is the victim of mob violence and extra legal action. In many parts of the South, up to the present, when a Negro has been accused of a major crime against a white person, or even has been a party to civil litigation, that Negro has had no rights, legal or otherwise, which the white community feel bound to respect. The Negro is more subject to arrest than his white brother. This is apparently due partly to the fact of racial prejudice; but may also be traced to his relatively defenseless position in the social order.²

Our social structure is of such a pattern that economic and educational attainment by the individual is very important if one is to enjoy social recognition to any noticeable degree. Yet we deny equality of opportunity of attainment of many of our citizens. Why? Because somewhere along our course of development someone advanced the idea that

² Counts, op. cit. p. 409.

these people were of inferior intelligence and therefore could not profit by the educational and economic opportunity afforded the white man. People in general accepted this hypothesis because it was an easy way to avoid handling a distasteful problem, and hold their superior position with a clear conscience.

To summarize the evidence on intelligent difference between Negroes and Whites, we may say that on our present forms of intelligent tests, Negroes make much lower scores than do Whites, but that schooling and length of residence in the city seems to affect the ratings of the Negroes to such a great extent that we cannot determine from present data what the actual difference would be if environmental differences were eliminated. Moreover, no complete picture of the differences or the resemblances between these races can be obtained until we can test a more comprehensive range of abilities than are represented by our present tests. - - - - We regard it as practically certain that there is no necessary biological relation between the criteria of race and the capacity for intellectual growth; when carefully tested, the racial differences alleged to exist are not found.³

This problem of racial differences, of inferiority and superiority of races, although being accepted as a truism, has not been scientifically proven. In fact, the experiments which have been completed indicate that the intellectual potentialities are of equal proportions in all races, that is, there exists good, bad, and mediocre intelligences among all races. However, the White race has been reluctant to accept or recognize the potentialities of the other races. If we are to fully live and develop democratic ideals in our social living, we must recognize fact as it is presented to us and make the best possible adjustment for the progressive growth of society. This cannot be accomplished as

³ Murphy, Murphy and Newcomb. "The Evidence on Certain Group Differences", Readings in the Foundations of Education. p. 362-363.

long as inequality of opportunity exists.

Not only is there no scientific foundation for the dogma of race superiority, the popular notions of the harmful results of race mixture are equally without scientific support. Studies which have been made of most extreme forms of race mixture have failed to reveal any physical or mental results therefrom. The problems of race today are chiefly social and psychological. They are a matter of dogma, bias, and prejudice. But this does not make them any the less real or dangerous. They can be eradicated only through courageous and persistent inculcations of the facts. In other words, the solution of the racial problem today is primarily a problem of education. . . . The Negro problem is no nearer solution than it was in the days of the Emancipation Proclamation. And it is not one which can escape through the physical process. There is not the slightest prospect that the Negro will be extinguished through being bred out of existence and swallowed up in the White race.⁴

True, much has been done to improve the educational opportunity of the Negro since the Civil War, but not early enough to equalize his opportunity with the White child. According to the National Educational Policies Commission, White children receive an average of 10.6 grades of schooling while the Negro child receives only an average of 7.1 grades. This tells only the length of school time; general school facilities and personnel are much less adequate where the Negro child is concerned. If the Negro child is continuously refused equality of educational opportunity and social betterment, how are we to solve this racial problem? While the Negro bears the blunt of racial prejudices, bias, and dogma in the United States, we must remember that we have other races; they too present problems which must be solved. To what extent will assimilation solve these problems?

⁴ Barnes, Harry Elmer. "Our Times in Cross Section," Readings in the Foundations of Education. p. 47-48.

If American Democracy is to succeed, it must be on the basis of sympathy and understanding existing among all groups, whatever their racial extraction or religious affiliation. The public school is the place in which all the children of all the people, without regard to religious affiliation of their parents, may work together. . . . In the publicly controlled and publicly supported institutions, there can be developed good will, tolerance, and the practice of cooperation among all the people. The public schools are the foundation upon which democracy is built.⁵

VIEWPOINTS ON HOW EDUCATION SHOULD BE CONTROLLED

From the earliest beginning of American schools until the post-Revolutionary war period, the churches played a most important role in control and supervision of education. Our first schools were under complete financial and administrative control of the church. The different sectarian denominations established schools to train pastors and ministers, also to control their members by keeping them instructed and indoctrinated in the ways of Godly living, according to the standards of the church.

With the changes in our social viewpoints following the Revolutionary War, other social and economic units saw in the schools a new means of promoting national welfare by the extension of education. Churches no longer financially able to meet the new demands, made way for the local units of government, and education found a new place in our national development as self improvement for the assurance of a lasting democracy became the issue of the day. The churches by no means relinquished their voices in education; they established institutions of higher learning and maintained their influence upon ideals of public education. Educational

⁵ Educational Policies Commission, The Structure and Administration of Education in American Democracy. p. 128.

leaders of the times, still heavily imbued with home and church ideals and doctrines of living, still held to these traditional ideologies, but shifted much of the responsibility of social and economic growth of the individual to the school.

With the increased responsibility of the schools came the need for increased financial support, which many local units of government were unable to give. This required a shift from the local governments to a larger central unit, the state. The state could collect and distribute taxes according to the needs of the obligation. Generally the people were reluctant to concede power of this nature to the state, feeling that centralization would destroy local powers and democracy would suffer.

Educators in fighting for recognition of responsibility for public education also had to face the stubborn opposition of taxation of property for its support. In some cases, property interests were forced by popular concession, especially when they were persuaded that public education would rebound to their own advantage.

Another force equally strong in its opposition to the state control of public schools was the localism which looked suspiciously on anything that threatened to impose limitations on neighborhood control. Wealthier local units did not want to be taxed for the support of schools in the less fortunate districts and only slight progress was made in state taxation. Local opposition did in part give way to the demand for state supervision of text books, qualifications of teachers, length of the school term, and other educational standards. But in spite of the developments of transportation and communication, which was undermining localism in so many respects, opposition to state authority over neighborhood control of schools had by no means disappeared in 1860. In fact, even as late as the opening of the twentieth century the fight had not been completely won.¹

The day of individualism has gone. It vanished with the industrialization of our expanded frontier and growth of economic dependency. Today we are all dependent upon others for full social, educational, political

¹ Curti, op. cit. p. 195.

and economic realizations of life and growth. No longer can the little red schoolhouse with its independent district supply the demands of society and the desires of the individual. Because of the ever-increasing demands, the independent school districts must call upon larger units for financial help, a cooperative plan of consolidation is working to supply the demands and is supported by both local and state units.

No unit can supply the needs of its people beyond its capacity to pay. As we have seen, the neighborhood unit vanished, giving way to the larger local units, and the local unit gradually became more and more dependent upon the state for its financial support. Today the state is reaching out for increased support from the federal government. The trend toward centralization for financial support of education becomes more and more apparent as our industrial and economic life expands, causing an increased demand upon the school to supply an intellectualized personnel to carry on in specialized fields. Evidence shows the home and church, too, are shifting responsibility upon the schools for the development of a progressive social structure in which the general and specific welfare of the individual is developed. The responsibility is of such magnitude, financially, that the state generally is becoming overburdened and need for aid from the federal government becomes more apparent each day. Because of her relative position to all states, the federal government of today is in the position to collect taxes from all parts of the country in accordance to the area's ability to pay and to distribute these funds proportionately to the areas of less fortunate

resources. By this means, the cry for equalization of opportunity, at least from an educational standpoint, may be realized.

No centralized power can fully understand the needs of the local areas; it can, however, set up minimum standards and leave the details of operation in the hands of the local units. They understand the local conditions.

It is sound policy which designates education as a function of the state. Since education is a matter of general concern and not one which may be left safely to the complete control of the local communities, the state has the right and obligation to mandate a general program of education. . . . And may never safely overlook the failure to provide adequate education for all of its children.²

From the early history of our education, the federal government has given support to the state for the advancement of education, in forms of land grants and money without any attempt of control. Starting with the Morrill Act of 1862 and continuing with subsequent legislation, the federal government has exercised some control by earmarking funds to specific terms of expenditure. Any control which dictates how educational imbursements shall be expended takes from the state some of its rights and obligations of education. With increased imbursements to the states from the federal government for the support of education, which is today much sought after, comes dangers of federal control. This control may mean defeat of democratic ideals; political groups dominated by power-thirsty individuals could gain control and dictate to the nation what to think instead of how to think. In the cases of the totalitarian

² Educational Policies Commission, The Structure and Administration of Education in American Democracy. p. 44.

government, such as Germany, this has been done with disastrous results not only to herself but to all civilization.

Of all the agencies of culture and communication that the modern world has brought into existence, the public school is the most potent for molding the minds of the people. The administration of popular education is, therefore, a complex problem involving every critical social, moral and political issue of the times. It is not too much to say that the fate of our free institutions hangs on the answer to the question of who shall control the schools and how are they to be administered.

If education is to serve its rightful purpose, control must be vested in the entire people. Schools that are controlled by a particular group in society, whether political or religious or by a social class, will be bent to the purpose of that group or class. . . . And will be employed against real public interest.³

IDEAS AND ATTITUDES TOWARD THE VALUE OF HOME

Home, the sanctuary of man's retreat, endowed to him by nature, his own domain, the protection and improvement of which, for himself and family, he has fought and struggled down through the ages. Whether cave or castle, hovel or palace, wickiup, cabin or shack, here in this home man has, in varying degrees, been free to assist himself, assume responsibilities of family, protect and guide his offsprings, worship his God. In short, it is here where the individuality of self has had its most open expression. Here is where the customs and culture of the races and nations have been carefully guarded, influencing greatly, if not determining, the social activities of man throughout time.

As man's economic status has become more dependent upon activities outside of the home, we find the attitude toward and the social significance of the home slowly changing to keep pace with our changing society.

³ Newlon, op. cit. p. 126.

Attempts to replace the home wholly or in part have succeeded and failed, insofar as the living philosophy of the people has held to or abandoned traditional customs and cultural heritage, or we may say insofar as the home has been tempered by economic demands which are an outgrowth of our industrial system of expansion.

People in all walks of life, in all stages of man's progress have been heard to remark, "My children are not content at home, I don't know what is wrong. When I was young --- etc." This statement need not be finished. Why? Because it is quite evident these people have seen the changing of our social structure but have failed to thoughtfully analyze why. Social changes come about normally, so gradual that we accept them with little or no thought as to direction or consequence until traditional mannerisms are upset and replaced by new social relationships. Sometimes the changes come so rapidly we are left in a state of flux attempting to hold to the traditionalisms of the past.

Home, once the determining factor of social standards, economic sufficiency, educational growth and individuality, has given way to social institutions, most of the responsibilities it once so proudly accepted and dispensed.

Drastic changes are affecting family habits in many respects; the lawn and garden have disappeared, heating and lighting are handled by specialists, odd jobs around the home are hard to find, and cultural resources of the family lie increasingly beyond the apartment walls. The personal home is passing. With it is also passing the pride in appearance and ownership which in former times was of great importance in giving status to the family. True, houses are being replaced by standardized dwellings, and with increasing mobility of

population the family refuses to form enduring attachments anywhere. - - - With the shifting of residence from one place to another, either through nomadic movements, from apartment to apartment, from neighborhood to neighborhood, or from community to community, local patriotism fades away and attachment to native soil and health loses its strength. Such mobility, moreover, means contact with conflicting mores, the loosening of the controls exercised by the neighborhood group, and the weakening of the influence of the home on the children.¹

Often the "fluidity of labor" enabled its members to escape entirely from home and from responsibilities. In millions of cases, even the mothers, from primitive times guardians of the household arts and sacrificial conservators of family goods became wage-earners in shops, factories, and offices. Hence, old reliance upon the family as a guarantee of security and as a generator of moral force steadily weakened. Long ago educational administrators felt the shock of this transformation. A restatement of educational obligations must reckon with its relevant fact.²

Originally the home cared for every need of its members. It was the social, economic, political and biological units tied into one unit, where the authority rested with the head of the family. Everywhere these small units could close their front door to the outside and enjoy individual security with little or no thought of disintegration. The industrialism has created a new economy for society and the home has gradually become less important as an economic factor of production until today it is almost entirely a consumption unit, where family members are no longer dependent upon the home for material needs. Parents have, in numerous cases, shifted the responsibility of caring for children after infancy to schools, clinics, church organizations, courts and different societies who feel an interest in the future of people and of society.

¹ Counts, op. cit. p. 100-101.

² Educational Policies Commission, Unique Functions of Education in American Democracy, p. 58.

Nurseries have been established to care for infants and young children in order to free mothers during working hours in industry. Not only under war time emergencies where production is so necessary for success, but during so-called normal times, so that women can contribute to the family economic needs in maintaining social standards. The home has become, in our highly industrialized areas, a convenient meeting place for members of the family, where personal independence supersedes the old spirit of cooperative unity.

The home, under the Russian plan of a few years back, passed out of the picture; the children became wards of the state and marriage was only a convenience for biological reproduction and sex gratification, which could be dissolved at any time by the mere signing of the state books by both parties, stating that the union was discontinued. Russia awakened to her error in time to save her national unity by re-establishing the home, realizing that it takes more than just people to have a national social structure, that human emotions include more than physical gratification of the flesh; that economic growth and security must reckon with the individual production and personal accumulation of social mores of culture and customs as well as material goods.

The bases for the home are sex gratification, biological reproduction, and care of children. These phases of social structure have endured through all time in spite of the fact that they are taken too much for granted, hushed up by traditional taboo, or left to the supposedly natural parental instincts.

As we help to strengthen family life, we help to build national unity and morale. A nation of wholesome homes will solve its own internal economic and social problems. This is the basis of national defense against disintegrating forces from within and untrustworthy ideologies from the outside. . . Educators should seek to give impetus to a movement already begun, to develop a more general consciousness of the importance of training for family life as a responsibility of public education, and to provide a broad understanding of the problems involved which will serve as a basis for developing a comprehensive and sound program in public schools.³

Whatever adjustment may be made between the school and the other social agencies which serve children, none of them can take the place of the home. In the early years of childhood, education is carried on primarily by the family. Children come to school at four, five or six years of age with the most important part of their education well under way. Their health, their social understanding and habits, the richness of their experience, and their emotional stability, or lack of it - all are products of the home. Nowhere is there greater need for education than in the instruction of parents concerning their responsibilities in the education of their children. No program can be successfully carried on by schools or by the other social agencies except as the intelligent cooperation of parents is secured.⁴

The individual family home unit has changed, identifying its fortune with millions of others in our industrial society. A new pattern of home and family life is already forming in which the home will play a much weaker part than in the past. If all the values of an enriched life are to be enjoyed, larger social units must accept responsibilities once delegated to the home. We must face these changing conditions with open understanding and vision of perfecting a harmonious society.

³ American Association of School Administrators. "A Call to Education for Family Life," Readings in Foundations of Education. p. 12-13.

⁴ Educational Policies Commission, The Structure and Administration of Education in American Democracy. p. 25-26.

