

THE EXIGENCY OF AESTHETIC EDUCATION: A  
CENTURIAL CRITIQUE OF FOUR NATIONAL  
REPORTS ON UTILITARIAN CURRICULUM  
DEVELOPMENT IN PUBLIC EDUCATION

MASTERS PROJECT

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Nancy North Awsumb

The School of Education  
UNIVERSITY OF DAYTON  
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Official Advisor

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## Introduction

The chronicles of 20th Century education reveal repeated instances of federal interventions into the philosophic goals of public schooling. From the turn of the century to the present Super-Tech Era, the federal government has demarcated societal needs and causes in order to ensure a superior international economic status and influence as the world's governor of political instabilities. Educational curriculum policies have historically mirrored the political, economic, religious, social, and authoritative ambitions of the United States government.<sup>1</sup> Evidence suggests that the present administration is avidly, and with unprecedented speed, attempting to reconstruct the current curriculum status of the public school systems towards still another governmental enterprise--the technological superiority of the United States in defense-related industries and the implacable determination to transmit right-wing conservatism into public school instruction.<sup>2</sup> Historically, federal intervention into public school curriculum up-dates has had a two-fold purpose: 1--To change and/or control what the government perceived to be detrimental public behaviors, and 2--to prepare citizenry, via the educational apparatus, for possible international crisis.<sup>3</sup>

The purpose of this study is not to question the moral implications of federal influence in public education but to examine several 20th Century educational reports and to chronologically examine the reasons for governmental interventions into curriculum development in

the history of American public schools. The effects of governmental influences and policies will be examined for their commitments to humanitarian scholarship and the promotion of aesthetic values as elemental standards for human knowledge.

The present international crises and tensions warrant the need for studies which examine all public projects and ambitions. Our educational system, which is endowed with the responsibility of teaching basics to the American youth, must be ethically scrutinized in order that a free and living society will continue to subsist.

Four reports, that historians agree made a significant impact on pedagogical theories, will be studied as representational documents of period philosophy in American education. "Knowledge" in each period will be defined in terms of what is basic to the education of the American masses. For instance, has intellectual enlightenment been the primary focus or, by federal influence, were social and/or international misbehaviors elemental to particular educational eras? Has the American student, after public education, learned to analyze and judge his own cultural beliefs and motivations, or has federal inculcation, instilled by suggestion or program, passed gradually unnoticed into the intellect of the impressionable, comprehending student? Have national and international issues been compounded or created due to teachings and subject matter presentations of period sentiments or has the American student, after education, learned to analyze, create, and judge moral and logical values which regard peace as the moral state and international ekisticism as the progressive science? Has

aesthetic morality been regarded and enhanced by federal impetus as a goal of public education?

It is hoped that this study will help to identify political motivations behind federal intervention into public school curriculum developments. If particular trends become evident through this survey, perhaps the philosophic goals of American education will become more clearly defined for future studies and attempts to explore ideal educational conditions.

Critique of The Curriculum and Curriculum-Making,

by Frederick G. Bonser - 1927.

In 1927, The National Society for the Study of Education published The Curriculum and Curriculum-Making, by Frederick G. Bonser. This report is of particular interest to this study due to its philosophic applicability to present-day international tensions.

Bonser, in his opening statement, declares,

I regard life as made up of activities or behavior (including thought and feeling elements no less than overt action), each element of which is of worth in just the degree that it contributes to social survival. By survival, I mean continuity and length of life. Social or race life is, of course, conditioned by the wholesomeness of individual life. There is no fundamental opposition between the well-being of society and the individual when behavior is measured in terms of the survival-values of society. The individual may, on occasion, have to sacrifice possible immediate satisfactions for the sake of the survival needs of society. But in doing so he is but choosing satisfactions of a higher order rather than a lower--satisfactions resulting from behavior of higher survival-value. What we call civilization is, in part the result of subordinating satisfactions of a low order to a higher.<sup>4</sup>

Survival-values, in Bonser's estimate, are the same values which regard ultimate human duration as the preeminent and moral foundation of knowledge. Judgment, governed by this basic foundation, controls human "action, thought and feeling."<sup>5</sup> Bonser claims that "there is no other authority for determining whether behavior/action, thought or feeling--is good or bad, other than the test of its consequences in individual and social life."<sup>6</sup> Whether such a philosophy truly



epitomizes the 1920's educational character or not, a humanitarian tendency is explicitly expressed by this author.

