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# EDUCATION FOR LIFE ADJUSTMENT IN COLORADO

AN INTRODUCTION TO THE PROGRAM

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*g. Romine*



COLORADO STATE DEPARTMENT OF EDUCATION  
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## FOREWORD

The Colorado State Department of Education takes great pleasure in presenting this paper by Dr. Stephen Romine on *Education for Life Adjustment in Colorado*. This article, which is an introduction to the program, will be followed by other publications from time to time. These should be helpful in the implementation of this new approach to the education of boys and girls.

This Department wishes to acknowledge its appreciation and commend the members of the Colorado Commission for Life Adjustment Education for the fine way in which they have carried out their assignments. Through their efforts, we are sure, there will result better educational values for the youth of the State with a program geared to the needs of "all who care to learn."

NETTIE S. FREED  
Commissioner of Education  
State of Colorado

February, 1951

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## AUTHOR'S PREFACE

This bulletin is written in the interest of boys and girls in Colorado. They represent the future, and they constitute our greatest undeveloped natural resource. It is important, therefore, that those in whose care they are entrusted discharge that trust in a manner that will promote democracy as a way of life. This obligation is not only legal; it is moral.

Education for Life Adjustment comes upon the scene when our modern world faces a grave crisis and is confused. The need for adjustment was never greater, and the call for democratic leadership and followership was never louder nor more insistent. Better schools increasingly are essential, and their educational programs must make sense.

It is the belief of the author that in presenting this introductory bulletin teachers, parents, and others interested in our boys and girls may see some ways in which schools may be improved. It is his sincere hope that they will be encouraged to meet the challenges outlined and stimulated to cooperative and constructive action.

In this way, and under the banner of Education for Life Adjustment, Colorado schools may move forward in preserving our youth and our future.

Boulder, Colorado  
February, 1951

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## CHAPTER I

### INTRODUCTION

There are some things that cannot very well be postponed. One of these is education. The long period of infancy and the plasticity characteristic of this period make man the most educable of all living creatures. These same characteristics also make education fundamental to survival. In a complex modern society it is particularly important that education be effective. If we are to have adequate adults capable of adjusting to the world in which they live and equally able to modify environment for the better, the schools must meet a growing challenge for improved educational services. It is with such improvement that this bulletin is concerned.

Since the beginning of formal education, or schooling, there have been many movements and reforms aimed at the improvement of education. An excellent and very interesting discussion of this struggle for change in prehistoric times is depicted in Harold Benjamin's story, *The Sabertooth Curriculum*<sup>1</sup>. The clever treatment of problems then prevalent helps the reader see before him the same basic characters and arguments of today arrayed in the garb of yesteryears.

From the Golden Age of Greece forward numerous movements have in one way or another influenced education—monasticism, scholasticism, humanism, realism, experimentalism, and so on. Of more recent years in the United States other movements, such as progressive education, general education, common learnings, and the core curriculum, have been tried out in some schools. Not all of the elements of these have been entirely new, and some overlapping is obvious. Each, however, has aimed at improvement.

At the present time Education for Life Adjustment serves as a banner under which educators and laymen are trying to rally more support for better schools. There is no attempt to impose any doctrines on schools or to force adoption of given theories or practices. Participation is voluntary, and the program is broad and flexible. It aims to alert teachers and laymen to ways through which they may have more effective schools—schools which will meet the challenge of living in a modern and confused world.

Democracy is dependent upon effective public education. Such education must fit boys and girls for productive and sane living, both now and in the future. While they are young they must come into possession of attitudes, ideals, skills, habits, and understandings which will enable them to serve themselves and others as citizens in all areas of living.

<sup>1</sup> Benjamin, Harold, *The Sabertooth Curriculum*, New York: McGraw-Hill Book Company, Inc., 1939, 139 p.

Education for Life Adjustment means better education. And better education today means better citizens today and tomorrow. Time does not wait, nor can we wait in providing the best educational program possible.