INVENTORY OF OPINIONS AND ATTITUDES

PERSONAL DATA

Date _____ 194 _____ Address, City _____

School District _____

Age _____ Sex _____

Number of years as teacher or supervisor in educational fields:

Elementary school _____ years; Secondary school _____ years;

Supervisor _____ years; Principal _____ years; Superintendent
_____ years.

Check One:

I am teaching in elementary school (), secondary school (),
college or university (). I am a principal (), superintendent (),
supervisor().

A MEASURE OF ATTITUDE ON CERTAIN SOCIAL AND EDUCATIONAL ISSUES

Instructions:

It is desired in the following questionnaire to find out, as the topics for your consideration will indicate, your viewpoint and attitude on these sample issues, which are deemed vital issues of our modern social and educational structure.

In the following issues please mark in the parenthesis with a plus (+) the one statement which most nearly agrees with your viewpoint. Mark in the parenthesis with a zero (0) the one statement with which you are least in agreement.

There are no scores nor right or wrong answers.

I A WAR IS:

- () 1. A needless preventable occurrence.
- () 2. A necessary evil -- commercial reasons.
- () 3. A necessary evil -- human nature.
- () 4. A justifiable means of expansion.
- () 5. A justifiable means of retaliation.
- () 6. An uplifting personal venture.
- () 7. A satisfaction of legitimate national ambitions.
- () 8. A result of military group action to gain power both political and economic.

II LABOR UNIONS AS THEY FUNCTION AT PRESENT:

- () 1. Improve the working conditions and protect the laborer.
- () 2. Are a money-making scheme for labor leaders.
- () 3. Show selfish disregard for economic and industrial growth.
- () 4. Should, for the progressive welfare of all, control industry.

- () 5. Discourage and retard industrial growth and expansion.
- () 6. Are unnecessary obstacles to labor's best interest.
- () 7. Are undemocratic in their methods of settling labor difficulties.

III PERSONS ELECTED TO PUBLIC OFFICES ARE USUALLY:

- () 1. Capable persons interested in selfish ends.
- () 2. Capable persons interested in public welfare.
- () 3. Mediocre people untrained.
- () 4. Incapable people.
- () 5. Crafty dishonest people.
- () 6. Controlled by political machines.

IV PUBLIC EDUCATION SHOULD BE REQUIRED UNTIL:

- () 1. Pupils complete Elementary School Education.
- () 2. Pupils complete Junior High School Education.
- () 3. Pupils complete Senior High School Education.
- () 4. Pupils complete four years College Education.
- () 5. Pupils complete Junior College Education.
- () 6. Pupils complete Vocational or Trade Training.
- () 7. Pupils have reached sixteen years of age or have secured employment.
- () 8. Pupils have reached eighteen years of age or have secured employment.

V THE PRINCIPAL FACTOR IN THE SELECTION OF TEACHERS SHOULD BE:

- () 1. Amount of diversified educational training.
- () 2. Scholarship in specific subject matter.
- () 3. Ability to cooperate functionally.

- () 4. Interest in student activities other than subject matter.
- () 5. Personality plus scholastic attainment.
- () 6. Interest in the greatest good to the greatest number of students.
- () 7. The teacher's interpretation of a way of life or code of living.

VI THE PRINCIPAL FACTOR IN THE PEACE SETTLEMENT SHOULD BE:

- () 1. To establish a progressive economic system for all nations.
- () 2. To assure the world against future aggressions of war.
- () 3. To eliminate the Axis nations as governmental units.
- () 4. To consolidate the world into a single operative unit.
- () 5. To leave the United States as the dominant world power.
- () 6. To delegate control of all international relationships of the world to the United States, England and Russia.
- () 7. To establish a single monetary system for the world.
- () 8. Educational rehabilitation of Axis people to a democratic way of life.

VII AN EDUCATIONAL PROGRAM SHOULD BE PRIMARILY CONCERNED WITH:

- () 1. Master of subject matter.
- () 2. Assurance to the individual of vocational success.
- () 3. Inculcation of cultural and social heritage.
- () 4. The development of a system of, in and out of school values.
- () 5. The development of a new social order.
- () 6. Fitting the individual into our present social order.
- () 7. The scientific adjustment of the child into school and life.
- () 8. The development of each child in social homogeneity.

VIII INSTITUTIONALIZED RELIGION IS:

- () 1. The stabilizing factor of American social life.
- () 2. A draw-back to the progressive social life of the individual.
- () 3. A mystic satisfaction of life to the uneducated.
- () 4. The basic factor of social structure.
- () 5. A means of satisfying man's belief in supernatural power and control.
- () 6. An ancient custom of man which has outlived its usefulness.
- () 7. A force of fear to social activities of its members.
- () 8. Individual convictions in spheres of thought outside of rational thinking.

IX MARRIAGE IS:

- () 1. Covenant of sacred responsibility founded on love.
- () 2. A convenience for physical gratification.
- () 3. A means of satisfying the natural desires for home and family.
- () 4. The assurance of present and future social structure.
- () 5. A draw-back to physical and mental improvement of the race.
- () 6. A contract of partnership for social stabilization.
- () 7. Rapidly proving itself unessential to modern well-being.

X AMERICAN PUBLIC SCHOOL SYSTEM SHOULD:

- () 1. Allow all races equal educational opportunity.
- () 2. Establish separate school for the different races.
- () 3. Teach all races together in the same school.
- () 4. Allow only limited public education to Negroes, Orientals and Indians.
- () 5. Spend as much per capita for educating colored races as for white children.

- () 6. Provide special educational privileges for the white race.
- () 7. Not allow ideas of superiority or inferiority of any race to enter into school policy.

XI THE FORM OF EDUCATIONAL CONTROL SHOULD BE:

- () 1. State governments; they have the best means of financial and administration equality.
- () 2. Federal government, to assure equality of educational opportunity for all the people.
- () 3. Local units, to assure complete understanding and full financial support.
- () 4. Federal government as financial unit delegating administration to state and local units.
- () 5. State as financial unit delegating administration to local units.
- () 6. Local units with financial subsidization from State and Federal governments.

XII TO INSURE MAXIMUM VALUE OF EDUCATION SCHOOLS SHOULD:

- () 1. Create subjects more pleasantly suited to students desire and leisure.
- () 2. Be a work shop not a play house.
- () 3. Increase creative activities for use of leisure time.
- () 4. Eliminate creative activities and settle down to solid study.
- () 5. Train students in the arts of creativeness and play as well as economic necessities.
- () 6. Increase and intensify mental development in subject matter.

XIII THE GUIDING PRINCIPLE IN VOCATIONAL AND LIBERAL EDUCATION SHOULD BE:

- () 1. Industries teach employees all that is necessary on the job.
- () 2. Vocational training in schools is impractical.
- () 3. Cultural inheritance needs more consideration in our school system.

- () 4. Education for knowledge sake should be the educational aim.
- () 5. Vocational training is necessary in school, to fit the individual into our industrial world.
- () 6. Vocational training is necessary for economic security.
- () 7. Schools should provide both vocational and liberal education for all students.

XIV LEARNING IS PRINCIPALLY A MATTER OF:

- () 1. External discipline to the accomplishment of preconceived ends.
- () 2. Teach, test, teach to mastery because the learning capacity, increasingly depends upon what has been previously learned.
- () 3. Internal response to external stimuli which expands comprehension.
- () 4. Emotionalization of correct response, by habit, to social ideals subject to continuous adjustment and adaptation.
- () 5. Reaction to connections between situations and response of varying degrees of complexity.
- () 6. Personal acquisition of changed configuration and concomitance that function effectively.
- () 7. Past experience, mental and physical, determining the possibilities of the present, representing the structure of memory and foresight as well as affection, purpose and meaning.

XV IN THEIR RESPONSIBILITY FOR STUDENT ACCOMPLISHMENT SCHOOLS SHOULD PROVIDE FOR:

- () 1. All students to attain an approved standard of accomplishment.
- () 2. Superior students to extend their ability beyond the required curriculum and standards.
- () 3. A minimum standard below which the student should not be considered as having succeeded.
- () 4. Different standard of attainment proportionately to abilities of students.
- () 5. All students to pursue a course of study through secondary school, the major portion of which is required for further education.

() 6. All students to accomplish to the practical limits of their ability.

() 7. Courses of study adapted to student ability and interest.

XVI THE MOST SATISFACTORY MEANS OF MOTIVATION OF LEARNING:

() 1. Stimulate concern of retention and promotion.

() 2. Express confidence instead of suspicion and lack of faith.

() 3. Give students work in which he can succeed, gradually increase difficulty, encouraging student choice.

() 4. Require all work to be completed by all students.

() 5. Allow slow students extra time and help for accomplishment.

() 6. Refuse student participation in school activities until set standards are complied with.

() 7. Recognition of the individual for progressive accomplishment in all effort.

() 8. Teachers personal interest in the students success both in and out of school.

XVII THE HOME IS:

() 1. The basic factor to national strength and well-being.

() 2. The place of occasional meeting of family members.

() 3. The source of our basic personality and habit patterns.

() 4. The social unit which should be replaced by the state.

() 5. The haven of retreat from worldly care.

() 6. The principal cause of minor delinquency today.

() 7. Responsible or should be held responsible for the conduct of its members in all walks of life.

() 8. Not responsible for actions of its members outside of the home.

XVIII THE MOST SATISFACTORY CONCEPT OF ULTIMATE VALUES IS THAT:

- () 1. The true world is the changeless realm of concepts, essences, universals, and truths.
- () 2. The world of physical reality is the truly fundamental thing in experience.
- () 3. Truth is only relative; standards are derived from practical results of personal experiences.
- () 4. Reason, intelligence, personality and values have cosmical significance; they are the essences that bring order and unity to the universe.
- () 5. All ideas, beliefs and ideals grow out of and relate to concrete experiences.
- () 6. The universe is composed of "reals" that exist in and of themselves independent of any relation to the mind of men.

XIX THE EDUCATIONAL METHODS THAT BEST SERVE EDUCATIONAL OBJECTIVES ARE:

- () 1. Current interests and needs of the learner at his level of development constitute the essence of education.
- () 2. There are certain relatively fixed disciplines and content which education must continue to develop and transmit.
- () 3. Education must capitalize upon current needs and interests to develop traditional subject matter.
- () 4. Imposition of factual data toward preconceived ends through definite channels.
- () 5. The guide to education is the immediate need of the learner in terms of his social and economic development.
- () 6. Traditional curriculum to be interpreted in terms of current needs and interest of the learner.

XX THE FUNDAMENTAL CONCEPT OF A SOCIAL PHILOSOPHY OF EDUCATION IS:

- () 1. The schools are the reflectors rather than the builders of society.
- () 2. Education takes the lead in social progress and reform.

- () 3. There is a reciprocal relationship between education and society; each places obligation and responsibilities upon the other.
- () 4. The educational system should not attempt to control the policies of society.
- () 5. Education conserves and perpetuates the social heritage.
- () 6. Education has a responsibility to make us alike in acquired mental contents, no less to cater to our individual tastes and capacities.
- () 7. The destiny of civilization rests with educational forces.

XXI THE MOST EFFECTIVE PATTERN OF SOCIAL AIM IS:

- () 1. Society should seek to discover its divinely or supernaturally planned destiny and attempt to conform.
- () 2. Society must work out its own destiny on the basis of its past experiences.
- () 3. Society should seek to adjust to its lot as continued new experiences present themselves.
- () 4. Society seeks maintenance of her status quo by conformity to doctrines and institutions of the past.
- () 5. Society formulates its destiny by reactions to established institutions and patterns of living.
- () 6. Society to be continuously reconstructing traditions and institutions in order to serve humanity better.

XXII EDUCATION'S ATTITUDE TOWARD CULTURE SHOULD BE:

- () 1. The strictly American culture is superior and should be fostered.
- () 2. American culture might be improved by inclusion of the best from other cultures.
- () 3. Each group should be permitted to retain its own culture. America should harbor many separate cultures.
- () 4. Mixed cultures are incompatible. Foreign cultures should be eliminated by Americanization programs.

- () 5. All cultures need expression and will contribute to our American culture when properly intermingled with constructive ideals.
- () 6. Democratic culture to cherish individual variations, desires and aspirations instead of seeking to repress interest of some form of static social arrangement.

XXIII VIEWPOINT TOWARD SOCIETY AND THE INDIVIDUAL SHOULD BE THAT:

- () 1. Society exists for the advancement of the individual.
- () 2. The individual exists for welfare of society.
- () 3. The interests of society and the individual are mutual and reciprocal.
- () 4. A strong sense of individual worth militating against a strong social order.
- () 5. Of a strong social order submerging the worth and advancement of individuality.
- () 6. Neither the social order nor the individual shall become static; both shall be integratively progressive.

XXIV. THE RESPONSIBILITY OF EDUCATION FOR SOCIAL FORMS AND ORGANIZATIONS SHOULD BE:

- () 1. Education to select goals and inculcate them into the lives of individuals.
- () 2. To teach many points of view leaving the individual free to make his own choices.
- () 3. To avoid highly controversial issues.
- () 4. To show by contrasts the weakness of now favored forms.
- () 5. To openly and frankly deal intelligently with all issues of the day.

PART II

TABULATION TABLES AND ANALYSIS OF INVENTORY DATA

Five hundred seventy inventories were given out by the author to a representative sample of teachers, supervisors and administrators of the public schools of the state of Utah. Four hundred thirty of these inventories were returned which is seventy five and four tenths percent of the original. Twenty two or five and one tenths percent of the copies returned were ruled out because of failure of persons to comply with instructions for the answering the inventory, leaving four hundred eighteen as the working sample from which the results were taken.

In making deductions from the tables, only the outstanding features have been cited. There are many deductions which can be made, but general attitudes and viewpoints of the educators of the state of Utah is the goal set by this study. The statements of each issue are in the same order as they were given to the teachers for consideration. The number of the statement under each issue of the inventory is marked the same as in the tabulated results. This is done so that the reader may draw other deductions for himself and be able to follow the author's analysis of each issue.

In making interpretations from the tables it is well to keep in mind the fact that every person answering the inventory was supposed to have made two answers for each issue; one with which he is in agreement and one with which he disagrees. Not all teachers, supervisors, and

administrators indicated an opinion on every issue consequently the total number of responses will vary with each issue. The positive and negative totals will also be different because some indicated one viewpoint without indicating the opposite.

The responses to this inventory were made voluntarily from strictly an individualistic interpretation. The people who made these responses did so freely without any obligation or pressure. The author feels that because of the before mentioned facts, this work represents accurately the viewpoints and attitudes of the educators of the state. Teachers, supervisors and administrators were given the inventory, generally, in groups under personal supervision of the investigator and asked to give their responses without any communication with others. The survey was conducted in most cases under examination conditions. It was felt that this procedure would be best, because an individualistic viewpoint was wanted. Any other method may have given a result of group thinking instead of each individual's personal point of view.

So far as possible the options under each issue were selected to represent the viewpoints of three major philosophies; pragmatism, realism, and idealism. In the interpretation of responses no attempt is made to classify individuals as to their adherence to these schools of thought.