Bonser believes that the mere mimicking of adult standards as an educational device is simply too deficient and inadequate a goal. He states that,

...the child should be equipped to perform many of the activities which adults perform, but often on a more generous scale and according to an improved pattern. Even so, the aim is not to prepare him for adult life, but to give him mastery over his world and to make him a guardian of the spiritual possessions of that group.<sup>7</sup>

This philosophic domain seems to regard humanitarian values as educational basics and goals. It would appear that knowledge, in the 1920's, was a broadened concept which included benevolent, as well as practical understandings. Bonser claims that as students learn and approach adult standards and modes of existence, that the understanding and appreciation of these standards and modes makes for their ability to self-direct intelligently and uniquely, without having to rely on imitation.<sup>8</sup>

The curriculum, Bonser believes, should promote students' participation in adult existence and that the curricular device itself must be fundamentally geared toward the enhancement of students' moral growth. He claims that,

Adding together measurable efficiencies in reading, spelling, language, number, practical arts, and in the recall of facts of science or the social studies does not seem to result in sound, efficient moral character as a sum. Faith that strength of character

for social control would result from such addition does not seem to be justified.

Moral thoughts and activities, Bonser believes, are educationally nurtured when students are permitted the opportunity to consider "the daily life situations and interests from which their immediate specific needs of students arise."<sup>10</sup> He therefore concludes that curricular options can only be chosen on a day-to-day basis--

It is the isolation of subject matter from life usage, and the omission from the schools of life activities and problems that logically point to changes which should result in some form of activity curriculum--a curriculum including life-problems, interests, needs and practices as sources of motives and bases of approach to the related, contributory subject matter.<sup>11</sup>

Bonser believes that any attempt to standardize public school curriculum ignores the fundamental human differences and educational needs of students. Their social needs and value developments, he believes, would also be neglected.<sup>12</sup>

Though Bonser's humanitarian, values-related approach to curriculum development rates merit, he does in fact seem to reduce educational aims to a here-and-now focus. Whether instruction, which focuses on students' immediate state-of-affairs, can promote an unselfish intellect and a truly broad conceptualization capacity, is essentially doubtful. He seems to overlook or neglect, in his student-centered curriculum, the human need for cognitive range. It is believed that the child-centered educational approach, indeed, led to the scientific/psychological approaches characteristic of the present disconnected

and unfocused curricular mish-mash. It would seem that the interrelated concepts of past, present, and future designs, equally emphasized and allied would place the act of accumulation of knowledge on an even higher, more essential plane. The student-centered approach, functionally correct as it is, nonetheless gave rise to decades of curricular inconsistencies and inefficiencies. With each passing student generation, curricula had to be reassessed and updated to suit contemporary issues. This in turn permitted outside organizations such as labor unions, employment associations, and federal agencies, to intervene and influence future curricular decisions. Consequently, the ideal essence of a humanitarian and aesthetic gathering of knowledge became obsolete in an educational system which came to regard contemporary eco-social factors as educational basics. The resulting change of focus was a turn away from an aesthetic appreciation for education to a utilitarian demand for social usefulness. In other words, the student-centered educational curriculum, in future decades, lowered the intellectual demands made upon students to the simplest cognitive exercises. Unrelated courses of study, each demanding rote memorizations and trendy applications, left future students with only minimal intellectual capacities, and it is from this point that other educational eras will be discussed and examined in terms of their philosophic goals, knowledge intentions, and aesthetic ambitions.

Critique of Youth and the Future,  
American Youth Commission - 1942

In 1942, the American Youth Commission published Youth and the Future, a report which focused upon the problems of adolescent unemployment rates. Using statistics compiled by the Maryland Youth Survey, the commission found that, in 1936, 56% of 16 year olds, 49% of 17 year olds, and 39% of 18 year olds were unemployed in the United States.<sup>13</sup> These unemployment figures were considered by the American Youth Commission in their efforts to analyze personal growth factors in adolescence and its relationship to unemployment. The commission found that "a long period of unemployment will provide an unsatisfactory introduction to a student's new life."<sup>14</sup> They felt that in order for maturing youth to assume responsibility for their lives, they must realize that "work and wages together provide the basis for the achievement of this major personal goal."<sup>15</sup>