### THE EDUCATION FOR LIFE ADJUSTMENT MOVEMENT

The first education was essentially education for life adjustment. It deals with those things closely related to survival and was accomplished through first hand experiences of a very realistic nature. However, as civilization became increasingly complex there was a tendency for formal education to become an activity somewhat apart from the ongoing stream of life outside of the school. Throughout history repeated attempts were made to enliven the school, to relate it more closely to the ever changing requirements of living, and to sensitize it to forces and factors making for and calling for progress. Resistance to change has also been organized, and, having the advantage of inertia and tradition, has in many cases been able to retard progress.

Among the many movements aimed at improving education, the most recent is that of Education for Life Adjustment. It is a blend combining in a flexible fashion the better points of a number of preceding movements which outline ways in which schools may do a more effective job. The title is new, but in the main the elements which constitute the program are old, tried, and true. Too often they have been denied in practice as frequently as they have been affirmed in theory.

#### *The Movement Originated in the Field of Vocational Education*<sup>1</sup>

It was among vocational educators that Education for Life Adjustment got its start. As part of the process of preparing a bulletin on vocational education, a final conference was held in Washington, D. C., May 31 and June 1, 1945. Out of this meeting came the Prosser Resolution:<sup>2</sup>

It is the belief of this conference that, with the aid of this report in final form, the vocational school of a community will be able better to prepare 20 per cent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 per cent of its students for entrance to college. We do not believe that the remaining 60 per cent of our youth of secondary school age will receive the life adjustment training they need and to which they are entitled as American citizens—unless and until the administrators of public education with the assistance of the vocational education leaders formulate a comparable program for this group.

<sup>1</sup> For a detailed story of the development of the movement see—Douglass, Harl R. (Editor), *Education for Life Adjustment*, Chapter I. Federal Security Agency, U. S. Office of Education, *Life Adjustment Education for Every Youth*, Part II.

<sup>2</sup> *Ibid.*, p. 15

We, therefore, request the U. S. Commissioner of Education and the Assistant Commissioner for Vocational Education to call at some early date a conference or a series of regional conferences between an equal number of representatives of general and of vocational education—to consider this problem and to take such initial steps as may be found advisable for its solution.

In 1946 a series of regional conferences was set up with meetings at New York City, Chicago, Cheyenne, Sacramento, and Birmingham. These were held under the leadership of the U. S. Office of Education. Following these there was held a national conference in Chicago, May 8 to 10, 1947. At this meeting the Prosser Resolution was reworded to avoid arbitrary percentages and selectivity and to broaden the scope of the program of Education for Life Adjustment to include *all* pupils of secondary school age.

*National and State Commissions were Appointed*

Through the U. S. Office of Education a National Commission was established with membership as follows as nominated by nine organizations:<sup>1</sup>

American Association of School Administrators: Benjamin C. Willis, Chairman, Superintendent of Schools, Yonkers, N. Y.

American Association of Junior Colleges: Charles S. Wilkins, President, State Agricultural and Mechanical College, Magnolia, Arkansas.

American Vocational Association: J. C. Wright, Washington, D. C.

National Association of High-School Supervisors and Directors of Secondary Education: Paul D. Collier, Director, Bureau of Youth Services, State Department of Education, Hartford, Connecticut.

National Association of Secondary-School Principals: Francis L. Bacon, Principal, Evanston Township High School, Evanston, Illinois.

National Association of State Directors for Vocational Education: M. D. Mobley, Director, Division of Vocational Education, State Department of Education, Atlanta, Georgia.

National Catholic Welfare Conference: Rev. Bernardine Myers, President, Secondary-School Department, National Catholic Educational Association, Care of Fenwick High School, Oak Park, Illinois. (Deceased 1948). Succeeded by Sister Mary Janet, S. C., Catholic Sisters College, Washington, D. C.

National Council of Chief State School Officers: Dean M. Schweickhard, Commissioner of Education, St. Paul, Minnesota.

<sup>1</sup> *Ibid.*, p. 1.

National Education Association: Marcella Lawler, State Department of Education, Olympia, Washington.