TABLE I. DISTRIBUTION OF OPTIONAL CHOICE OF EDUCATORS ACCORDING TO CLASSIFICATION, SHOWING ATTITUDES TOWARD WAR

| NO. I | ISSUE: WAR IS: | | | | | | | | | | | | | | | | | | | |
|-----------|----------------|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 5 | 0 | 42 | 3 | 28 | 2 | 22 | 1 | 3 | 0 | 39 | 2 | 16 | 1 | 15 | 1 | 21 | 0 | 191 | 10 |
| " 2. | 0 | 1 | 2 | 7 | 1 | 3 | 1 | 3 | 0 | 0 | 2 | 3 | 1 | 4 | 0 | 3 | 0 | 2 | 7 | 26 |
| " 3. | 1 | 2 | 2 | 9 | 3 | 3 | 2 | 5 | 0 | 1 | 1 | 11 | 0 | 3 | 3 | 4 | 1 | 5 | 13 | 43 |
| " 4. | 0 | 1 | 0 | 11 | 0 | 9 | 0 | 4 | 0 | 1 | 1 | 15 | 0 | 4 | 0 | 3 | 0 | 2 | 1 | 50 |
| " 5. | 0 | 2 | 1 | 6 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 5 | 1 | 1 | 1 | 4 | 0 | 5 | 4 | 26 |
| " 6. | 0 | 6 | 1 | 51 | 0 | 28 | 0 | 17 | 0 | 3 | 0 | 46 | 0 | 13 | 0 | 21 | 0 | 15 | 1 | 200 |
| " 7. | 1 | 0 | 1 | 3 | 0 | 6 | 0 | 4 | 0 | 0 | 1 | 4 | 0 | 1 | 0 | 2 | 0 | 2 | 3 | 22 |
| " 8. | 5 | 0 | 47 | 5 | 21 | 1 | 12 | 2 | 2 | 0 | 45 | 3 | 12 | 2 | 20 | 1 | 12 | 2 | 176 | 16 |
| Totals | 12 | 12 | 96 | 85 | 53 | 55 | 38 | 38 | 5 | 5 | 89 | 89 | 30 | 29 | 39 | 39 | 34 | 33 | 396 | 393 |
| " | 12 | | 96 | | 55 | | 38 | | 5 | | 89 | | 30 | | 39 | | 34 | | 396 | |
| " | 108 | | | | 93 | | | | 94 | | | | 69 | | | | | | | |
| " | 201 | | | | | | | | 163 | | | | | | | | | | | |

I. A WAR IS

- () 1. A needless preventable occurrence.
- () 2. A necessary evil -- commercial reasons.
- () 3. A necessary evil -- human nature.
- () 4. A justifiable means of expansion.
- () 5. A justifiable means of retaliation.
- () 6. An uplifting personal venture.
- () 7. A satisfaction of legitimate national ambitions.
- () 8. A result of military group action to gain power both political and economic.

From the tabulation results it is revealed that the teachers of Utah do not believe in war, especially of war being an uplifting personal venture; there were two hundred responses against such a viewpoint. It is interesting to note that the male teachers and supervisors voted more than fifty percent against war being an uplifting venture. The tabulation also shows two statements, which indicate what educators believe war to be. (1) War is a needless preventable occurrence. This statement drew one hundred ninety one positive responses. (2) War is a result of military group action to gain power both political and economic. This statement drew one hundred seventy six positive votes. By their responses to the above statements concerning war, the teachers of Utah clearly indicate their opposition to war. To the extent that this can be thought of as a reliable criterion, then, for the most part, we will find the students of Utah schools being taught the needlessness of war rather than its virtues.

TABLE II: DISTRIBUTION OF OPTIONAL CHOICE OF EDUCATORS ACCORDING TO CLASSIFICATION, SHOWING VIEWPOINTS TOWARD LABOR UNIONS AND THEIR MEANS OF OPERATING

| NO. | II | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-----------|-----|-------|--|
| | ISSUE: LABOR UNIONS AS THEY FUNCTION AT PRESENT | | | | | | | | | | | | | | | | | | | | | |
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | Pos. Neg. | | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | |
| Option 1. | 4 | 1 | 53 | 5 | 36 | 1 | 29 | 1 | 5 | 0 | 48 | 3 | 16 | 1 | 19 | 2 | 23 | 1 | 233 | 15 | | |
| " 2. | 3 | 3 | 21 | 11 | 3 | 5 | 1 | 8 | 0 | 1 | 7 | 11 | 5 | 1 | 6 | 5 | 4 | 2 | 50 | 47 | | |
| " 3. | 2 | 1 | 6 | 16 | 4 | 5 | 6 | 3 | 0 | 1 | 6 | 2 | 3 | 1 | 5 | 3 | 3 | 1 | 35 | 33 | | |
| " 4. | 1 | 5 | 0 | 25 | 0 | 23 | 1 | 14 | 0 | 1 | 0 | 45 | 1 | 17 | 1 | 21 | 1 | 16 | 5 | 167 | | |
| " 5. | 1 | 1 | 3 | 9 | 0 | 5 | 0 | 3 | 0 | 0 | 2 | 7 | 0 | 5 | 0 | 3 | 0 | 3 | 6 | 36 | | |
| " 6. | 0 | 1 | 1 | 22 | 1 | 14 | 0 | 7 | 0 | 2 | 0 | 12 | 0 | 4 | 0 | 7 | 0 | 9 | 2 | 78 | | |
| " 7. | 1 | 0 | 13 | 7 | 7 | 2 | 1 | 2 | 0 | 0 | 23 | 7 | 4 | 0 | 9 | 0 | 4 | 3 | 62 | 9 | | |
| " 8. | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | |
| Totals | 12 | 12 | 97 | 85 | 51 | 55 | 38 | 38 | 5 | 5 | 86 | 87 | 29 | 29 | 40 | 41 | 35 | 35 | 393 | 385 | | |
| " | 12 | | 97 | | 55 | | 38 | | 5 | | 87 | | 29 | | 41 | | 35 | | 393 | | | |
| " | 109 | | | | 93 | | | | 92 | | | | 70 | | | | | | | | | |
| " | 202 | | | | | | | | 162 | | | | | | | | | | | | | |

II. LABOR UNIONS AS THEY FUNCTION AT PRESENT

- () 1. Improve the working conditions and protect the laborer.
- () 2. Are a money-making scheme for labor leaders.
- () 3. Show selfish disregard for economic and industrial growth.
- () 4. Should, for the progressive welfare of all, control industry.
- () 5. Discourage and retard industrial growth and expansion.
- () 6. Are unnecessary obstacles to labor's best interest.
- () 7. Are undemocratic in their methods of settling labor difficulties.

By our analysis of the tabulations of labor unions we find more than two thirds of all the teachers, both rural and urban, believe that unions are helping and improving labor and labor conditions. Contrary to the beliefs of many outside of the educational field, our findings show teachers are supporting the need for and progressive benefits of labor unions. The teachers are opposed to the idea or view that labor should control industry. They do not believe unions unnecessary to labor's best interests. These views were collected from teachers in all areas of the state both industrial and non-industrial, urban and rural. We feel that, by the show of the responses of the table, teachers are keenly awake to the industrial conditions of our country.

TABLE III. CLASSIFICATION AND OPTIONAL RESPONSE OF EDUCATORS, SHOWING THEIR ATTITUDE TOWARD ELECTED PERSONNEL.

| NO. III | ISSUE: PERSONS ELECTED TO PUBLIC OFFICES ARE USUALLY | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--------------------------|------|-------|------|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | Pos. | Neg. |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 2 | 2 | 3 | 4 | 6 | 1 | 2 | 1 | 1 | 0 | 5 | 5 | 3 | 1 | 4 | 1 | 1 | 1 | 27 | 16 |
| " 2. | 6 | 2 | 40 | 0 | 14 | 3 | 18 | 4 | 3 | 0 | 43 | 3 | 12 | 7 | 19 | 2 | 20 | 1 | 175 | 22 |
| " 3. | 0 | 2 | 4 | 22 | 4 | 7 | 4 | 7 | 0 | 0 | 4 | 11 | 4 | 1 | 5 | 2 | 4 | 2 | 29 | 54 |
| " 4. | 0 | 0 | 0 | 23 | 0 | 13 | 0 | 2 | 0 | 4 | 1 | 10 | 0 | 7 | 0 | 5 | 0 | 10 | 1 | 74 |
| " 5. | 0 | 4 | 0 | 44 | 0 | 25 | 0 | 22 | 0 | 1 | 0 | 53 | 0 | 12 | 0 | 26 | 0 | 17 | 0 | 204 |
| " 6. | 5 | 1 | 35 | 4 | 18 | 2 | 16 | 2 | 0 | 0 | 35 | 4 | 10 | 0 | 9 | 2 | 10 | 2 | 138 | 17 |
| " 7. | | | | | | | | | | | | | | | | | | | | |
| " 8. | | | | | | | | | | | | | | | | | | | | |
| Totals | 13 | 11 | 82 | 97 | 42 | 51 | 40 | 38 | 4 | 5 | 88 | 86 | 29 | 28 | 37 | 38 | 35 | 33 | 370 | 387 |
| " | 13 | | 97 | | 51 | | 40 | | 5 | | 88 | | 29 | | 38 | | 35 | | 387 | |
| " | 110 | | | | 91 | | | | 93 | | | | 67 | | | | | | | |
| " | 201 | | | | | | | | 160 | | | | | | | | | | | |

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III. PERSONS ELECTED TO PUBLIC OFFICES ARE USUALLY

- () 1. Capable persons interested in selfish ends.
- () 2. Capable persons interested in public welfare.
- () 3. Mediocre people untrained.
- () 4. Incapable people.
- () 5. Crafty dishonest people.
- () 6. Controlled by political machines.

The teachers' attitude toward persons elected to public office, while quite wholesome, is divided. One hundred seventy five responses out of three hundred seventy favor the attitude that elected persons are capable persons interested in public welfare. Seventy four are opposed to the view that such persons are incapable people. Two hundred four out of the hundred eighty seven feel that elected personnel are not crafty, dishonest people. One hundred thirty eight, however, do feel that public office holders are controlled by political machines. The faith which teachers have in public officers is shown by the fact that not one teacher in the whole survey believes elected personnel to be crafty dishonest people. With this wholesome attitude of teachers toward public officials, as shown by the results of the inventory, it seems quite evident that our representative form of government still remains on solid ground. Especially when we consider the fact that people react toward situations according to their attitudes and beliefs.

TABLE IV. ATTITUDE AND VIEWPOINT OF EDUCATORS TOWARD TERMINAL EDUCATION ACCORDING TO CLASSIFICATION AND OPTIONAL CHOICE

| NO. IV | ISSUE: PUBLIC EDUCATION SHOULD BE REQUIRED UNTIL | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-------|------|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Pos. | Neg. | Pos. | Neg. |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | |
| Option 1. | 0 | 4 | 1 | 54 | 0 | 17 | 0 | 18 | 0 | 1 | 0 | 49 | 0 | 6 | 0 | 20 | 1 | 12 | 2 | 181 |
| " 2. | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 1 | 0 | 3 | 0 | 0 | 0 | 2 | 0 | 4 | 0 | 14 | 1 |
| " 3. | 6 | 0 | 38 | 0 | 16 | 0 | 11 | 0 | 3 | 0 | 29 | 2 | 10 | 0 | 13 | 0 | 10 | 0 | 136 | 2 |
| " 4. | 0 | 4 | 2 | 26 | 0 | 25 | 2 | 14 | 0 | 1 | 1 | 26 | 0 | 20 | 0 | 16 | 1 | 18 | 6 | 150 |
| " 5. | 0 | 0 | 2 | 2 | 1 | 0 | 1 | 1 | 1 | 0 | 6 | 1 | 2 | 0 | 2 | 0 | 2 | 0 | 17 | 4 |
| " 6. | 3 | 1 | 22 | 1 | 3 | 0 | 8 | 1 | 0 | 1 | 25 | 1 | 4 | 0 | 7 | 1 | 2 | 1 | 74 | 7 |
| " 7. | 0 | 0 | 3 | 12 | 9 | 3 | 5 | 2 | 0 | 1 | 5 | 8 | 7 | 1 | 8 | 1 | 5 | 3 | 42 | 31 |
| " 8. | 0 | 0 | 28 | 2 | 19 | 7 | 12 | 2 | 0 | 1 | 17 | 4 | 6 | 2 | 8 | 1 | 9 | 2 | 99 | 21 |
| Totals | 9 | 9 | 96 | 97 | 52 | 52 | 39 | 39 | 5 | 5 | 86 | 91 | 29 | 29 | 40 | 39 | 34 | 36 | 390 | 397 |
| " | 9 | | 97 | | 52 | | 39 | | 5 | | 91 | | 29 | | 40 | | 36 | | 397 | |
| " | 106 | | | | 91 | | | | 96 | | | | 69 | | | | | | | |
| " | 197 | | | | | | | | 165 | | | | | | | | | | | |

IV. PUBLIC EDUCATION SHOULD BE REQUIRED UNTIL

- () 1. Pupils complete Elementary School Education.
- () 2. Pupils complete Junior High School Education.
- () 3. Pupils complete Senior High School Education.
- () 4. Pupils complete four years College Education.
- () 5. Pupils complete Junior College Education.
- () 6. Pupils complete Vocational or Trade Training.
- () 7. Pupils have reached sixteen years of age or have secured employment.
- () 8. Pupils have reached eighteen years of age or have secured employment.

There are quite a number of viewpoints toward the amount of required education most desirable. Almost fifty percent of the teachers and administrators believe that students should at least complete high school before termination. Twenty five percent believe in the age limit termination of eighteen or employment. Many schools throughout the State allow students to terminate before the legal age of termination, which is eighteen, if the pupil has secured permanent employment. Many teachers believe that students should complete a trade or vocation before leaving school. We can conclude, from the viewpoints shown by the inventory, that the attitude of the school personnel of Utah is for more and better schooling for all the children. Only two expressed the idea that elementary education is sufficient, while one hundred eighty one expressed the idea that elementary education is not sufficient. We must consider the fact that one hundred fifty were opposed to a four year college completion before termination; while six voted for a four

year college education for all; these six votes favoring four years of college before termination were female votes.