It was the belief of the commission that

...many youth who now continue full-time in school or college far beyond the point beneficial either to them or to society should be strongly advised to discontinue their full-time formal education when employment opportunities were available.<sup>16</sup>

In many cases, senior high school and university schooling was believed to damage the maturation processes of adolescent youth. According to the American Youth Commission,

...the greatest misfits among youth today include many of those who have good minds, but who have pursued the absorptive processes of reading, listening, and studying so long and so uninterruptedly that their personalities have taken on the major characteristics of a sponge.<sup>17</sup>

Recommendations were therefore made that public schools, private industries, governmental branches, and programs for youth unemployment work "extensively at all times to make it possible for all young people to be constructively occupied up to the age of 21."<sup>18</sup> Employment was believed to be the desirable and beneficial state of affairs for adolescent-age school students, but the philosophy behind this belief was not educationally or benevolently based. Though the country's major industrial centers during the early 1940's were not suffering high unemployment rates, most other areas, without large war industries, were plagued by the problem. The federal government, wanting to use the intensifying war effort productively, thought it was possible to "reach full employment in most areas before another year had passed."<sup>19</sup>

The American Youth Commission realized that

...factors of experience and training should be given a high value; but productive accomplishment was the indispensable objective and distinguishing characteristic of a true work program.<sup>20</sup>

The unemployment rates of the 1940's literally took precedence over high school and university education. The intensified patriotism and the glamour associated with the war effort found many male and female students wanting to work in war-related industries, and the school systems, prompted by governmental influence, actually urged and argued

for the work endeavor. Education became a subordinate concern on a national level.

Many adolescents did choose to complete high school and/or attend colleges or universities. The American Youth Commission, therefore, recommended that "public junior colleges and technical institutes be added to the local school systems in every state."<sup>21</sup> The colleges and institutes were to be financed and organized by the national, state, and local governments, and the American Youth Commission felt that their adoption into public education was justified "by the promise of enhanced economic and cultural well-being for the nation and its communities."<sup>22</sup>

Industrial needs, necessitated by the war, gave rise to huge federal funds allotted for vocational courses for workers already engaged in war industry occupations. Short courses were also federally funded so that the shortages of technical specialists could be resolved. It was believed that contributions made by public schools to improve industrial efficiency would permanently alter the status of vocational education to a position of major importance.<sup>23</sup> It is here that the philosophic goals of the 1940's educational apparatus are made clear-- the major function of public schools was to produce technical-efficient workers with a knowledge base founded on industrial operations. The commission assumed that the vocational incompetent was a societal burden. This incompetent was believed to be lacking in the ability to observe moral codes and to live and work with others, under civilized conditions, "when coordinated action was required for public health,



safety and welfare."<sup>24</sup> In other words, those students inclined toward the humanities or an intellectual collecting of broad knowledge bases versus utilitarian or vocational skills were socially incompetent and threatening. It appears that efforts toward aesthetic broadening, by individual students or school systems, were nearly apatriotic during the 1940's. The commission's report so states that

...the arrogant assumption on the part of artists and intellectuals that they are made of different stuff from other men has gone unquestioned. But when it is questioned and put to the test by a long, attentive look at what experience and observation have taught us about human nature, we see much to give us hope that there is less difference than has been assumed between the superior elite of creative personalities and the rest of humanity.<sup>25</sup>

Aesthetically-based education was discouraged, if not razed by the educational machine itself. Knowledge expansion, founded on the scope of knowledge itself, was discarded and distrusted as an apolitical and subversive threat to the behaviors and outputs of patriotic laborers.

The federal, state, and local educational agencies, using the war as a means to 100% employment, literally dissuaded the completion of secondary and academic education. They promoted and provided for industrial/technical educational and employment opportunities. The moral, patriotic, and artistic option, according to the American Youth Commission, was to abandon the seeking of intellectual knowledge for the gathering of technical skills and dexterities. The war effort and full employment were priority-one. Knowledge and artistry were federally and educationally believed to be profitless.

Critique of Social and Economic Trends,  
by Eli Ginzberg - 1965.