Each state department of education was asked to appoint a state commission which would spearhead the movement within the state. In line with this idea Mrs. Nettie S. Freed, Commissioner of Education for the State of Colorado, appointed a group of persons to serve in Colorado. The names of the present members of the Colorado Commission on Education for Life Adjustment appear earlier in this bulletin. Also assisting with the movement in Colorado are a number of consultants who have volunteered to aid schools wishing help in their fields of interest and competency. The names of consultants may be had from the Secretary of the Commission.

#### *Activity of the Colorado Commission and Consultants*

The Colorado Commission on Education for Life Adjustment serves as a general policy making body with the major purposes of stimulating schools to action and enlisting public support of the program. It serves also as a medium through which to disseminate information and exchange ideas.

As a steering or operating group, a smaller number of the members of the Commission serve as an executive committee. This group meets more often to discuss plans and to formulate courses of action.

Consultant services are not centrally organized, however, consultants are available to schools on arrangement between the interested parties. These consultants also serve at conferences and other meetings devoted to one or more aspects of the program of Education for Life Adjustment.

#### *The Policy on Cooperating Schools*

Educational movements often have identified so-called "pilot schools" to pioneer their proposals. Frequently this practice has been detrimental to the movement concerned. Some "pilot schools" have developed relatively little to earn the distinction of a title. Publicity in such cases causes misunderstanding and adverse reaction. Other schools which visit such selected institutions may become disillusioned or simply come to believe that their own program is just as good, if not better, without any improvement. The net result may be general dissatisfaction and lack of progress.

It is the firm belief of the Colorado Commission that all schools should participate in the program of Education for Life Adjustment. Each school must determine what and how much it is to do. Programs should be *developed* rather than installed. The objective should be sound, well understood, and show enduring progress.

Consequently, the Commission is slow to single out schools for mention, and then it is in terms of being a "cooperating school." There is no limit to the number of schools which may belong to this group. In general, schools which wish to take part in the program need only to conduct basic studies of their school, community, and program; accomplish desirable changes in line with sound educational theory and the findings of their basic studies; and keep the Commission informed.

## CHAPTER II

### WHAT IS EDUCATION FOR LIFE ADJUSTMENT?

Education for Life Adjustment means better living through better teaching. Few people in the United States would quarrel with the idea that the purpose of education is to foster democracy as a way of life. Education for Life Adjustment assumes that this is fundamental, and it seeks to implement this purpose.

#### *Democracy, Behavior, and Life Problems*

Conceived as a way of living, democracy is a way of behaving. It is essential, then, that education should promote the development of attitude, ideals, habits, skills, interests, appreciations, understandings, and ways of thinking, as well as the acquisition of important information. At the same time living in a democracy entails challenges, needs, and problems, both of an individual and social nature and origin.

There are a variety of ways to affect behavior. Life Adjustment Education recognizes as a very promising method that of helping young people to explore and solve problems which are meaningful and significant to them. Through this process may be developed attributes of behavior which will enable them to solve problems of living in the future when they are adults. Of course, such problems include those of economic, political, and social origin, as well as those more individual in character.

Education for Life Adjustment aims to help *all* pupils to achieve a "dynamic adjustability" which will enable them to live effectively, both now and later, as individuals and as citizens, in *all* areas of living. It is concerned with the whole individual. It seeks to enlist the complete resources of the school and community in accomplishing this tremendous task.

#### *No Educational Panacea*

Education for Life Adjustment is no cure-all, nor is to a bunch of fads and frills or hocus-pocus. Many of the ideas which it advocates are old and have been sponsored under other movements to improve education. Superior teachers long have practiced many of the proposals, but comparatively few of our teachers are superior, and there is need for more general application of the tenets of Life Adjustment Education. This program brings together good points from general education, common learnings, vocational education, child growth and development, guidance, pupil activities, work experience, and other important areas of endeavor. It proposes more and better cooperation as involves pupils, teachers, parents, and community agencies, to the end that more and better learning may be forthcoming.

The point of view of the National Commission sets forth clearly a number of propositions revealing the broad scope of this program:<sup>1</sup>

The Commission defines Life Adjustment Education as that which better equips all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens.

It is concerned with ethical and moral living and with physical, mental, and emotional health.