TABLE V. DISTRIBUTION OF OPTIONAL CHOICE ACCORDING TO CLASSIFICATION OF EDUCATORS TO REVEAL ATTITUDE TOWARD BASIS OF TEACHER SELECTION

| NO. V | ISSUE: THE PRINCIPAL FACTOR IN THE SELECTION OF TEACHERS SHOULD BE | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | |
| Option 1. | 0 | 2 | 1 | 23 | 1 | 16 | 2 | 11 | 0 | 2 | 1 | 20 | 0 | 8 | 0 | 4 | 0 | 12 | 5 | 98 |
| " 2. | 0 | 3 | 0 | 34 | 0 | 24 | 0 | 19 | 0 | 2 | 0 | 40 | 0 | 11 | 1 | 15 | 0 | 13 | 1 | 161 |
| " 3. | 1 | 0 | 6 | 1 | 6 | 1 | 3 | 0 | 1 | 0 | 4 | 3 | 0 | 1 | 3 | 3 | 3 | 0 | 27 | 9 |
| " 4. | 1 | 0 | 3 | 16 | 1 | 1 | 0 | 5 | 0 | 1 | 1 | 9 | 0 | 3 | 0 | 8 | 0 | 4 | 6 | 47 |
| " 5. | 6 | 0 | 35 | 2 | 20 | 2 | 13 | 0 | 1 | 0 | 40 | 0 | 16 | 0 | 21 | 0 | 18 | 0 | 170 | 4 |
| " 6. | 3 | 0 | 48 | 1 | 19 | 1 | 17 | 0 | 1 | 0 | 36 | 0 | 10 | 0 | 10 | 1 | 10 | 0 | 154 | 3 |
| " 7. | 0 | 6 | 3 | 21 | 4 | 7 | 3 | 3 | 2 | 0 | 4 | 18 | 2 | 6 | 4 | 9 | 3 | 5 | 23 | 75 |
| " 8. | | | | | | | | | | | | | | | | | | | | |
| Totals | 11 | 11 | 96 | 98 | 51 | 52 | 38 | 37 | 5 | 5 | 86 | 90 | 28 | 29 | 39 | 40 | 34 | 34 | 386 | 397 |
| " | 11 | | 98 | | 52 | | 38 | | 5 | | 90 | | 29 | | 40 | | 34 | | 397 | |
| " | 109 | | | | 90 | | | | 95 | | | | 69 | | | | | | | |
| " | 199 | | | | | | | | 164 | | | | | | | | | | | |

V. THE PRINCIPAL FACTOR IN THE SELECTION OF TEACHERS SHOULD BE

- () 1. Amount of diversified educational training.
- () 2. Scholarship in specific subject matter.
- () 3. Ability to cooperate functionally.
- () 4. Interest in student activities other than subject matter.
- () 5. Personality plus scholastic attainment.
- () 6. Interest in the greatest good to the greatest number of students.
- () 7. The teacher's interpretation of a way of life or code of living.

When we consider the fact that two hundred fifty nine teachers out of three hundred ninety seven believe that subject matter and educational scholarship are not the principal factors for the selection of teachers and that three hundred twenty four of these same teachers do believe that personality and interest in the individual child are the important factors, We can conclude that there is more to education than the old adage of the three R's. Teachers themselves are in a position; better than anyone else, to see what is needed for the betterment of education. Seventy five teachers express the belief that the teachers' interpretations of a way of life or code of living should not play any part in teacher selection. Twenty three believe it is vitally important. The selection of teachers is a very important factor to the progress of civilization when we consider the fact that the future citizens are placed in the trust of the teachers for from eight to sixteen years during the plastic or formulative period.

TABLE VI. CLASSIFICATION AND OPTIONAL RESPONSE OF EDUCATORS SHOWING THEIR ATTITUDE TOWARD THE PEACE SETTLEMENT OF THE PRESENT CONFLICT

| NO. VI | ISSUE: THE PRINCIPAL FACTOR IN THE PEACE SETTLEMENT SHOULD BE | | | | | | | | | | | | | | | | | | | | |
|-----------|---|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|------|--|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 2 | 0 | 26 | 1 | 21 | 0 | 14 | 0 | 3 | 0 | 34 | 1 | 8 | 0 | 12 | 0 | 8 | 0 | 128 | 2 | |
| " 2. | 5 | 0 | 55 | 2 | 23 | 0 | 12 | 1 | 1 | 0 | 41 | 0 | 17 | 0 | 20 | 0 | 22 | 0 | 196 | 3 | |
| " 3. | 0 | 2 | 0 | 11 | 0 | 11 | 1 | 8 | 0 | 1 | 0 | 11 | 0 | 4 | 0 | 10 | 0 | 9 | 1 | 67 | |
| " 4. | 2 | 0 | 7 | 13 | 4 | 5 | 8 | 1 | 0 | 0 | 3 | 15 | 1 | 3 | 4 | 5 | 3 | 3 | 32 | 45 | |
| " 5. | 0 | 5 | 0 | 44 | 0 | 17 | 0 | 17 | 0 | 4 | 0 | 37 | 0 | 13 | 0 | 9 | 0 | 9 | 0 | 155 | |
| " 6. | 0 | 2 | 0 | 14 | 0 | 12 | 0 | 11 | 0 | 0 | 0 | 10 | 0 | 5 | 0 | 10 | 0 | 7 | 0 | 71 | |
| " 7. | 0 | 2 | 0 | 12 | 1 | 4 | 0 | 2 | 0 | 0 | 0 | 14 | 0 | 2 | 0 | 3 | 0 | 4 | 1 | 43 | |
| " 8. | 2 | 0 | 9 | 0 | 3 | 1 | 3 | 0 | 1 | 0 | 10 | 1 | 2 | 1 | 3 | 0 | 2 | 0 | 35 | 3 | |
| Totals | 11 | 11 | 97 | 97 | 52 | 50 | 38 | 40 | 5 | 5 | 88 | 89 | 28 | 28 | 39 | 37 | 35 | 32 | 393 | 389 | |
| " | 11 | | 97 | | 52 | | 40 | | 5 | | 89 | | 28 | | 39 | | 35 | | 393 | | |
| " | 108 | | | | 92 | | | | 94 | | | | 67 | | | | | | | | |
| " | 200 | | | | | | | | 161 | | | | | | | | | | | | |

VI. THE PRINCIPAL FACTOR IN THE PEACE SETTLEMENT SHOULD BE

- () 1. To establish a progressive economic system for all nations.
- () 2. To assure the world against future aggressions of war.
- () 3. To eliminate the Axis nations as governmental units.
- () 4. To consolidate the world into a single operative unit.
- () 5. To leave the United States as the dominant world power.
- () 6. To delegate control of all international relationships of the world to the United States, England and Russia.
- () 7. To establish a single monetary system for the world.
- () 8. Educational rehabilitation of Axis people to a democratic way of life.

In their attitude toward the peace settlement of the present conflict, educators have shown the same feeling toward war as was displayed by them in the issue on war. Here one hundred ninety six voted to assure the world against future aggression of war. They are concerned very much about the welfare of all nations as shown by the vote of one hundred twenty eight in favor of establishing a progressive economic system for all nations. We must consider the fact also, that only one person voted to eliminate the Axis nations as governmental units while sixty seven showed by vote they do want the Axis powers left as governmental units. Educators are very decided in their stand against any one nation or a group of nations controlling the political and economic relationships of the world. They voted two hundred twenty six out of three hundred eighty nine against any such condition.

TABLE VII. DISTRIBUTION OF OPTIONAL RESPONSE ACCORDING TO CLASSIFICATION OF EDUCATORS IN ATTITUDES TOWARD SCHOOL PROGRAM

| NO. VII | ISSUE: AN EDUCATIONAL PROGRAM SHOULD BE PRIMARILY CONCERNED WITH | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-------|------|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. |
| Option 1. | 0 | 4 | 0 | 52 | 1 | 21 | 2 | 22 | 0 | 2 | 1 | 48 | 1 | 0 | 0 | 16 | 0 | 12 | 5 | 186 |
| " 2. | 1 | 2 | 4 | 4 | 6 | 2 | 0 | 1 | 1 | 0 | 2 | 2 | 4 | 2 | 0 | 4 | 1 | 2 | 19 | 19 |
| " 3. | 0 | 0 | 3 | 2 | 6 | 3 | 1 | 0 | 3 | 0 | 8 | 2 | 4 | 0 | 0 | 1 | 1 | 2 | 26 | 10 |
| " 4. | 1 | 0 | 8 | 1 | 6 | 2 | 3 | 2 | 0 | 0 | 10 | 0 | 1 | 1 | 4 | 1 | 5 | 0 | 38 | 7 |
| " 5. | 0 | 3 | 0 | 28 | 1 | 15 | 1 | 11 | 1 | 1 | 0 | 29 | 0 | 8 | 0 | 14 | 1 | 11 | 4 | 120 |
| " 6. | 4 | 0 | 31 | 2 | 18 | 1 | 10 | 0 | 0 | 0 | 22 | 4 | 6 | 1 | 12 | 2 | 5 | 2 | 108 | 12 |
| " 7. | 6 | 1 | 45 | 0 | 10 | 1 | 14 | 0 | 0 | 0 | 34 | 1 | 9 | 0 | 17 | 0 | 18 | 1 | 153 | 4 |
| " 8. | 0 | 2 | 6 | 7 | 6 | 6 | 8 | 3 | 0 | 2 | 11 | 1 | 3 | 6 | 5 | 2 | 3 | 2 | 42 | 31 |
| Totals | 12 | 12 | 97 | 96 | 54 | 51 | 38 | 39 | 5 | 5 | 88 | 87 | 24 | 26 | 38 | 38 | 34 | 32 | 395 | 389 |
| " | 12 | | 97 | | 54 | | 39 | | 5 | | 88 | | 26 | | 38 | | 34 | | 395 | |
| " | 109 | | | | 93 | | | | 93 | | | | 64 | | | | | | | |
| " | 202 | | | | | | | | 157 | | | | | | | | | | | |

VII. AN EDUCATIONAL PROGRAM SHOULD BE PRIMARILY CONCERNED WITH

- () 1. Mastery of subject matter.
- () 2. Assurance to the individual of vocational success.
- () 3. Inculcation of cultural and social heritage.
- () 4. The development of a system of, in and out of school values.
- () 5. The development of a new social order.
- () 6. Fitting the individual into our present social order.
- () 7. The scientific adjustment of the child into school and life.
- () 8. The development of each child in social homogeneity.

The teachers are quite emphatic in their stand that subject matter mastery is not the primary concern for any educational program. Out of one hundred ninety one responses to this statement, which is number one, five persons favored subject matter mastery but one hundred eighty six were opposed to the idea. In the response to statement number five, the development of a new social order, only four teachers favor such a move and one hundred twenty are opposed to the idea. This shows that educators are satisfied with our social order as it is. When we analyze statements six and seven, which show that the fitting and adjusting of the child to the existing status of our social conditions is the important factor for an educational program to consider, we find two hundred sixty one out of three hundred ninety five favor fitting the child to conditions of society rather than formulating a new order.

TABLE VIII. DISTRIBUTION OF OPTIONAL CHOICE OF EDUCATORS ACCORDING TO CLASSIFICATION OF VIEWS TOWARD RELIGION

| NO. VIII | ISSUE: INSTITUTIONALIZED RELIGION IS | | | | | | | | | | | | | | | | | | | |
|-----------|--------------------------------------|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|------|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | | Neg. | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. |
| Option 1. | 3 | 1 | 62 | 2 | 23 | 1 | 14 | 1 | 2 | 0 | 42 | 5 | 12 | 0 | 22 | 1 | 16 | 0 | 196 | 10 |
| " 2. | 0 | 1 | 2 | 28 | 0 | 4 | 1 | 10 | 1 | 1 | 5 | 20 | 0 | 7 | 0 | 8 | 1 | 7 | 10 | 86 |
| " 3. | 0 | 1 | 1 | 11 | 1 | 11 | 1 | 8 | 0 | 0 | 0 | 13 | 0 | 4 | 0 | 3 | 0 | 8 | 3 | 59 |
| " 4. | 4 | 0 | 13 | 0 | 19 | 0 | 11 | 2 | 2 | 1 | 22 | 0 | 11 | 0 | 7 | 0 | 10 | 0 | 99 | 3 |
| " 5. | 2 | 1 | 14 | 3 | 4 | 2 | 5 | 0 | 0 | 0 | 12 | 2 | 3 | 0 | 5 | 2 | 6 | 0 | 51 | 10 |
| " 6. | 0 | 4 | 1 | 32 | 0 | 23 | 1 | 14 | 0 | 2 | 0 | 37 | 0 | 9 | 0 | 21 | 0 | 10 | 2 | 152 |
| " 7. | 0 | 2 | 0 | 13 | 1 | 7 | 0 | 1 | 0 | 1 | 0 | 5 | 1 | 2 | 1 | 2 | 0 | 6 | 3 | 39 |
| " 8. | 0 | 0 | 2 | 5 | 2 | 2 | 5 | 2 | 0 | 0 | 5 | 2 | 2 | 6 | 2 | 0 | 1 | 3 | 19 | 20 |
| Totals | 9 | 10 | 95 | 94 | 50 | 50 | 38 | 38 | 5 | 5 | 86 | 84 | 29 | 28 | 37 | 37 | 34 | 34 | 383 | 379 |
| " | 10 | | 95 | | 50 | | 38 | | 5 | | 86 | | 29 | | 37 | | 34 | | 383 | |
| " | 105 | | | | 88 | | | | 91 | | | | 66 | | | | | | | |
| " | 193 | | | | | | | | 157 | | | | | | | | | | | |

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VIII. INSTITUTIONALIZED RELIGION IS

- () 1. The stabilizing factor of American social life.
- () 2. A draw-back to the progressive social life of the individual.
- () 3. A mystic satisfaction of life to the uneducated.
- () 4. The basic factor of social structure.
- () 5. A means of satisfying man's belief in supernatural power and control.
- () 6. An ancient custom of man which has outlived its usefulness.
- () 7. A force of fear to social activities of its members.
- () 8. Individual convictions in spheres of thought outside of rational thinking.

School men and women have not lost the belief that religion has and has had a direct contribution of value to make to our social structure. In evidence of this conclusion we offer the factual data from the questionnaire as shown by the responses to statements one and four. These two statements have the same interpretation, that religion formulates the basic foundation and frame work of our social structure, and received two hundred ninety five supporting responses out of a possible three hundred eighty three. Only two supported the statement, religion is an ancient custom of man which has outlived its usefulness. One hundred fifty two showed by their response to this statement that religion still has an important part to play in the further development and maintenance of our civilization. By their negative vote to statements two and seven school people show their belief that religion does not hamper the activities of the individual.

TABLE IX. DISTRIBUTION OF RESPONSES TOWARD MARRIAGE PROBLEM ACCORDING TO CLASSIFICATION OF EDUCATORS

| NO. II | ISSUE: MARRIAGE IS | | | | | | | | | | | | | | | | | | | |
|-----------|--------------------|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|----|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | |
| Option 1. | 9 | 0 | 68 | 0 | 32 | 0 | 24 | 0 | 3 | 0 | 49 | 0 | 15 | 1 | 26 | 0 | 22 | 0 | 248 | 1 |
| " 2. | 0 | 3 | 0 | 18 | 0 | 9 | 0 | 5 | 0 | 1 | 0 | 18 | 0 | 5 | 0 | 5 | 0 | 6 | 0 | 70 |
| " 3. | 1 | 0 | 9 | 0 | 5 | 0 | 8 | 0 | 1 | 0 | 22 | 0 | 2 | 0 | 2 | 1 | 4 | 0 | 54 | 1 |
| " 4. | 1 | 0 | 15 | 1 | 7 | 0 | 4 | 0 | 0 | 0 | 12 | 0 | 6 | 0 | 9 | 0 | 4 | 0 | 58 | 1 |
| " 5. | 0 | 2 | 0 | 38 | 0 | 17 | 0 | 8 | 0 | 1 | 0 | 26 | 0 | 9 | 0 | 13 | 0 | 16 | 0 | 130 |
| " 6. | 1 | 0 | 5 | 1 | 6 | 1 | 3 | 0 | 1 | 0 | 7 | 0 | 4 | 0 | 2 | 0 | 4 | 0 | 31 | 2 |
| " 7. | 0 | 7 | 0 | 39 | 0 | 23 | 0 | 26 | 0 | 3 | 0 | 44 | 1 | 13 | 0 | 20 | 0 | 12 | 1 | 187 |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 12 | 97 | 97 | 50 | 50 | 39 | 39 | 5 | 5 | 90 | 88 | 28 | 28 | 39 | 39 | 34 | 34 | 392 | 392 |
| " | 12 | | 97 | | 50 | | 39 | | 5 | | 90 | | 28 | | 39 | | 34 | | 392 | |
| " | 109 | | | | 89 | | | | 95 | | | | 67 | | | | | | | |
| " | 198 | | | | | | | | 162 | | | | | | | | | | | |

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IX. MARRIAGE IS

- () 1. Covenant of sacred responsibility founded on love.
- () 2. A convenience for physical gratification.
- () 3. A means of satisfying the natural desires for home and family.
- () 4. The assurance of present and future social structure.
- () 5. A draw back to physical and mental improvement of the race.
- () 6. A contract of partnership for social stabilization.
- () 7. Rapidly proving itself unessential to modern well-being.