In 1965, the National Society for the Study of Education published Social and Economic Trends by Eli Ginzberg. Vocational education, according to Ginzberg, was of vital interest to the fluctuating economy of the 1960's. Between 1964 and 1965, the population of 18 year olds increased by one-third--from three million to four million.<sup>26</sup> The Department of Labor, in a report issued in September of 1962, noted a 5.8 percent increase in the female labor force--"a revolutionary change since the onset of World War II."<sup>27</sup> Demographic trends, initiated by westward population movements, left great impacts on the future of agriculturally-related industries and inner city employment potentials.<sup>28</sup> In the late 1950's-early 1960's, national emphasis was still placed upon academic education after high school, but for the large numbers, during the mid and late 1960's, who could not or chose not to attend universities, vocational education became a legitimate answer to this potentially capable, and at the same time, potentially detrimental sector.<sup>29</sup>

The 1960's era, affected by the constant outpouring of technological discoveries and applications, and faced with the demand for effective use of the world's resources, was characterized by societal transformations which occasioned rapid changes.<sup>30</sup> The government was confronted with growing unemployment rates, demographic population



shifts, and cultural changes which stamped a liberal philosophic imprint upon the American point of view.

The economic demands for a changing labor force and the large-scale unrest of youth, initiated by the Viet Nam War effort and the civil rights issues, motivated governmental efforts toward curricular reforms. The United States Office of Education and state education departments along with national employer groups, the AFL-CIO and community colleges, in hoping to deal with the societal issues and transformations of the 1960's believed that raising the general knowledge levels or vocational potentials would counterbalance the economic and cultural issues.<sup>31</sup> Avocational interests, which may have been preempted by the prevailing social/cultural perceptions, were found to be economically unsound and socially formidable to federal intentions.

Mandatory to the growing unemployment rates and technological advances was a labor force vocationally trained in the sciences and readily available to this new marketplace. The overall lack of technical training in the 1960's found much of the populous unprepared for technological employment requirements. As the majority of the working people became educationally inept for science-oriented jobs and while the nature of labor was changing from an industrial base to a technological composition, more and more people became unqualified workers--hence, the skyrocketing unemployment rates. Also, the federal, state, and local concern over youth unrest (riots and demonstrations) led to the seeking of solutions which would, with quick results, put an end to the social disruptions which prevailed in the 1960's.

Gearing public schools away from academics and the arts of analysis, toward quick employment focuses, via the sciences, was found to be the simplest, most accessible, and economical avenue to economic/social recovery. It became apparent to government and business leaders alike that vocational education, with curriculum emphasis placed upon technological sciences, would prepare students for specialized occupations of national interest. This was the preferred and essential educational goal of the 1960's.

The essential "knowledge" requirement became science-oriented, and the philosophic purpose of education became "employability". Aesthetic, creative, and/or intellectual education was associated with the causes of and reasons for the social upheavals during the 1960's. Intellectual youth were feared and labelled subversive. The Arts were federally and locally neglected and ignored for a two-fold purpose: Social control over what was believed to be uncontrollable youth and to halt and reverse rising unemployment rates. A more general knowledge was believed to be the essential ingredient for productive workers, and aesthetics in education became valueless to the advancement of the United States as the world's most technologically advanced society. The motivation behind federal intervention into public education in the 1960's was the hope to train and employ technological workers who would work, not protest.

Critique of A Nation at Risk: The Imperative for  
Education Reform, by the National Commission  
on Excellence in Education - 1981

In 1981, the National Commission on Excellence in Education released a report entitled A Nation at Risk: The Imperative for Educational Reform. The opening comments of this report, as stated by Paul B. Salmon, the Executive Director of the American Association of School Administrators, indicate that curricular matters must suit scientific, international, and defense-related purposes--

In addition, the Commission notes that 'learning is the indispensable investment required for success in the information age we are entering.' Our national prosperity and even our national defense depend on an educated citizenry.<sup>33</sup>

A Nation at Risk was issued for school administrators, board members, teachers, and interested parties, as a guide for building support systems around this committee's theory of modern educational challenges and needs. It is a report based upon "our once unchallenged preeminence in commerce, industry, science, and technological innovation..."<sup>34</sup>

The A.A.S.A. believes that one of the "risk" indicators, as believed by American military leaders, is that "without remedial work, (recruits) cannot even begin, much less complete, the sophisticated training essential in much of the modern military."<sup>35</sup> Other "risk" factors include declines in college entrance exams, achievement tests, science achievement scores and an estimate that "by the turn of the

century, millions of jobs will involve laser technology and robotics", and that the American public, in order to avoid "a growing chasm between a small scientific and technological elite and a citizenry ill-informed, indeed, uninformed on issues with a science component," will have to become technologically adept.<sup>36</sup> The committee's emphasis upon university-related goals seems to presume or predetermine the public's values, abilities, and worth.