It recognizes the importance of fundamental skills since citizens in a democracy must be able to compute, to read, to write, to listen, and to speak effectively. It emphasizes skills as tools for further achievements.

It is concerned with the development of wholesome recreational interests of both an individual and social nature.

It is for all American youth and offers them learning experiences appropriate to their capacities.

It recognizes the importance of personal satisfactions and achievement for each individual within the limits of his abilities.

It respects the dignity of work and recognizes the educational values of responsible work experience in the life of the community.

It provides both general and specialized education, but even in the former, common goals are to be attained through differentiation both as to subject matter and experience.

It has many patterns. For a school, a class, or a pupil it is an individual matter. The same pattern should not be adopted in one community merely because it was effective in another. It must make sense in each community in terms of the goals which are set and the resources which are available.

It emphasizes deferred as well as immediate values. For each individual it keeps an open road and stimulates the maximum achievement of which he is capable.

It recognizes that many events of importance happened a long time ago, but holds that the real significance of these events is in their bearing upon life of today.

It emphasizes active and creative achievements as well as adjustment to existing conditions; it places a high premium upon learning to make wise choices, since the very concept of American democracy demands the appropriate revising of aims and the means of obtaining them.

It is education fashioned to achieve desired outcomes in terms of character and behavior. It is not education which

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<sup>1</sup> Federal Security Agency, U. S. Office of Education, *Life Adjustment Education for Every Youth*, pp. 4-5.

follows convention for its own sake or holds any aspect of the school as an end in itself rather than a means to an end.

Above all, it recognizes the inherent dignity of the human personality.

### *Some Characteristics of Education for Life Adjustment*

The broad scope of the program revealed in the propositions of the National Commission suggest some characteristics of Education for Life Adjustment. As indicated, there is no single pattern of the program, and any school may do a number of things, any one of which is consonant with the purposes of Life Adjustment Education. This flexibility does not mean that such a program cannot be identified. Quite the contrary, there are attributes which help identify schools which are concerned with and doing something about such education. Some of these may be stated as follows:

1. The educational program provides experiences for *all* pupils in *all* areas of living.
2. Emphasis is placed upon meeting common needs in all areas, and the special needs of individuals are cared for to the maximum extent possible in the given school.
3. The fundamental skills and disciplines are not neglected; in fact, they are to be taught more effectively in more meaningful learning situations.
4. All courses and activities are oriented so that they help pupils explore and solve life problems. The schools also aim to broaden horizons for boys and girls.
5. Effective guidance services are carried on, both individual and group, based upon valid and sufficient data and under the leadership of trained personnel. Teachers understand children and how they grow and develop.
6. Proper use is made of school resources, both personnel and materiel.
7. Community resources are drawn upon to enrich the educational program.
8. Pupil-teacher-administrator planning and cooperative endeavor are carried out regularly, and cooperative school-community action is effective.
9. Classroom instruction utilizes a variety of sound and effective techniques, both for individuals and for groups.
10. The whole program very evidently is a means to an end and not an end in itself, and a useful and applied statement of philosophy and objectives is apparent.
11. Evaluation stresses growth and development of the whole individual and is concerned with outcomes in terms of all the educational objectives. This program stresses coopera-

tive evaluation, not only of individual progress, but also of the effectiveness of the educational program.

12. Time, facilities, materiel, personnel, and finance for an adequate program are made available.
13. Administrative leadership of a high caliber is provided to encourage the improvement of educational services.
14. Teachers are willing to try-out new ideas and to apply the results of sound educational experimentation.

Other characteristics might be enumerated, or these may be analyzed and divided into less inclusive aspects. The list, together with the propositions presented by the National Commission, may be used by schools as a set of criteria against which to evaluate their respective programs. A simple check mark may be used, or a rating scale may be developed to indicate the degree to which the school believes it meets the criteria.

## CHAPTER III

# AREAS OF LIVING AND EDUCATION OBJECTIVES FOR LIFE ADJUSTMENT EDUCATION<sup>1</sup>

The definition of Education for Life Adjustment outlined in Chapter II suggests two important principles:

1. The educational program should be based upon current and future challenges, interests, needs, and problems in all areas of living.
2. In dealing with these challenges, interests, needs, and problems, boys and girls should be helped to develop, change, and fortify their behavior, that is, their attitudes, ideals, habits, skills, and so forth.