Love holds the key to marriage according to the expressed viewpoints of the educational personnel of the state of Utah. This fact is shown by a favorable response of two hundred forty eight to one unfavorable response to the statement, "Marriage is a covenant of sacred responsibility founded on love." There was not one vote favoring marriage as a convenience for physical gratification. One hundred eighty seven responded specifically in favor of marriage as a social virtue. Only one expressed the belief that marriage is rapidly proving itself unessential to modern well-being. One hundred thirty believe that marriage is not a draw back to physical and mental improvement of the race. The wholesome views of the teachers, both male and female, rural and urban, toward marriage gives us a sense of security for the future of our social institutions, which have proven their worth throughout the ages, but which today were being thrown aside in some parts of the world.

TABLE X. DISTRIBUTION OF RESPONSES OF EDUCATORS TOWARD THE RACIAL PROBLEM IN SCHOOLS

| NO. X | ISSUE: AMERICAN PUBLIC SCHOOL SYSTEM SHOULD | | | | | | | | | | | | | | | | | | | |
|-----------|---|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-----------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | Pos. Neg. | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 10 | 0 | 73 | 0 | 44 | 0 | 32 | 0 | 3 | 0 | 67 | 0 | 21 | 0 | 27 | 1 | 26 | 0 | 303 | 1 |
| " 2. | 0 | 1 | 0 | 6 | 3 | 4 | 0 | 5 | 0 | 0 | 1 | 10 | 0 | 4 | 1 | 4 | 0 | 2 | 5 | 36 |
| " 3. | 0 | 1 | 0 | 2 | 1 | 4 | 0 | 1 | 0 | 1 | 0 | 11 | 1 | 2 | 0 | 0 | 0 | 2 | 2 | 24 |
| " 4. | 0 | 5 | 1 | 63 | 0 | 30 | 0 | 20 | 1 | 3 | 3 | 54 | 1 | 17 | 2 | 21 | 0 | 23 | 8 | 236 |
| " 5. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 4 | 1 |
| " 6. | 0 | 4 | 1 | 17 | 1 | 12 | 0 | 11 | 0 | 1 | 5 | 16 | 1 | 5 | 2 | 11 | 2 | 7 | 12 | 84 |
| " 7. | 2 | 1 | 20 | 7 | 4 | 3 | 8 | 1 | 1 | 0 | 16 | 2 | 3 | 1 | 8 | 1 | 7 | 0 | 69 | 16 |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 12 | 95 | 95 | 53 | 53 | 40 | 38 | 5 | 5 | 94 | 93 | 29 | 29 | 40 | 39 | 35 | 34 | 403 | 398 |
| " | 12 | | 95 | | 53 | | 40 | | 5 | | 94 | | 29 | | 40 | | 35 | | 403 | |
| " | 107 | | | | 93 | | | | 99 | | | | 69 | | | | | | | |
| " | 200 | | | | | | | | 168 | | | | | | | | | | | |

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X. AMERICAN PUBLIC SCHOOL SYSTEM SHOULD

- () 1. Allow all races equal educational opportunity.
- () 2. Establish separate school for the different races.
- () 3. Teach all races together in the same school.
- () 4. Allow only limited public education to Negroes, Orientals and Indians.
- () 5. Spend as much per capita for educating colored races as for white children.
- () 6. Provide special educational privileges for the white race.
- () 7. Not allow ideas of superiority or inferiority of any race to enter into school policy.

The attitude displayed by the teacher, supervisors and administrators toward racial education is very decidedly one of tolerance and equality. Out of four hundred three possible responses three hundred three were in favor of statement one "Allow all races equal educational opportunity," only one opposing response was made. Sixty nine believe that no superiority or inferiority of any race should exist in any school policy. Two hundred thirty six voted against any limitations being placed upon people because of race or color. Thirty six added to this confirmation by their objection to establishing separate schools for different races and eighty four voiced their objections to any form of special privileges for the white race. It is realized by the author that these responses are from Utah where the race problem has not been a social issue. In all probability the reverse would be true or largely so if the survey had been taken in an area where racial differences have been a social issue.

TABLE XI. CLASSIFIED DISTRIBUTION OF EDUCATORS RESPONSES TO THE PROBLEM OF EDUCATIONAL CONTROL

| NO. XI | ISSUE: THE FORM OF EDUCATIONAL CONTROL SHOULD BE | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 2 | 1 | 11 | 4 | 7 | 3 | 5 | 4 | 0 | 1 | 4 | 5 | 2 | 1 | 4 | 3 | 4 | 3 | 39 | 25 |
| " 2. | 3 | 2 | 17 | 15 | 11 | 15 | 7 | 3 | 1 | 1 | 6 | 28 | 3 | 14 | 3 | 16 | 1 | 16 | 52 | 110 |
| " 3. | 0 | 5 | 1 | 61 | 0 | 20 | 0 | 23 | 0 | 3 | 2 | 31 | 0 | 10 | 0 | 11 | 1 | 10 | 4 | 174 |
| " 4. | 5 | 2 | 19 | 7 | 11 | 3 | 17 | 4 | 3 | 0 | 26 | 7 | 9 | 2 | 10 | 4 | 6 | 4 | 106 | 33 |
| " 5. | 0 | 0 | 13 | 3 | 7 | 1 | 0 | 0 | 0 | 0 | 7 | 2 | 0 | 0 | 8 | 1 | 2 | 1 | 37 | 8 |
| " 6. | 2 | 2 | 35 | 7 | 13 | 9 | 9 | 4 | 1 | 0 | 38 | 8 | 16 | 1 | 14 | 0 | 20 | 0 | 148 | 31 |
| " 7. | x | | | | | | | | | | | | | | | | | | | |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 12 | 96 | 97 | 49 | 51 | 38 | 38 | 5 | 5 | 83 | 81 | 30 | 28 | 39 | 35 | 34 | 34 | 386 | 381 |
| " | 12 | | 97 | | 51 | | 38 | | 5 | | 83 | | 30 | | 39 | | 34 | | 386 | |
| " | 109 | | | | 89 | | | | 88 | | | | 69 | | | | | | | |
| " | 198 | | | | | | | | 157 | | | | | | | | | | | |

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XI. THE FORM OF EDUCATIONAL CONTROL SHOULD BE

- () 1. State governments; they have the best means of financial and administration equality.
- () 2. Federal government, to assure equality of educational opportunity for all the people.
- () 3. Local units, to assure complete understanding and full financial support.
- () 4. Federal government as financial unit delegating administration to state and local units.
- () 5. State as financial unit delegating administration to local units.
- () 6. Local units with financial subsidization from State and Federal governments.

The educators favor some form of federal government support of education with the administrative control resting in the hands of local authority. If we look closely at the statements of this issue and the tabulation table, we find the majority of the teachers favor statements four and six. These two, while not identical, give the viewpoint of federal government financial aid with state and local administrative control. A total of two hundred fifty four favor this point of view. By further analysis it is evident that teachers favor some form of division of school control, that is the financial aid and administration control should be separated to insure the most wholesome relationship toward education. We find one hundred seventy four are against complete local control and one hundred ten are against complete federal control this gives us a total of two hundred eighty four out of three hundred eighty one who are opposed to any single unit control of education.

TABLE XII. CLASSIFIED DISTRIBUTION OF EDUCATORS RESPONSES TO THE PROBLEM OF INDIVIDUAL STUDENT VALUES RECEIVED FROM SCHOOL.

| NO. XII | ISSUE: TO INSURE MAXIMUM VALUE OF EDUCATION SCHOOLS SHOULD | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | |
| Option 1. | 1 | 3 | 5 | 16 | 2 | 15 | 2 | 11 | 0 | 2 | 0 | 30 | 3 | 9 | 0 | 13 | 0 | 11 | 13 | 110 |
| " 2. | 1 | 4 | 11 | 10 | 9 | 6 | 5 | 3 | 3 | 0 | 6 | 1 | 7 | 1 | 8 | 1 | 5 | 3 | 55 | 29 |
| " 3. | 0 | 1 | 2 | 5 | 3 | 0 | 4 | 0 | 1 | 0 | 4 | 1 | 0 | 3 | 0 | 3 | 0 | 0 | 14 | 13 |
| " 4. | 0 | 4 | 1 | 63 | 0 | 24 | 0 | 21 | 0 | 3 | 1 | 43 | 0 | 12 | 0 | 18 | 0 | 14 | 2 | 202 |
| " 5. | 8 | 0 | 74 | 0 | 34 | 1 | 24 | 0 | 1 | 0 | 71 | 0 | 18 | 0 | 26 | 0 | 28 | 0 | 284 | 1 |
| " 6. | 2 | 0 | 3 | 3 | 3 | 7 | 3 | 3 | 0 | 0 | 2 | 11 | 2 | 2 | 1 | 1 | 1 | 6 | 17 | 33 |
| " 7. | x | | | | | | | | | | | | | | | | | | | |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 12 | 96 | 97 | 51 | 53 | 38 | 38 | 5 | 5 | 84 | 86 | 30 | 27 | 35 | 36 | 34 | 34 | 385 | 388 |
| " | 12 | | 97 | | 53 | | 38 | | 5 | | 86 | | 30 | | 36 | | 34 | | 388 | |
| " | 109 | | | | 91 | | | | 91 | | | | 66 | | | | | | | |
| " | 200 | | | | | | | | 157 | | | | | | | | | | | |

XII. TO INSURE MAXIMUM VALUE OF EDUCATION SCHOOLS SHOULD

- () 1. Create subjects more pleasantly suited to students desire and leisure.
- () 2. Be a work shop not a play house.
- () 3. Increase creative activities for use of leisure time.
- () 4. Eliminate creative activities and settle down to solid study.
- () 5. Train students in the arts of creativeness and play as well as economic necessities.
- () 6. Increase and intensify mental development in subject matter.

Here the school men and women show a decided interest in the development of the whole child into a well rounded individual. This is shown by the fact that two hundred eighty four out of three hundred eighty five feel that in order for the school to insure a maximum value to education. They should train students in the art of creativeness and play as well as the economic necessities. One hundred ten of these people voted unfavorable toward subject matter more pleasantly suited to the students desire and leisure, and yet two hundred two voted against the elimination of creative activities and settle down to solid study. Sometimes it would seem that teachers either are not thinking or they don't know just what they do want or believe.

XIII. CLASSIFIED DISTRIBUTION OF EDUCATORS VIEWS TOWARD VOCATIONAL AND LIBERAL EDUCATION

| NO. XIII | ISSUE: THE GUIDING PRINCIPLE IN VOCATIONAL AND LIBERAL EDUCATION SHOULD BE | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | |
| Option 1. | 0 | 1 | 0 | 16 | 0 | 12 | 0 | 11 | 0 | 0 | 0 | 15 | 0 | 3 | 0 | 5 | 0 | 6 | 0 | 69 |
| " 2. | 0 | 5 | 0 | 51 | 0 | 21 | 0 | 18 | 0 | 2 | 1 | 44 | 0 | 11 | 0 | 20 | 0 | 17 | 1 | 189 |
| " 3. | 0 | 0 | 1 | 4 | 2 | 0 | 0 | 0 | 1 | 0 | 3 | 1 | 2 | 2 | 0 | 0 | 2 | 0 | 11 | 7 |
| " 4. | 0 | 7 | 0 | 22 | 1 | 17 | 0 | 10 | 0 | 1 | 0 | 28 | 1 | 12 | 1 | 11 | 0 | 9 | 3 | 117 |
| " 5. | 1 | 0 | 11 | 0 | 5 | 0 | 5 | 0 | 1 | 0 | 11 | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 37 | 1 |
| " 6. | 1 | 0 | 2 | 1 | 3 | 0 | 0 | 0 | 1 | 1 | 5 | 0 | 0 | 0 | 2 | 1 | 2 | 1 | 16 | 4 |
| " 7. | 9 | 0 | 80 | 0 | 42 | 1 | 34 | 0 | 2 | 0 | 70 | 0 | 25 | 1 | 34 | 1 | 29 | 0 | 325 | 3 |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 11 | 12 | 94 | 94 | 53 | 51 | 39 | 39 | 5 | 5 | 89 | 88 | 29 | 29 | 39 | 39 | 33 | 33 | 393 | 390 |
| " | 12 | | 94 | | 53 | | 39 | | 5 | | 89 | | 29 | | 39 | | 33 | | 393 | |
| " | 106 | | | | 92 | | | | 94 | | | | 68 | | | | | | | |
| " | 198 | | | | | | | | 162 | | | | | | | | | | | |

XIII. THE GUIDING PRINCIPLE IN VOCATIONAL AND LIBERAL EDUCATION SHOULD BE

- () 1. Industries teach employees all that is necessary on the job.
- () 2. Vocational training in schools is impractical.
- () 3. Cultural inheritance needs more consideration in our school system.
- () 4. Education for knowledge sake should be the educational aim.
- () 5. Vocational training is necessary in school, to fit the individual into our industrial world.
- () 6. Vocational training is necessary for economic security.
- () 7. Schools should provide both vocational and liberal education for all students.

When we see that the teachers voted three hundred twenty five out of a possible three hundred ninety five in favor of the viewpoint, that schools should provide both vocational and liberal education for all students, we can conclude that educators throughout the state are vitally concerned with the economic and cultural success of every child. Let us look at some of the classified groups: (1) Administrators and supervisors, twenty nine out of thirty three favor the program which extends both vocational and liberal education for all the children; (2) Urban secondary teachers voted fifty nine out of sixty eight in favor of statement seven; (3) Urban elementary teachers seventy two out of eighty nine favored both a vocational and liberal program. The rural areas voted with equal decision favoring provisions for both vocational and liberal education for all children; (4) Rural secondary teachers seventy six out of ninety two favored the plan; (5) Rural elementary eighty nine out of one hundred six were in favor of the

dual program. Twenty two of the remaining twenty three rural teachers favored the statement, "Vocational training is necessary for economic security." The viewpoint of the educators, as shown by the above analysis, is one of practical application of acquired knowledge for the progressive betterment of the individual.