Univeristy education was federally encouraged to a discriminating few in the 1960's. Twenty years later, due to the sophistication of Super-Tech sciences, academic training is once again essential to the technological superiority of the United States, and the federal government is again intervening into the educational goals of public education. The National Commission on Excellence in Education is calling for major curricular changes in public education. Their recommendation, called the Five New Basics program, will "equip people with the skills required for new careers and for citizenship."<sup>37</sup> The Five New Basics will require that all graduating high school students will have had four years of English study, three years of mathematics study, three years of science study, and at least one-half year of computer study. This program also recommends two years of foreign language study to all college-bound students. The National Commission on Excellence in Education believes that "knowledge of the New Basics is the foundation of success for the after-school years and, therefore, will form the core of the modern curriculum."<sup>38</sup> The report explains that the goals of each course will relate to today's values,

technological developments, differences between free and repressed societies, work-related purposes, diplomacy, and national defense.<sup>39</sup>

The fact that arts support in public schools is now the responsibility of the public sector makes the point quite obvious that aesthetic learning and appreciation is not emphasized or valued by the present governmental/educational bureaucracies.<sup>40</sup>

The New Basics program also recommends that high school students "be assigned far more homework than is the case now" and that the school day be lengthened by one hour and the school year be lengthened to 200-220 school days. The National Commission on Excellence in Education calls for an eleven month contracted year for teachers, merit pay, and high salaries for qualified Master teachers.<sup>41</sup>

Though in many respects this program seems viable and valuable, the philosophic impetus behind the Five New Basics program is again federally biased toward technological and defense-related buildups. The present international tensions have given rise to yet another governmental plan for high school curriculum reforms. The new foreign language recommendation, for instance, is intended as a means for diplomacy-skills development. Science, math, and computer science study recommendations are intended for defense-related skills and industries. Social studies recommendations, according to the National Commission on Excellence in Education, should make clear to the American students the differences between free and repressed societies.

Once again and holding true to the historical trends of public education in the United States, high school curriculum is politically

determined. Governmental goals compose public education itself. A Nation at Risk merely reemphasizes the historical tradition of public education's role as puppet to federal ambitions. The American student has been and is presently forced, due to his impressionable age and dreams of graduation, into the preparatory following of predetermined political values. "Knowledge," under the New Basics program, which is politically/technologically based, is severely diluted and reduced in terms of the potential intellectual range which would seemingly be the ambition of any educational forum. According to the National Commission on Excellence in Education, the pedagogical imperative of public education is to develop and promote scientific leadership skills which have been determined to be prerequisite to national security. At the same time, the commission demands social studies courses which emphatically stress the dissimilarities in political/cultural ideologies. It would appear that studies, such as those recommended in A Nation at Risk, which develop one-sided, seemingly militaristic philosophies, are propagandistic and indoctrinal in their very nature. Aesthetic mentality, based upon the scope of one's intellectual capacity, is purposefully and covertly passed over by the National Commission on Excellence in Education as irrelevant public knowledge. The New Basics plan is so politically slanted toward utilitarian enterprises that public education in the 1980's, if developed under these recommendations, will become something similar to Super-Tech vocational training, with an underlying philosophy of cultural divisions and militaristic superiority. In any case, the educational goals under the present



administration short-change the intellectual capacities of students. The recommended curriculum stands so philosophically limited and one-sided that intellectual learning range development is futile. Once again, the 1980's educational bureaucracies will seemingly fail the American masses and the history of pedagogical short-changing will continue its malfunctioning humanitarian course.

## Conclusion

Fast-paced, radical social changes, caused by the applications of Super-Technology, are common and accepted phenomena in the 1980's.