The question arises, "What are some of these areas of living that should be considered and what are some of the behavior components to be sought as educational objectives?"

### *Areas of Living*

It may be useful to think of the challenges, interest, needs, and problems of living as arising within areas. For example, the Cardinal Principles, which were promulgated in 1918, provide seven such areas familiar to most educators:<sup>2</sup>

1. Health
2. Command of fundamental processes
3. Worthy home membership
4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character

Generally thought of as objectives, these statements more properly indicate areas of living within which arise many problems. An individual or a group might use these in deriving a list of specific problems of concern. For example, under the heading of health may be classified the following problems:

1. How to maintain vigorous physical health
2. How to control one's emotions
3. How to avoid contagious diseases
4. How to develop good health habits
5. How to avoid worry
6. How to plan a well balanced diet

<sup>1</sup> For a more complete discussion see—Douglass, Harl R. (Editor) *Education for Life Adjustment*, Chapter III.

<sup>2</sup> U. S. Bureau of Education, *Cardinal Principles of Secondary Education*, Bulletin 1918, No. 35, pp. 10-11.

7. How to develop physical endurance
8. How to maintain a good complexion.

Many others might be listed under this area, of course. These few problems serve to illustrate possibilities. Obviously the term health means more when such specifics are included with it.

At present the writer is engaged in a study dealing with the interests and needs of secondary school pupils. In developing the checklist used in the project ten areas were considered as basic, and these may be stated in terms of problems which are common to all boys and girls:

1. Problems of vocational adjustment
2. Problems of social competency
3. Problems of personal finance and security
4. Problems of leisure time
5. Problems of health and of human growth and development
6. Problems of marriage and family living
7. Problems of learning and school success
8. Problems of achieving a workable philosophy of living
9. Problems of understanding our nation and of active citizenship
10. Problems of world understanding and peace

Unless education helps boys and girls deal with the many specific problems in each of these areas it is failing in large measure to serve both the individual and society.

Illustrative of some of the more specific problems within a given area are the following relating to vocational adjustment:

1. How to find a job
2. How to apply for a job
3. How to discover one's own job interests and abilities
4. How to decide upon a job
5. How and where to secure necessary job training

Numerous studies have revealed the importance of answers to these questions to young men and women of high school age.

To utilize the interests, and thus employ the motivation inherent in them, seems only reasonable, yet many schools seem unaware of the challenge and of the possibilities for real success in doing a better instructional job. Certainly it is not too much to expect that schools make a study of the challenges, interests, needs, and problems of boys and girls and that these be used as important orientation points in developing a more effective educational program. The brief discussion here outlines possibilities, and the bibliography suggests references which are valuable in studying young people and their problems. A great deal might be accomplished in working closer with youth and their parents. Ingenuity on the part of teachers, individually and collectively, will go far in getting at the things which are significant to boys and girls and which, therefore, should be significant to schools.

## *Educational Objectives*<sup>1</sup>

The exploration and solution of problems are important, but they are not ends in themselves. These experiences provide a means through which objectives in terms of behavior components may be developed. Objectives should be stated clearly and simply and should involve behavior about which the school can and will actually do something. Immediate objectives should be in line with more ultimate objectives, and both teachers and pupils need to be aware of the goals which they are seeking.

An excellent statement of the purposes of education is found in the publication, *The Purposes of Education in American Democracy*. These are as follows:<sup>2</sup>

### THE OBJECTIVES OF SELF-REALIZATION

- The Inquiring Mind. The educated person has an appetite for learning.
- Speech. The educated person can speak the mother tongue clearly.
- Reading. The educated person reads the mother tongue efficiently.
- Writing. The educated person writes the mother tongue effectively.
- Number. The educated person solves his problems of counting and calculating.
- Sight and Hearing. The educated person is skilled in listening and observing.
- Health Knowledge. The educated person understands the basic facts concerning health and disease.
- Health Habits. The educated person protects his own health and that of his dependents.
- Public Health. The educated person works to improve the health of the community.
- Recreation. The educated person is participant and spectator in many sports and other pastimes.
- Intellectual Interests. The educated person has mental resources for the use of leisure.
- Esthetic Interests. The educated person appreciates beauty.
- Character. The educated person gives responsible direction to his own life.