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TABLE XIV. CLASSIFIED DISTRIBUTION OF EDUCATORS VIEWPOINT TOWARD LEARNING

| NO. XIV | ISSUE: LEARNING IS PRINCIPALLY A MATTER OF | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-----------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | Pos. Neg. | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 0 | 6 | 1 | 64 | 1 | 29 | 1 | 23 | 0 | 3 | 0 | 59 | 1 | 18 | 0 | 25 | 0 | 21 | 4 | 248 |
| " 2. | 0 | 2 | 10 | 12 | 3 | 6 | 4 | 4 | 0 | 0 | 9 | 12 | 2 | 2 | 2 | 3 | 2 | 3 | 32 | 44 |
| " 3. | 3 | 0 | 21 | 2 | 18 | 1 | 5 | 1 | 2 | 0 | 22 | 6 | 11 | 3 | 14 | 2 | 7 | 3 | 94 | 18 |
| " 4. | 2 | 0 | 16 | 4 | 5 | 1 | 4 | 1 | 1 | 0 | 17 | 2 | 2 | 1 | 6 | 3 | 6 | 0 | 59 | 12 |
| " 5. | 1 | 2 | 7 | 3 | 1 | 2 | 4 | 2 | 0 | 1 | 3 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 19 | 11 |
| " 6. | 0 | 1 | 2 | 6 | 2 | 2 | 3 | 3 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 2 | 2 | 11 | 18 |
| " 7. | 5 | 0 | 36 | 1 | 17 | 10 | 18 | 4 | 2 | 1 | 33 | 1 | 9 | 1 | 15 | 2 | 14 | 2 | 146 | 22 |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 11 | 11 | 93 | 92 | 47 | 51 | 39 | 38 | 5 | 5 | 86 | 85 | 26 | 25 | 38 | 35 | 32 | 31 | 365 | 373 |
| " | 11 | | 93 | | 51 | | 39 | | 5 | | 86 | | 26 | | 38 | | 32 | | 373 | |
| " | 104 | | | | 90 | | | | 91 | | | | 64 | | | | | | | |
| " | 194 | | | | | | | | 155 | | | | | | | | | | | |

XIV. LEARNING IS PRINCIPALLY A MATTER OF

- () 1. External discipline to the accomplishment of preconceived ends.
- () 2. Teach, test, teach to mastery because the learning capacity, increasingly depends upon what has been previously learned.
- () 3. Internal response to external stimuli which expands comprehension.
- () 4. Emotionalization of correct response, by habit, to social ideals subject to continuous adjustment and adaptation.
- () 5. Reaction to connections between situations and response of varying degrees of complexity.
- () 6. Personal acquisition of changed configuration and concomitance that function effectively.
- () 7. Past experience, mental and physical, determining the possibilities of the present, representing the structure of memory and foresight as well as affection, purpose and meaning.

There are differences of opinion among teachers as to what learning really is, but they are quite definite in their view of what learning is not. They responded two hundred forty eight out of a possible three hundred seventy three that learning is not external discipline to the accomplishment of preconceived ends. The largest response as to what learning principally is was made in favor of statement seven, "Past experience, mental and physical, determining the possibilities of the present, representing the structure of memory and foresight as well as affection, purpose and meaning." One hundred forty six voiced favor of this statement and only twenty two were against it. Statement number three was second choice with ninety four in favor and eighteen opposed. Third choice went to statement four, "Emotionalization of correct response, by habit, to social ideals subject to continuous adjustment

and adaptation." These responses show that educators are not content with any one type of learning; that stereotyped doctrine cannot stand for long; that change and progress will determine the attitude accepted by the forward-looking person.

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PREPARED

TABLE XV. DISTRIBUTION OF OPTIONAL CHOICE ACCORDING TO CLASSIFICATION OF EDUCATORS ON HOW SCHOOLS SHOULD PROVIDE FOR STUDENT ACCOMPLISHMENT

| NO. XV | ISSUE: IN THEIR RESPONSIBILITY FOR STUDENT ACCOMPLISHMENT SCHOOLS SHOULD PROVIDE FOR | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-----------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | Pos. Neg. | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | |
| Option 1. | 1 | 6 | 1 | 44 | 1 | 26 | 2 | 13 | 0 | 1 | 3 | 53 | 0 | 16 | 1 | 19 | 1 | 18 | 10 | 196 |
| " 2. | 0 | 0 | 6 | 4 | 6 | 1 | 4 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 2 | 0 | 24 | 5 |
| " 3. | 0 | 2 | 0 | 24 | 3 | 6 | 1 | 8 | 0 | 1 | 0 | 18 | 1 | 1 | 2 | 4 | 1 | 4 | 8 | 68 |
| " 4. | 5 | 0 | 34 | 1 | 15 | 0 | 10 | 3 | 2 | 0 | 34 | 0 | 8 | 1 | 8 | 1 | 14 | 1 | 130 | 7 |
| " 5. | 0 | 3 | 2 | 21 | 2 | 18 | 0 | 16 | 0 | 3 | 2 | 17 | 0 | 8 | 0 | 9 | 0 | 9 | 6 | 104 |
| " 6. | 5 | 1 | 26 | 0 | 15 | 0 | 15 | 0 | 1 | 0 | 29 | 0 | 15 | 1 | 18 | 1 | 10 | 0 | 134 | 3 |
| " 7. | 1 | 0 | 21 | 1 | 9 | 1 | 7 | 0 | 1 | 0 | 19 | 1 | 4 | 1 | 8 | 2 | 5 | 0 | 75 | 6 |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 12 | 90 | 95 | 51 | 52 | 39 | 40 | 5 | 5 | 89 | 89 | 29 | 28 | 39 | 36 | 33 | 32 | 387 | 389 |
| " | 12 | | 95 | | 52 | | 40 | | 5 | | 89 | | 29 | | 39 | | 33 | | 389 | |
| " | 107 | | | | 92 | | | | 94 | | | | 68 | | | | | | | |
| " | 199 | | | | | | | | 162 | | | | | | | | | | | |

XV. IN THEIR RESPONSIBILITY FOR STUDENT ACCOMPLISHMENT SCHOOLS SHOULD PROVIDE FOR

- () 1. All students to attain an approved standard of accomplishment.
- () 2. Superior students to extend their ability beyond the required curriculum and standards.
- () 3. A minimum standard below which the student should not be considered as having succeeded.
- () 4. Different standard of attainment proportionately to abilities of students.
- () 5. All students to pursue a course of study through secondary school, the major portion of which is required for further education.
- () 6. All students to accomplish to the practical limits of their ability.
- () 7. Courses of study adapted to student ability and interest.

If we were to set down a rule that all students must attain to a definite standard of accomplishment, we would find that an educational personnel would seriously object. This fact is borne out by the responses of the teachers, supervisors and administrators, to the inventory against any such formal procedures. By examination of the inventory results of this issue, we find statements one, three and five drawing a heavy negative vote in fact a total of three hundred sixty eight out of a possible three hundred eighty nine. These three statements embody the policy of definite preconceived standards of accomplishment. The educators of Utah indicate, by their inventory responses, that they fully recognize the importance of individual differences and interests. The positive vote of this issue is just as emphatic in its implications. Statements four, six and seven drew a total vote of three

hundred thirty nine in favor of student accomplishment being directed
in accordance with the individuals ability and interest.

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TABLE XVI. CLASSIFIED DISTRIBUTION OF EDUCATORS VIEWPOINTS AND ATTITUDE TOWARD MOTIVATING STUDENTS

| NO. XVI | ISSUE: THE MOST SATISFACTORY MEANS OF MOTIVATION OF LEARNING | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | |
| Option 1. | 0 | 5 | 1 | 40 | 0 | 14 | 0 | 15 | 0 | 3 | 0 | 42 | 0 | 4 | 2 | 12 | 0 | 21 | 3 | 156 |
| " 2. | 1 | 0 | 8 | 0 | 5 | 0 | 1 | 1 | 0 | 0 | 5 | 0 | 1 | 0 | 1 | 1 | 2 | 0 | 24 | 32 |
| " 3. | 9 | 0 | 60 | 0 | 23 | 0 | 23 | 0 | 3 | 0 | 46 | 0 | 12 | 0 | 18 | 0 | 21 | 0 | 215 | 0 |
| " 4. | 0 | 5 | 1 | 23 | 0 | 20 | 0 | 14 | 0 | 2 | 0 | 28 | 10 | 18 | 10 | 17 | 0 | 10 | 1 | 127 |
| " 5. | 0 | 0 | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 5 | 3 |
| " 6. | 0 | 2 | 0 | 30 | 1 | 14 | 0 | 8 | 0 | 0 | 0 | 14 | 1 | 5 | 1 | 7 | 0 | 3 | 3 | 83 |
| " 7. | 1 | 0 | 13 | 0 | 11 | 0 | 9 | 0 | 1 | 0 | 24 | 0 | 7 | 0 | 12 | 0 | 7 | 0 | 85 | 0 |
| " 8. | 1 | 0 | 10 | 2 | 9 | 2 | 5 | 1 | 1 | 0 | 10 | 2 | 8 | 0 | 2 | 1 | 4 | 0 | 50 | 8 |
| Totals | 12 | 12 | 95 | 95 | 50 | 51 | 39 | 39 | 5 | 5 | 86 | 86 | 29 | 29 | 36 | 38 | 34 | 34 | 386 | 389 |
| " | 12 | | 95 | | 51 | | 39 | | 5 | | 86 | | 29 | | 38 | | 34 | | 389 | |
| " | 107 | | | | 90 | | | | 91 | | | | 67 | | | | | | | |
| " | 197 | | | | | | | | 158 | | | | | | | | | | | |

XVI. THE MOST SATISFACTORY MEANS OF MOTIVATION OF LEARNING

- () 1. Stimulate concern of retention and promotion.
- () 2. Express confidence instead of suspicion and lack of faith.
- () 3. Give students work in which he can succeed, gradually increase difficulty, encouraging student choice.
- () 4. Require all work to be completed by all students.
- () 5. Allow slow students extra time and help for accomplishment.
- () 6. Refuse student participation in school activities until set standards are complied with.
- () 7. Recognition of the individual for progressive accomplishment in all effort.
- () 8. Teachers personal interest in the students success both in and out of school.

How can I get Johnny to do his work? This is a question teachers are asking themselves every day. They are earnestly trying to discover some way to stimulate the child to an acceptable performance and accomplishment. We find many different means employed for motivating the child, varying from fear and force to happiness and desire. In the survey we find fifty six percent of the school people favor giving the student work in which he can succeed gradually increasing the difficulty, encouraging student choice. When we add to this percentage that of recognition of the individual for progressive accomplishment in all effort, which is twenty two and one half percent, we have a total of seventy eight and one half percent in favor of motivation from an individualistic point of view according to student ability and interest.

TABLE XVII. CLASSIFIED DISTRIBUTION OF EDUCATORS VIEWS CONCERNING THE HOME

| NO. XVII | ISSUE: THE HOME IS | | | | | | | | | | | | | | | | | | | |
|-----------|--------------------|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|--|------|-------|------|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators & Super- visors | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Super- visors | | Total | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. |
| Option 1. | 10 | 0 | 59 | 1 | 0 | 14 | 19 | 0 | 4 | 0 | 46 | 0 | 18 | 1 | 22 | 0 | 21 | 0 | 199 | 16 |
| " 2. | 0 | 1 | 0 | 22 | 5 | 0 | 0 | 7 | 0 | 2 | 1 | 12 | 0 | 2 | 0 | 4 | 0 | 6 | 6 | 56 |
| " 3. | 1 | 0 | 31 | 1 | 23 | 0 | 17 | 0 | 1 | 0 | 31 | 1 | 7 | 0 | 16 | 0 | 13 | 0 | 140 | 2 |
| " 4. | 0 | 8 | 1 | 47 | 0 | 20 | 0 | 23 | 0 | 2 | 0 | 53 | 2 | 12 | 0 | 22 | 0 | 21 | 3 | 208 |
| " 5. | 0 | 2 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 29 |
| " 6. | 0 | 0 | 1 | 9 | 1 | 14 | 1 | 1 | 0 | 0 | 3 | 3 | 1 | 3 | 0 | 3 | 0 | 1 | 7 | 33 |
| " 7. | 1 | 0 | 3 | 1 | 11 | 0 | 1 | 0 | 0 | 10 | 6 | 2 | 1 | 0 | 2 | 2 | 0 | 0 | 25 | 6 |
| " 8. | 0 | 1 | 0 | 16 | 9 | 2 | 0 | 6 | 0 | 0 | 0 | 15 | 0 | 9 | 0 | 9 | 2 | 6 | 11 | 64 |
| Totals | 12 | 12 | 96 | 99 | 50 | 51 | 38 | 38 | 5 | 5 | 87 | 86 | 29 | 28 | 40 | 40 | 36 | 34 | 393 | 394 |
| " | 12 | | 99 | | 51 | | 38 | | 5 | | 87 | | 29 | | 40 | | 36 | | 394 | |
| " | 111 | | | | 89 | | | | 92 | | | | 69 | | | | | | | |
| " | 200 | | | | | | | | 161 | | | | | | | | | | | |

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XVII. THE HOME IS

- () 1. The basic factor to national strength and well-being.
- () 2. The place of occasional meeting of family members.
- () 3. The source of our basic personality and habit patterns.
- () 4. The social unit which should be replaced by the state.
- () 5. The haven of retreat from worldly care.
- () 6. The principal cause of minor delinquency today.
- () 7. Responsible or should be held responsible for the conduct of its members in all walks of life.
- () 8. Not responsible for actions of its members outside of the home.

In the problem of home, which includes its value to society, we find that the school people of Utah are very definite. They show profound respect and great faith in the worth of home and what it should and should not be. When we analyze the returns of the inventory we find two statements, which have the same interpretation, receiving most of the favorable votes. - Statement number one with one hundred ninety nine and number three with one hundred forty making a total of three hundred thirty nine out of a possible three hundred ninety three. Here the viewpoint is taken that the home formulates the basis for national strength and well being because of the influence of the home upon the individual's pattern of living. The teachers are certain that they are not in favor of any plan which will dissolve the home as it now stands. Two hundred eight voted against a plan which would eliminate the home and replace it with the state. Fifty six voted against the idea that home was merely an occasional meeting place and sixty four

voted that the home is responsible for its members outside of the home.

From the analysis of this issue we can conclude that the teachers of Utah are a home-loving people.