Americans have rather gracefully adapted to the shift from an industrially based economy to the present technological condition. The common incorporation of Super-Tech products, such as home computers, microwave ovens, and television satellites, in contemporary households, only proves to show what an accepting and adaptable people we are, yet our consumerism only stands to confirm that the "Age" has indeed transformed into a scientific marvel. We realize the urgency by which we must master our new environment and our educational inefficiencies, having been unable to keep pace with technological buildups, are presently burdening our attempts to move with the social tides. The American masses are technologically inept. We know how to apply and consume but our mechanical knowledge is weak and the present nuclear tensions have, more than any other single factor, make clear that our basic understanding of science and technology is dreadfully inadequate. We seek resolutions but, as history has so aptly proved, we tend to seek the quick, short-term, short-answer roads to our problems. The speed by which we implement has left the American public with many an international reputation, ranging the gamut from the "most superior" to the "ugliest" of all. It is because of the present international conditions that we must learn to move delicately, slowly, and



with tact and understanding, and due to the very nature of Super-Technology itself, we must learn that the quick, uncoupled, and unpracticed solutions are unsound and grim in their very natures. But our beliefs in the short-term solutions and our desires for the quick resolutions are natural passions. It is to be expected, by the very nature of our history, that we maintain an "on and upward" philosophy. The United States, historically founded upon progressive attitudes, has set the standard for social modification/application expertise, but it is now demanded that we carefully, and with great foresight, consider our place, our plans, and our hopes for the future. We cannot continue our historical breakneck tendencies in order to be the first achievers, but this will be a burdensome habit to break.

From infancy onward, Americans are pushed and prodded to change and adapt to multi-cultural beliefs, political ideologies, and social conversions. Adaptation has literally become vital to the individual, for to become of fixed mentality, to refuse to acclimate, is to become valueless, or more properly stated, profitless to contemporary society. But adaptation must have moral limits. We must, therefore, slow to toe-movement and reassess our historical moves and future ambitions.

Public education, in the United States has, more than any other social institution, mirrored the short-answer, quick solution philosophy of progress, and it has reached and taught us all. We are educationally geared to move "quickly and quietly forward" and the function of promoting this philosophy appears to be the result of governmental influences in public education.

The turn of the century, bringing with it the psychological studies of man and the belief in unbiased scientific inquiry, literally began a tradition of objective ethics in education. This, coupled with the social/political concerns of the government, led to an educational theory which removed the gaining of knowledge from an aesthetic and enlightened ambition to a utilitarian and practical focus. It was discovered that the early and consistent concentration upon the immediate needs of youth, socially and governmentally determined, was a means to quick social, national, and international solutions. The 1940's era, plagued by war and youth unemployment, led to the development of governmental agencies, educationally linked, which prompted the American public, with cries of patriotism, to dreams of immediate employment. Senior high and university education was discredited and discouraged as an apatriotic waste of time and useless contribution to the war effort. This fervor, governmentally imposed, took national hold of the American conscience. Work became the soldiering contributions of those left in the states. This vocational regard, nearly spiritual in nature, was vital to the developing sciences and technologies of the decades to follow.

The 1960's era was the decade of youth. Youth in war, youth in protest, youth demands for civil rights and adult recognition and respect, youth and sex, youth and drugs, and youth demands for freedom all characterized this troubled era. The government, in efforts to deal with an unpopular war and the violent social upheavals caused by that war and the peoples' demands for civil rights, again chose the

educational apparatus as a device to regain control over social rebellion.

Unemployment figures were skyrocketing as the industrially based society was succumbing to rapid technological replacements. Federally based agencies were created, once again, to modify educational directions toward specialty occupations. Monies were allotted for the planning and implementation of technical/vocational institutes to prepare the American citizenry for Super-Tech employment skills and also to tempt youth toward functionalism versus ruminative activities which were held to be responsible for much of the discontent in the 1960's. Once again, cognitive arts were expelled for utilitarian causes. Curricular designs, developed and implemented into the public schools, focused upon specific trade skills and careers. What had been an industrially based curriculum was transposing to technical arts. Students were persuaded, via governmental goal orientations, toward science and technology related fields of study and now, in the 1980's, an even greater impetus has been placed upon the mastery of technological engineering skills.