### THE OBJECTIVES OF HUMAN RELATIONSHIP

- Respect for Humanity. The educated person puts human relationships first.

<sup>1</sup> For a more detailed discussion of a cooperative method of developing educational objectives see—Romine, Stephen, "A Dual Approach to the Development of Educational Objectives," *Educational Administration and Supervision*, 34:459-67, December, 1948.

<sup>2</sup> Educational Policies Commission, National Education Association, *The Purposes of Education in American Democracy*, pp. 50, 72, 90, 108.

- Friendships. The educated person enjoys a rich, sincere, and varied social life.
- Cooperation. The educated person can work and play with others.
- Courtesy. The educated person observes the amenities of social behavior.
- Appreciation of the Home. The educated person appreciates the family as a social institution.
- Conservation of the Home. The educated person conserves family ideals.
- Homemaking. The educated person is skilled in homemaking.
- Democracy in the Home. The educated person maintains democratic family relationships.

#### THE OBJECTIVES OF ECONOMIC EFFICIENCY

- Work. The educated producer knows the satisfaction of good workmanship.
- Occupational Information. The educated producer understands the requirements and opportunities for various jobs.
- Occupational Choice. The educated producer has selected his occupation.
- Occupational Efficiency. The educated producer succeeds in his chosen vocation.
- Occupational Adjustment. The educated producer maintains and improves his efficiency.
- Occupational Appreciation. The educated producer appreciates the social value of his work.
- Personal Economics. The educated consumer plans the economics of his own life.
- Consumer Judgment. The educated consumer develops standards for guiding his expenditures.
- Efficiency in Buying. The educated consumer is an informed and skillful buyer.
- Consumer Protection. The educated consumer takes appropriate measures to safeguard his interests.

#### THE OBJECTIVES OF CIVIL RESPONSIBILITY

- Social Justice. The educated citizen is sensitive to the disparities of human circumstance.
- Social Activity. The educated citizen acts to correct unsatisfactory conditions.
- Social Understanding. The educated citizen seeks to understand social structures and social processes.
- Critical Judgment. The educated citizen has defenses against propaganda.

Tolerance. The educated citizen respects honest differences of opinion.

Conservation. The educated citizen has a regard for the nation's resources.

Social Applications of Science. The educated citizen measures scientific advance by its contribution to the general welfare.

World Citizenship. The educated citizen is a cooperating member of the world community.

Law Observance. The educated citizen respects the law.

Economic Literacy. The educated citizen is economically literate.

Political Citizenship. The educated citizen accepts his civic duties.

Devotion to Democracy. The educated citizen acts upon an unswerving loyalty to democratic ideals.

Objectives such as these should be very thought provoking to schools and of value to teachers and others in the process of formulating their own ideas as to the goals which the school should seek.

Illustrative of a somewhat similar fashion of stating objectives are the following statements which were developed by one of the writer's classes in setting up Effective Citizenship as an ultimate objective of the secondary school.

Effective Citizenship includes:

1. the ability and desire to work independently and with others for the common good
2. an appreciation of the rights and duties of a citizen and a willingness and desire to share in these with others
3. a reasoned patriotism
4. an understanding of the processes by means of which democracy exists and is improved
5. an understanding of local, state, national, and international problems and a desire to cooperate with others in establishing and maintaining world peace
6. knowledge and skills essential to understand the full meaning of effective citizenship, an appreciation of the social heritage, and to the accomplishment of other objectives herein.

Each of the lesser aspects of the objective of Effective Citizenship may be analyzed for more specific purposes to be sought in given courses or activities.