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TABLE XVIII. CLASSIFIED DISTRIBUTION OF EDUCATORS PHILOSOPHY TOWARD ULTIMATE VALUES OF LIFE

| NO. XVIII | ISSUE: THE MOST SATISFACTORY CONCEPT OF ULTIMATE VALUES IS THAT | | | | | | | | | | | | | | | | | | | |
|-----------|---|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | |
| Option 1. | 2 | 5 | 9 | 17 | 2 | 18 | 2 | 9 | 0 | 2 | 10 | 17 | 4 | 8 | 2 | 5 | 2 | 12 | 33 | 93 |
| " 2. | 1 | 2 | 8 | 14 | 3 | 4 | 0 | 11 | 0 | 0 | 4 | 10 | 2 | 3 | 1 | 10 | 3 | 2 | 22 | 56 |
| " 3. | 0 | 1 | 1 | 14 | 3 | 9 | 4 | 4 | 0 | 0 | 5 | 14 | 1 | 5 | 3 | 2 | 3 | 3 | 20 | 52 |
| " 4. | 5 | 2 | 53 | 0 | 30 | 0 | 27 | 0 | 5 | 0 | 52 | 5 | 15 | 0 | 26 | 2 | 18 | 2 | 231 | 11 |
| " 5. | 2 | 0 | 9 | 8 | 7 | 3 | 3 | 1 | 0 | 1 | 11 | 3 | 3 | 1 | 5 | 1 | 7 | 1 | 47 | 19 |
| " 6. | 1 | 1 | 2 | 32 | 1 | 18 | 1 | 14 | 0 | 2 | 0 | 30 | 2 | 8 | 0 | 16 | 0 | 12 | 7 | 133 |
| " 7. | x | | | | | | | | | | | | | | | | | | | |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 11 | 11 | 82 | 85 | 46 | 52 | 37 | 39 | 5 | 5 | 82 | 79 | 27 | 25 | 37 | 36 | 33 | 32 | 360 | 364 |
| " | 11 | | 85 | | 52 | | 39 | | 5 | | 82 | | 27 | | 37 | | 33 | | 364 | |
| " | 96 | | | | 91 | | | | 87 | | | | 64 | | | | | | | |
| " | 187 | | | | | | | | 151 | | | | | | | | | | | |

XVIII. THE MOST SATISFACTORY CONCEPT OF ULTIMATE VALUES IS THAT

- () 1. The true world is the changeless realm of concepts, essences, universals, and truths.
- () 2. The world of physical reality is the truly fundamental thing in experience.
- () 3. Truth is only relative; standards are derived from practical results of personal experiences.
- () 4. Reason, intelligence, personality and values have cosmical significance; they are the essences that bring order and unity to the universe.
- () 5. All ideas, beliefs and ideals grow out of and relate to concrete experiences.
- () 6. The universe is composed of "reals" that exist in and of themselves independent of any relation to the mind of man.

Here it is found that for the most part the teachers, supervisors and administrators assume an idealistic attitude or viewpoint. Two hundred thirty one responded in favor of the statement, "Reason, intelligence, personality and values have cosmical significance; they are the essences that bring order and unity to the universe." Statement number one, which belong to the idealistic school of thought also, received thirty three positive responses. So we find that out of a possible three hundred sixty responses, two hundred sixty four belong to the idealist group. When we consider the remaining statements of this issue we find a divided point of view concerning ideas toward which educators are opposed. Ninety three voted against number one and only eleven against statement four. Both of these belong to the same school of thought. One hundred thirty three are opposed to statement six and fifty two opposed to statement three; these two are of the same school of thought. In this issue

teachers seem to know quite well what they believe but seemingly are not quite certain of their disbeliefs. It would seem that some influence other than scientific analogy is playing a part in their thinking.

TABLE XIX. CLASSIFIED DISTRIBUTION OF EDUCATORS VIEWS, ACCORDING TO RESPONSES, TOWARD METHODS BEST SUITED TO ACCOMPLISH EDUCATIONAL OBJECTIVES.

| NO. XIX | ISSUE: THE EDUCATIONAL METHODS THAT BEST SERVE EDUCATIONAL OBJECTIVES ARE | | | | | | | | | | | | | | | | | | | |
|-----------|---|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | |
| Option 1. | 5 | 1 | 30 | 2 | 19 | 2 | 14 | 1 | 2 | 1 | 38 | 3 | 8 | 3 | 13 | 2 | 10 | 3 | 139 | 18 |
| " 2. | 0 | 1 | 8 | 21 | 6 | 6 | 2 | 5 | 0 | 1 | 9 | 11 | 5 | 6 | 4 | 7 | 1 | 4 | 35 | 62 |
| " 3. | 3 | 0 | 72 | 2 | 6 | 1 | 10 | 2 | 3 | 1 | 8 | 6 | 4 | 1 | 7 | 1 | 7 | 1 | 55 | 15 |
| " 4. | 0 | 8 | 1 | 52 | 0 | 29 | 0 | 24 | 0 | 1 | 1 | 56 | 0 | 13 | 0 | 20 | 0 | 20 | 2 | 223 |
| " 5. | 4 | 0 | 34 | 5 | 13 | 1 | 10 | 2 | 0 | 0 | 26 | 2 | 9 | 2 | 9 | 1 | 16 | 1 | 121 | 14 |
| " 6. | 1 | 3 | 11 | 9 | 5 | 10 | 2 | 6 | 0 | 1 | 9 | 8 | 2 | 2 | 5 | 3 | 1 | 5 | 36 | 47 |
| " 7. | x | | | | | | | | | | | | | | | | | | | |
| " 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 13 | 13 | 91 | 91 | 49 | 49 | 38 | 39 | 5 | 5 | 91 | 86 | 28 | 27 | 38 | 34 | 35 | 34 | 388 | 379 |
| " | 13 | | 91 | | 49 | | 39 | | 5 | | 91 | | 28 | | 38 | | 35 | | 388 | |
| " | 104 | | | | 88 | | | | 96 | | | | 66 | | | | | | | |
| " | 192 | | | | | | | | 162 | | | | | | | | | | | |

XIX. THE EDUCATIONAL METHODS THAT BEST SERVE EDUCATIONAL OBJECTIVES ARE

- () 1. Current interests and needs of the learner at his level of development constitute the essence of education.
- () 2. There are certain relatively fixed disciplines and content which education must continue to develop and transmit.
- () 3. Education must capitalize upon current needs and interests to develop traditional subject matter.
- () 4. Imposition of factual data toward preconceived ends through definite channels.
- () 5. The guide to education is the immediate need of the learner in terms of his social and economic development.
- () 6. Traditional curriculum to be interpreted in terms of current needs and interest of the learner.

When methods, that are to serve educational objectives best, are under consideration we find that the school personnel of the State of Utah are quite definite as to what they oppose. Statements two and four, which both belong to the idealists' school of thought received the heaviest negative vote that of two hundred eighty five. Statements one and five drew the heaviest positive vote with two hundred sixty. These two statements are definitely progressive, or we might say child-centered. We can conclude that while teachers are not entirely following any one school of thought, they are concerned with the direction of education toward those goals which they feel are worthwhile in aiding the child to a better understanding of himself and his social and economic relationships to man.

TABLE XX. ATTITUDE OR VIEWPOINT OF EDUCATORS TOWARD A PHILOSOPHY OF EDUCATION ACCORDING TO CLASSIFIED DISTRIBUTION

| NO. | XX | THE FUNDAMENTAL CONCEPTS OF A SOCIAL PHILOSOPHY OF EDUCATION IS | | | | | | | | | | | | | | | | | | | | | | | |
|--------|----|---|------|--------|------|-----------|------|--------|------|------------|------|----------------|-----------|------|--------|------------------|------|---------------------|------|-------|------|--|--|--|--|
| | | RURAL TEACHERS | | | | | | | | | | URBAN TEACHERS | | | | | | Adminis- trators | | Total | | | | | |
| | | Elementary | | | | Secondary | | | | Elementary | | | Secondary | | | Super- visors | | | | | | | | | |
| | | Male | | Female | | Male | | Female | | Male | | Female | Male | | Female | Male | | Female | Pos. | Neg. | | | | | |
| | | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | | |
| Option | 1. | 1 | 3 | 2 | 23 | 0 | 16 | 0 | 13 | 0 | 0 | 3 | 31 | 0 | 6 | 0 | 10 | 1 | 9 | 7 | 111 | | | | |
| " | 2. | 1 | 0 | 18 | 0 | 7 | 3 | 3 | 1 | 1 | 0 | 7 | 7 | 3 | 0 | 2 | 0 | 7 | 1 | 49 | 12 | | | | |
| " | 3. | 3 | 0 | 39 | 1 | 27 | 0 | 20 | 0 | 2 | 0 | 39 | 0 | 17 | 1 | 21 | 2 | 17 | 0 | 185 | 4 | | | | |
| " | 4. | 1 | 2 | 0 | 18 | 0 | 6 | 0 | 6 | 0 | 3 | 0 | 14 | 0 | 6 | 0 | 6 | 1 | 4 | 2 | 65 | | | | |
| " | 5. | 0 | 1 | 9 | 3 | 8 | 4 | 3 | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 3 | 0 | 0 | 1 | 27 | 11 | | | | |
| " | 6. | 0 | 6 | 0 | 44 | 0 | 17 | 0 | 16 | 0 | 2 | 2 | 33 | 0 | 11 | 0 | 18 | 0 | 19 | 2 | 166 | | | | |
| " | 7. | 6 | 0 | 21 | 2 | 7 | 3 | 11 | 1 | 1 | 0 | 32 | 0 | 7 | 2 | 12 | 1 | 7 | 0 | 104 | 9 | | | | |
| " | 8. | x | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | | 12 | 12 | 89 | 91 | 49 | 49 | 37 | 38 | 5 | 5 | 85 | 83 | 28 | 26 | 38 | 37 | 33 | 33 | 376 | 378 | | | | |
| " | | 12 | | 91 | | 49 | | 38 | | 5 | | 85 | | 28 | | 38 | | 33 | | 378 | | | | | |
| " | | 103 | | | | 87 | | | | 90 | | | | 66 | | | | | | | | | | | |
| " | | 190 | | | | | | | | | | 156 | | | | | | | | | | | | | |

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XX. THE FUNDAMENTAL CONCEPT OF A SOCIAL PHILOSOPHY OF EDUCATION IS

- () 1. The schools are the reflectors rather than the builders of society.
- () 2. Education takes the lead in social progress and reform.
- () 3. There is a reciprocal relationship between education and society; each places obligation and responsibilities upon the other.
- () 4. The educational system should not attempt to control the policies of society.
- () 5. Education conserves and perpetuates the social heritage.
- () 6. Education has a responsibility to make us alike in acquired mental contents, no less to cater to our individual tastes and capacities.
- () 7. The destiny of civilization rests with educational forces.

The viewpoint that neither society nor education is the all important factor in our civilization is shown by the fact that one hundred eighty six teachers, out of a possible three hundred seventy six voted infavor of the statement, "There is a reciprocal relationship between education and society; each places obligation and responsibility upon the other." Only four approved this idea. This statement gains in significance when we consider the fact that one hundred four voted in favor of statement seven, "The destiny of civilization rests with educational forces." Teachers are opposed to the point of view that schools are reflectors rather than builders of society. They are opposed to the idea of making people alike in acquired mental contents, even though individual tastes and capacities are catered to. It seems that the underlying philosophy of the teachers toward this issue is one of individual betterment for the welfare of all.

TABLE XXI. CLASSIFIED DISTRIBUTION OF EDUCATORS OPINIONS OF THE RELATIONSHIP OF SOCIETY TO PROGRESS

| NO. XXI | ISSUE: THE MOST EFFECTIVE PATTERN OF SOCIAL AIM IS | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|----|-------|-----|
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. Neg. | | | |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | |
| Option 1. | 0 | 5 | 3 | 35 | 2 | 22 | 0 | 11 | 0 | 2 | 2 | 42 | 0 | 8 | 2 | 18 | 1 | 14 | 10 | 157 |
| " 2. | 4 | 1 | 6 | 12 | 12 | 2 | 5 | 4 | 1 | 0 | 10 | 9 | 5 | 1 | 6 | 3 | 5 | 0 | 54 | 32 |
| " 3. | 6 | 0 | 38 | 0 | 18 | 2 | 12 | 1 | 3 | 0 | 26 | 1 | 8 | 0 | 9 | 0 | 7 | 0 | 127 | 4 |
| " 4. | 0 | 4 | 0 | 34 | 0 | 21 | 0 | 18 | 0 | 2 | 0 | 26 | 1 | 16 | 1 | 17 | 1 | 16 | 3 | 154 |
| " 5. | 0 | 0 | 3 | 3 | 1 | 3 | 3 | 4 | 0 | 0 | 2 | 6 | 0 | 1 | 4 | 2 | 0 | 1 | 13 | 20 |
| " 6. | 1 | 1 | 38 | 4 | 16 | 1 | 18 | 0 | 1 | 1 | 45 | 2 | 12 | 0 | 16 | 0 | 20 | 1 | 167 | 10 |
| 7. | x | | | | | | | | | | | | | | | | | | | |
| 8. | x | | | | | | | | | | | | | | | | | | | |
| Totals | 11 | 12 | 88 | 88 | 49 | 51 | 38 | 38 | 5 | 5 | 85 | 86 | 26 | 26 | 38 | 40 | 34 | 32 | 374 | 377 |
| " | 12 | | 88 | | 51 | | 38 | | 5 | | 86 | | 26 | | 40 | | 34 | | 377 | |
| " | 100 | | | | 89 | | | | 91 | | | | 66 | | | | | | | |
| " | 189 | | | | | | | | 157 | | | | | | | | | | | |

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XXI. THE MOST EFFECTIVE PATTERN OF SOCIAL AIM IS

- () 1. Society should seek to discover its divinely or supernaturally planned destiny and attempt to conform.
- () 2. Society must work out its own destiny on the basis of its past experiences .
- () 3. Society should seek to adjust to its lot as continued new experiences present themselves.
- () 4. Society seeks maintenance of her status quo by conformity to doctrines and institutions of the past.
- () 5. Society formulates its destiny by reactions to established institutions and patterns of living.
- () 6. Society to be continuously reconstructing traditions and institutions in order to serve humanity better.

When we examine statements three and six we find they both have the same fundamental interpretation; a progressive outlook toward life - an outlook of accepting things as they are, adjusting to circumstances and planning for immediate changes which will be a benefit to all. This may be called the progressive or pragmatic outlook. Teachers may not admit that they belong to this school of thought yet, by their response of two hundred ninety four out of three hundred seventy four in favor of these statements one cannot help seeing the direction of action. By their vote of opposition of three hundred eleven, out of three hundred seventy seven, to statements one and four teachers show they are not of an attitude to be held back by any dogma of life which tends in any way to retard progressive changes for the welfare of the individual or society. Male and female teachers both rural and urban show the above mentioned conditions to be their predominating attitude and viewpoint toward a pattern of social aim.