Following historically consistent trends, the 1980's will further the educational lean toward pure utilitarianism in public schools. Having lost federal support for the arts and, under the recommendations of the Five New Basics program, public schools in the United States will become vocational institutes for technologists. The rigid curricular design, scientifically oriented, does not provide for broad knowledge bases or upper-level cognitive developments in students.

Math, computer science, biology, chemistry and physics, essential as they are, nonetheless require the simplest cognitive demands, such as recognition and memorization skills. Aesthetic capacities, which require the abilities to create, evaluate, and judge, are difficult, if not unattainable in a curriculum plan which is founded on science study. The intellectual processing of the higher cognitive ranges demand subjective based outlets for student pursuit. Education, based solely on logic founded studies, borders on philosophical social automation. The federal and educational disregard for public education based on broad intellectual exercise not only undermines the true and ideal sense of knowledge, but also threatens the very foundations of future diplomatic efforts toward international ekisticism. It is essential that a composite and balanced curricula include not only science concentrations, but equal emphasis must be placed upon those courses which will promote the usage of upper-level cognitive ranges. The healthy and balanced intellect must be equally prepared to deal with objective and subjective principles. If public education is to remain mandatory, it must be bound by the most basic rules of scholarship and psychological theory. Intellectual capacity must, in a learned fashion, cross affective and cognitive domains freely and with intelligible competence. To ignore the mind's command of the abstract is to deny the creative potential. The federal government must yield to the civil rights guaranteed by public education--the rights to basic abilities and skills essential to individual accomplishment and the democratic rights to question, debate, and search for the ideal

human conditions. Equative and laboratory skills are inadequate when the most demanding tasks now call for delicate cerebral mediations, and if life is to continue, the general intellectual levels must be educationally guided to their highest potentials. Any function, which serves to diminish this objective, is fundamentally and morally devoid.

## Notes

<sup>1</sup> Henry J. Perkinson, Imperfect Panacea: American Faith in Education, 1865 - 1965 (New York: Random House, 1968), p. 219.

<sup>2</sup> National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform (Virginia: American Association of School Administrators, Communications Department, 1983), p. 1.

<sup>3</sup> American Youth Commission, Youth and the Future (Washington, D.C.: American Council on Education, 1942), p. xiv--introduction.

<sup>4</sup> National Society for the Study of Education, The Curriculum and Curriculum-Making by Frederick G. Bonser, vol. 12, no. 26 (Washington, D.C.: American Council on Education, 1942), p. 57.

<sup>5</sup> Ibid., p. 58.

<sup>6</sup> Ibid., p. 58.

<sup>7</sup> Ibid., p. 75.

<sup>8</sup> Ibid., p. 63.

<sup>9</sup> Ibid., p. 64.

<sup>10</sup> Ibid., p. 67.

<sup>11</sup> Ibid., p. 65.

<sup>12</sup> Ibid., p. 65.

<sup>13</sup> American Youth Commission, Youth and the Future, p. 12.

<sup>14</sup> Ibid., p. 15.

<sup>15</sup> Ibid., pp. 16-17.

<sup>16</sup> Ibid., p. 25.

<sup>17</sup> Ibid., p. 26.

<sup>18</sup> Ibid., p. 27

<sup>19</sup> Ibid., p. 43

- 20 Ibid., p. 59.
- 21 Ibid., p. 120.
- 22 Ibid., p. 121.
- 23 Ibid., p. 137.
- 24 Ibid., p. 206.
- 25 Ibid., p. 279.
- 26 National Society for the Study of Education, Social and Economic Trends by Eli Ginzberg, vol. 64 (Chicago: N.S.S.E., 1965), p. 23.
- 27 Ibid., p. 24.
- 28 Ibid., p. 26.
- 29 Ibid., pp. 34-35.
- 30 Ibid., p. 22.
- 31 Ibid., p. 38.
- 32 Ibid., p. 38.
- 33 National Commission on Excellence in Education, A Nation at Risk, p. 1.
- 34 Ibid., p. 3.
- 35 Ibid., p. 4.
- 36 Ibid., p. 4.
- 37 Ibid., p. 9.
- 38 Ibid., p. 9.
- 39 Ibid., p. 9.
- 40 Diana Dick, "The President's Committee," Arts Review, (National Endowment for the Arts, Fall, 1983), pp. 20-21.
- 41 National Commission on Excellence in Education, A Nation at Risk, p. 10.

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