To be most effective as educational guides, objectives should be developed cooperatively by pupils, teachers, administrators, and patrons. In this way the meaning of the resulting statements is more likely to be understood by those who use the objectives. These objectives should be subscribed to conscientiously and should serve in selecting, organizing, and conducting the experiences which make up the educational program of the school.

## CHAPTER IV

### IMPLEMENTING EDUCATION FOR LIFE ADJUSTMENT<sup>1</sup>

In embarking upon a journey it is customary to begin where one is and to proceed from that point. Schools should follow the same procedure, keeping in mind that as changes are made in the program, changes must also be made in the people concerned with the program. This usually includes teachers, administrators, pupils, and patrons. Educational reform, if it amounts to very much and is enduring, is accomplished slowly and deliberately. It is more difficult many times to trod step by step without fanfare than it is to dash impatiently ahead or to get behind the band on the wagon.

At the same time there are definite courses of action which may be taken depending upon the pattern or program in which the school is interested. Prior to such action in the way of major modifications there are some steps to be taken as follows:

1. The movement of Education for Life Adjustment should be studied and interpreted so that it may be understood clearly.
2. There should be developed a willingness on the part of the faculty (all or part depending upon the approach to be used) to participate. If this willingness can be an active desire, so much the better.
3. Administrative details, such as those involving time, finance, materials, and so forth, should be cared for, and approval of the project should be given by the board of education.
4. Interpretation of the program and of the tentative exploratory plans should be made to the public and the support of the community should be sought. Community sentiment needs careful attention and an adequate public relations program is essential throughout the entire implementation period.

These few preliminaries constitute essential groundwork. They may properly be given much time and consideration so that any progress which is made may be held. Cooperative action involving pupils, teachers, administrators, and patrons is equally important. Too often "rapid-fire" revision fails miserably because projects have not been introduced properly nor carried out sensibly. Such failure often is long-lasting in its affect; hence, should be avoided.

Major changes which are made in line with Education for Life Adjustment likely will entail a number of phases. Important early

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<sup>1</sup>For details as to organizing the curriculum, see — Douglass, Harl R. (Editor) *Education for Life Adjustment*, Chapter 15.

in the process is a thorough study of the local situation. This is helpful in gaining an understanding of both the school and community, which is especially important as a foundation for future action. Overall plans are also important, including philosophy and objectives and the areas of life problems with which concern is to be had. Without an understanding of the existing situation and some idea of what is desired, it is difficult, if not impossible, to evaluate the present program. Such evaluation is quite necessary as a preliminary to proposed changes and additions.

Following these steps more definite plans for major changes may be worked out. These may then be put into action, after which the results of such action should be studied and evaluated. By this means the changes which are undertaken are more likely to be sound in the first place, and the chances for success with well founded innovations are greater.

Whether the entire faculty or only a small group works on the program these suggestions serve as guides. This is equally true if the entire educational program is to be revamped or if only a single course is to be revised.

#### *The All-Faculty Approach*

Implementation of Education for Life Adjustment may be undertaken by the entire faculty of a school. In a small school a single committee composed of the complete faculty may work on each project which it elects to tackle. Or, if several proposals are undertaken at the same time, several committees of the faculty may work simultaneously on their respective assignments. In this case the activity of each group should be reported to the entire faculty, and action taken should be through the latter. Larger schools more likely will involve several committees with reporting to and final action by the complete faculty.

#### *The Partial-Faculty Approach*

This approach involves only that portion of the faculty called upon to do the one or several proposed projects to be undertaken. In many cases it will be more feasible than the all-faculty approach, particularly in larger schools or in those where some persons definitely are not interested in participating actively. Forcing teachers to take an active role is not recommended. When this approach is used there is the same need for reporting to the entire faculty as was mentioned under the other approach.

#### *Keep Everyone Informed*

The need to keep all persons informed will bear repetition. Persons less interested initially may become interested, and even if this does not come about, the entire group should know what is taking place and why. Care should be exercised to prevent the development of a schism between active participants and non-participants.

### *City-Wide and County-Wide Programs*

A great deal may be done through action which involves an entire school system and through the cooperation of several school systems. Such programs entail committee work for purposes of stimulation, planning, clearing house and consultant services, and general overall direction. Advantages are evident in that greater participation has more promise of useful ideas, and the sharing of these, materials, consultants, and other leadership provides for economical and efficient progress. Details for this approach would need to be worked out in view of the particular school situation under consideration.