TABLE XXII. CLASSIFIED DISTRIBUTION OF EDUCATORS OPINIONS REGARDING NATIONAL CULTURE

| NO. XXII | ISSUE: EDUCATION'S ATTITUDE TOWARD CULTURE SHOULD BE | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|--|------|--------|------|-----------|------|--------|------|------------|------|----------------|------|-----------|------|--------|------|------------------|------|---------------------|------|--|--|--|--|
| | RURAL TEACHERS | | | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | | | | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | Total | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | Pos. | Neg. | | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | | |
| Option 1. | 0 | 7 | 0 | 46 | 0 | 26 | 0 | 18 | 0 | 2 | 0 | 52 | 1 | 12 | 0 | 23 | 0 | 15 | 1 | 201 | | | | |
| " 2. | 5 | 0 | 38 | 3 | 20 | 0 | 12 | 0 | 4 | 0 | 23 | 0 | 14 | 0 | 10 | 0 | 10 | 1 | 136 | 4 | | | | |
| " 3. | 1 | 1 | 1 | 8 | 2 | 4 | 0 | 4 | 0 | 0 | 1 | 9 | 0 | 4 | 0 | 3 | 0 | 1 | 5 | 34 | | | | |
| " 4. | 0 | 4 | 0 | 35 | 0 | 18 | 0 | 17 | 0 | 2 | 1 | 27 | 0 | 9 | 0 | 11 | 0 | 14 | 1 | 137 | | | | |
| " 5. | 5 | 0 | 41 | 1 | 15 | 2 | 17 | 0 | 1 | 1 | 47 | 1 | 9 | 0 | 19 | 0 | 19 | 1 | 173 | 6 | | | | |
| " 6. | 1 | 0 | 14 | 1 | 13 | 2 | 10 | 0 | 0 | 0 | 19 | 1 | 5 | 0 | 9 | 1 | 5 | 3 | 76 | 8 | | | | |
| 7. | x | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | x | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 11 | 12 | 94 | 94 | 50 | 52 | 39 | 39 | 5 | 5 | 91 | 90 | 29 | 25 | 38 | 38 | 34 | 34 | 392 | 390 | | | | |
| " | 12 | | 94 | | 52 | | 39 | | 5 | | 91 | | 29 | | 38 | | 34 | | 392 | | | | | |
| " | 106 | | | | 91 | | | | 96 | | | | 67 | | | | | | | | | | | |
| " | 197 | | | | | | | | | | 163 | | | | | | | | | | | | | |

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XXII. EDUCATION'S ATTITUDE TOWARD CULTURE SHOULD BE

- () 1. The strictly American culture is superior and should be fostered.
- () 2. American culture might be improved by inclusion of the best from other cultures.
- () 3. Each group should be permitted to retain its own culture. America should harbor many separate cultures.
- () 4. Mixed cultures are incompatible. Foreign cultures should be eliminated by Americanization programs.
- () 5. All cultures need expression and will contribute to our American culture when properly intermingled with constructive ideals.
- () 6. Democratic culture to cherish individual variations, desires and aspirations instead of seeking to repress interest of some form of static social arrangement.

One person in all the survey believes that the strictly American culture is superior and should be fostered. Two hundred one of the school people in the survey are opposed to such an idea. We might ask ourselves a question here. Do we have an American culture? We may answer this question in terms of reflective thinking. "Like Rome, our civilization is not an American culture but an American organization." Regardless of how we answer our question we must consider the problem of the issue and how teachers feel toward it. One hundred thirty six believe that American culture might be improved by taking the best from other cultures. One hundred thirty seven show by response that they believe mixed cultures are compatible and foreign cultures may have a contribution to make to American culture and should not be eliminated. One hundred seventy six express the view that all cultures need expression and with proper constructive direction can prove to be very valuable

to the advancement of society. Here teachers show clearly they are looking for the best that can be found and using it for the improvement of what they already have.



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TABLE XXIII. VIEWPOINT OF EDUCATORS TOWARD THE INDIVIDUAL AND SOCIETY ACCORDING TO CLASSIFIED

| NO. XXIII | ISSUE: VIEWPOINT TOWARD SOCIETY AND THE INDIVIDUAL SHOULD BE THAT | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|------|--------|------|-----------|------|--------|------|------------|------|----------------|------|-----------|------|--------|------|------------------|------|---------------------|------|--|--|--|--|
| | RURAL TEACHERS | | | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | | | | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | Total | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | Neg. | Pos. | Neg. | | | | |
| | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | | | |
| Option 1. | 3 | 1 | 7 | 8 | 9 | 6 | 2 | 7 | 2 | 0 | 13 | 9 | 3 | 5 | 6 | 2 | 6 | 4 | 51 | 42 | | | | |
| " 2. | 0 | 7 | 4 | 24 | 5 | 17 | 0 | 15 | 0 | 3 | 0 | 22 | 0 | 5 | 0 | 13 | 1 | 11 | 10 | 117 | | | | |
| " 3. | 2 | 0 | 23 | 0 | 17 | 0 | 8 | 0 | 1 | 0 | 22 | 2 | 12 | 0 | 12 | 0 | 14 | 0 | 111 | 2 | | | | |
| " 4. | 1 | 2 | 0 | 26 | 0 | 10 | 1 | 7 | 0 | 0 | 0 | 18 | 0 | 9 | 0 | 4 | 0 | 4 | 2 | 80 | | | | |
| " 5. | 0 | 0 | 0 | 31 | 0 | 20 | 0 | 7 | 0 | 2 | 4 | 38 | 0 | 7 | 0 | 16 | 0 | 11 | 4 | 132 | | | | |
| " 6. | 6 | 2 | 57 | 2 | 21 | 0 | 26 | 1 | 2 | 0 | 48 | 1 | 12 | 0 | 20 | 1 | 12 | 0 | 204 | 7 | | | | |
| 7. | x | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | x | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 12 | 91 | 91 | 52 | 53 | 37 | 37 | 5 | 5 | 87 | 90 | 27 | 26 | 38 | 36 | 33 | 30 | 382 | 380 | | | | |
| " | 12 | | 91 | | 53 | | 37 | | 5 | | 90 | | 27 | | 38 | | 33 | | 382 | | | | | |
| " | 103 | | | | 90 | | | | 95 | | | | 65 | | | | | | | | | | | |
| " | 193 | | | | | | | | | | 160 | | | | | | | | | | | | | |

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XXIII. VIEWPOINT TOWARD SOCIETY AND THE INDIVIDUAL SHOULD BE THAT

- () 1. Society exists for the advancement of the individual.
- () 2. The individual exists for welfare of society.
- () 3. The interests of society and the individual are mutual and reciprocal.
- () 4. A strong sense of individual worth militating against a strong social order.
- () 5. Of a strong social order submerging the worth and advancement of individuality.
- () 6. Neither the social order nor the individual shall become static; both shall be integratively progressive.

In this issue we find two statements from each of the principal schools of thought. Two and five in one school; one and four in another school, with three and six representing the third school which is the more progressive. We find for the most part teachers and school administrators believe that the individual and society must work cooperatively if civilization is to receive progressive benefits. The vote of three hundred fifteen, out of a possible three hundred eighty two, in favor of this viewpoint with only nine dissenting votes seems sufficient evidence. The teachers are very certain that they do not want a society which will submerge the worth of the individual; this is clearly shown by their response to statements two and five with a negative vote of two hundred forty nine. The opposition to statements one and four of one hundred twelve responses reveals the fact that educators do not believe in the individual domination over society. Our results here show that the school personnel have an attitude of cooperation for the improvement of both society and the individual.

TABLE XXIV. CLASSIFIED DISTRIBUTION OF EDUCATORS VIEWS TOWARD THE RESPONSIBILITY OF EDUCATION FOR SOCIAL FORMS OF TODAY

| NO. | XXIV | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|------|--------|------|-----------|------|--------|------|----------------|------|--------|------|-----------|------|--------|------|---------------------|------|-------|------|------|--|------|
| | ISSUE: THE RESPONSIBILITY OF EDUCATION FOR SOCIAL FORMS AND ORGANIZATIONS SHOULD BE | | | | | | | | | | | | | | | | | | | | | | |
| | RURAL TEACHERS | | | | | | | | URBAN TEACHERS | | | | | | | | Adminis- trators | | Total | | | | |
| | Elementary | | | | Secondary | | | | Elementary | | | | Secondary | | | | Super- visors | | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Pos. | | Neg. | | Pos. | | Neg. |
| Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | Pos. | Neg. | | |
| Option 1. | 1 | 6 | 5 | 28 | 3 | 24 | 1 | 13 | 0 | 1 | 4 | 37 | 1 | 8 | 3 | 12 | 2 | 14 | 17 | 143 | | | |
| " 2. | 3 | 2 | 36 | 3 | 19 | 0 | 11 | 3 | 1 | 0 | 30 | 0 | 4 | 0 | 14 | 1 | 11 | 1 | 129 | 10 | | | |
| " 3. | 2 | 2 | 1 | 40 | 0 | 22 | 0 | 18 | 0 | 3 | 0 | 36 | 0 | 13 | 0 | 18 | 0 | 10 | 3 | 162 | | | |
| " 4. | 0 | 0 | 0 | 19 | 1 | 6 | 0 | 5 | 0 | 1 | 0 | 14 | 0 | 5 | 0 | 4 | 0 | 7 | 1 | 61 | | | |
| " 5. | 6 | 1 | 49 | 1 | 30 | 1 | 27 | 0 | 4 | 0 | 55 | 0 | 22 | 0 | 21 | 1 | 20 | 1 | 234 | 5 | | | |
| 6. | x | | | | | | | | | | | | | | | | | | | | | | |
| 7. | x | | | | | | | | | | | | | | | | | | | | | | |
| 8. | x | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 12 | 11 | 91 | 91 | 53 | 53 | 39 | 39 | 5 | 5 | 89 | 87 | 27 | 26 | 38 | 36 | 33 | 33 | 384 | 381 | | | |
| " | 12 | | 91 | | 53 | | 39 | | 5 | | 89 | | 27 | | 38 | | 33 | | 384 | | | | |
| " | 103 | | | | 92 | | | | 94 | | | | 65 | | | | | | | | | | |
| " | 195 | | | | | | | | 159 | | | | | | | | | | | | | | |

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XXIV. THE RESPONSIBILITY OF EDUCATION FOR SOCIAL FORMS AND ORGANIZATIONS SHOULD BE

- () 1. Education to select goals and inculcate them into the lives of individuals.
- () 2. To teach many points of view leaving the individual free to make his own choices.
- () 3. To avoid highly controversial issues.
- () 4. To show by contrasts the weakness of now favored forms.
- () 5. To openly and frankly deal intelligently with all issues of the day.

If you will examine statements two and five you will find they have the same implication, so that in making an analysis of this issue we can combine the responses. This gives us three hundred sixty three, out of a possible three hundred eighty four, in favor of full open-mindedness toward all issues of the day, leaving each one to make his own choice of viewpoint according to data submitted. There were only fifteen opposing votes. A response of one hundred forty three against any form of inculcation and selected goals puts the teachers out of the idealistic school of thought. We can conclude that in this issue, at least, teachers believe that controversial issues should not be avoided. People are entitled to full facts on all problems before judgment can be justly given. Accepting the view that this issue, as voted, is a true criterion, then the students of the Utah schools are being taught how to think instead of what to think.

CONCLUSIONS

The purpose for which this study was undertaken was that of discovering the attitudes and viewpoints of various groups of teachers and administrators on a selected group of social and educational issues. The significance of these issues and representative viewpoints concerning each were obtained from the viewpoints of sociological and educational leaders.

Tabulations of the viewpoints as expressed in the inventory reveal a high degree of agreement among all classes of educators. In order to ascertain a person's viewpoint it is equally as important to know what he does not believe as it is to know what he does believe.

Following is a summary statement of the predominant viewpoints on each issue.

I. The predominant attitude toward war is that it is a needless preventable occurrence; a result of military group action to gain power both political and economic. It is in no way an uplifting personal venture.

II. Educational leaders very generally believe that labor unions improve the working conditions and protect the laborer, but labor should not control industry.

III. Teachers and administrators believe that persons elected to public office usually are honest people with public welfare at heart, but too often controlled by political machines. They are not crafty, dishonest people.

IV. Quite generally educators believe that public education should be required until students have completed senior high school, or completed a trade or vocation. They are opposed to termination at elementary level; also to requiring four years of college.

V. The principal factor in the selection of teachers should be personality and interest in the individual child. Specific subject matter mastery and diversified educational training should not be principal factors.

VI. The principal factor in the peace settlement should be to see that no nation or group of nations control the political and economic relationships of the world, and to assure the world against future aggression of war.

VII. An educational program should be primarily concerned with fitting and adjusting the child to our present social order, not with mere subject matter mastery.

VIII. Institutionalized religion is the factor which formulates and supports the structure of our society. It has not outlived its usefulness.

IX. Marriage is a covenant of sacred responsibility founded on love and assures a stable social structure. Any deviation from this view was voted out.

X. American public schools should allow all races equal educational opportunity, with no limitations.

XI. The form of educational control should be local administration with financial subsidization from state and federal governments. The division of control meets with approval but any single control is disapproved.

XII. To insure maximum value of education, schools should train students in the arts of creativeness and play as well as economic necessities. Extremes in either direction were greatly opposed.

XIII. The guiding principle in vocational and liberal education should be for schools to provide for both vocational and liberal education for all students. Cultural and economic success for all the children is important, either by itself is not sufficient.

XIV. Learning is principally a matter of past experiences, mental and physical, determining the possibilities of the present, representing the structure of memory and foresight as well as affection, purpose and meaning. It is not external discipline to the accomplishment of pre-conceived ends.

XV. In their responsibility for student accomplishment, schools should provide for student direction in accordance to his ability and interests. There should be no preconceived set standards of accomplishment.

XVI. The most satisfactory means of motivation of learning is to give the student work in which he can succeed, gradually increasing the difficulty, encouraging student choice, and to give recognition to the individual for progressive accomplishment in any and all effort. Fear and force should be eliminated.

XVII. The home formulates the bases for national strength and well being because of the influence of the home upon the individual's pattern of living. The home should not be dissolved.

XVIII. The most satisfactory concept of ultimate value is that reason, intelligence, personality and value have cosmical significance;

they are the essences that bring order and unity to the universe. Opposition is shown to the existence of reals, independent of man's mind.

XIX. The educational methods that best serve educational objectives are achieved when current interests and needs of the learner at his level of development constitute the essence of education. The guide to education is the immediate need of the learner in terms of his social and economic development. There should be no fixed disciplines of traditionalisms.

XX. The fundamental concept of a social philosophy of education is that there is a reciprocal relationship between education and society; each places obligations and responsibilities upon the other. The destiny of civilization rests with educational forces. They are not merely the reflection of progress.

XXI. The most effective pattern of social aim is that society should seek to adjust to its lot as continued new experiences present themselves. Society should be continuously reconstructing traditions and institutions in order to serve humanity better. There is decided opposition to any form or dogma which may retard progress.

XXII. Education's attitude toward culture should be that all cultures need expression and with proper constructive direction can prove to be of value to any other culture. No one culture can have all the best and need no improving.

XXIII. The viewpoint toward society and the individual should be that the interest of society and the individual are mutual and reciprocal, any idea of opposition to this view is definitely repulsed.

XXIV. The responsibility of education for social forms and organizations should be to teach many viewpoints leaving the individual free to make his own choice and to deal openly and frankly with all issues of the day. Inculcation of selected goals should not exist.

Differences in selection and training, that have resulted in the placement of teachers in elementary or in secondary schools, either rural or urban, or in administrative positions, have not resulted in significant differences of viewpoint among these classes of educators. Sex differences in viewpoint are minor.

Educators of Utah are concerned with the worth and progressive development of the individual in all of his activities in living. They believe that the child of today, when properly guided will develop a better world in which to live. This can only be accomplished through the effort of affective education, in teaching the child how to think instead of what to think.

APPENDIX

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