In the main, the actual changes in the educational program are made within a single school and on the basis of the many factors unique to that school. Cooperation among schools makes it possible to plan on a higher level, but care should be exercised to afford each participating school the freedom essential to do a job appropriate to the local conditions.

### *How Much and What to Undertake?*

Whether a small group, the entire faculty of a single school, or several schools participate, the question arises, "How much should be undertaken and what shall it be?" This is a difficult question to tackle for the answer depends upon many factors, for example, the time which can be made available, the funds to be used, the interests and training of the participants, the needs which are urgent, and so on. In the final analysis each school (or group of schools) must make this decision for itself. No more should be attempted than seems likely of success. A small job, well done, paves the way for future action.

Some schools may wish to work on one large project and may plan the steps in some logical succession. For example, it might be decided to undertake curriculum revision involving: (1) a community survey, (2) the development of a statement of educational philosophy, (3) the formulation of educational objectives, and (4) the revision of complete curricular offerings. This would be a very substantial program and likely would involve a long period of time for completion.

Another school might wish to tackle curriculum, guidance, and extra-class activities all at once, using several committees. This would represent an even broader front—perhaps an inadvisedly broad one which would exhaust the participants without resulting in too much progress. In general a broad program requires the active cooperation and work of the entire faculty. For only a few persons to tackle it seems unwise.

Another alternative exists. An entire faculty may undertake some less inclusive project, such as making a followup study of dropouts and graduates or studying child growth and development over a given period of time. A high school faculty could well

afford to consider development of a reading program in which each teacher would have an active part. If it seemed wiser, a few faculty members in any given school might undertake the active work associated with such projects as these.

As an example of another variation, one school might decide to work exclusively on health education, each teacher being asked to study his courses and activities to see what contributions were feasible. The pooling of ideas would provide a basis for a cooperative instructional attack on the area. Or, on a lesser scale, the teachers of English alone might tackle the problem of improving reading ability on the high school level.

#### *Some Possible Projects*

There are a great many things that may be done in line with Education for Life Adjustment. No one of these constitutes a complete program of Education for Life Adjustment, but each makes a contribution to the purposes which are to be sought. The list of illustrations which follows is only exploratory and suggestive; it is not exhaustive.

1. Curriculum revision on a broad scale
2. Revision of a single course of study
3. Study of youth interests and needs
4. Study of the holding power of the school
5. Followup studies of dropouts and graduates
6. Developing a program of work experience
7. Developing an effective guidance program
8. Organizing a cooperative school-community council
9. Developing an effective inservice training program
10. Correlating courses of study
11. Developing a core curriculum
12. Instituting developmental and remedial reading programs
13. Developing units in existing courses in terms of youth needs
14. Developing an excellent program of pupil activities
15. Setting up an all school council composed of pupils, teachers, and administrators
16. Developing a program of short courses
17. Promoting an effective student council
18. Setting up parent-teacher conferences for reporting pupil progress
19. Establishing a comprehensive testing program
20. Making adequate provision for individual differences in existing courses of study

#### *Some Other Essentials for Successful Action*

Administrative leadership is a must. Almost any substantial project will require an inservice training program through which the job is to be accomplished. Teachers need time during the school

day, and facilities and materials are important. Pre-sessions prior to the opening of school are valuable for planning and for preparation for changes to be made during the school year. Attendance at summer school, workshops, and the use of consultants also have promise. Periodically the whole program needs careful evaluation.

Caution should be exercised so that sufficient advance planning and preparation precede the introduction of new programs which are different from those to which teachers, pupils, and parents are accustomed. Unless this rule is observed failure is almost certain.

Education for Life Adjustment implies and requires change. This change must be accomplished intelligently and orderly. Each change should be increasingly fruitful in educational outcomes and should also make it possible to develop future modifications which inevitably will be necessary. Only in this way may schools remain in the vanguard of institutions serving youth and society.

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