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A STUDY OF THE IMPORTANCE OF THE FINE ARTS
IN A BALANCED CURRICULUM

A Thesis
Presented to
the Faculty of the Department of Music
Eastern Illinois University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
William O. Sargent
July 1958

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CHAPTER I

THE PROBLEM

Despite a welter of words that have been written and spoken on what is wrong and what is right with American education there has been little real crystallization of thought and action. One of the criticisms mentioned most freely has been that we have allowed too many fads and frills to enter into our curriculum. Music has been mentioned a good deal in this regard. On the surface it may seem to be a frill--something not really necessary. Let's go beneath the surface a little and examine the music program more thoroughly.

For a great many years, music has had a strong foothold in the educational system. For that matter, it has always held a place of importance in the curriculum of democracies. Several hundred years before the birth of Christ music was an important part of the classical Greek curriculum. In fact, it was felt that music controlled the emotions and was directly related to the soul. Plato, in his Republic stated that, "Gymnastics (are) for the body, and music (is) for the soul."

Music offers an opportunity to develop moral, spiritual, and aesthetic values. Students active in music are seldom among our juvenile delinquents because it teaches young people to express, create, and enjoy beauty.

In music there is the opportunity for self-expression through group activity. It is a means to learn self-assurance, personal security, respect for others, and self-realization. Music organizations are not

intended to be performing groups meant only to please the public; they also have an educational value for the students.

Music provides a way for children to make a direct contribution to you, the people of this community. That feeling of co-operation, so necessary for a democracy to function properly, is furthered by the participation of musical organizations in community affairs.

CHAPTER II

SURVEYING THE PROBLEM

The American school system seems to be one of the most discussed subjects since the Korean War. The schools are being criticized for their lack of judgment in curriculum development. Critical comments suggest a complete reorganization of the school curriculum with special emphasis on centering the attention around the science and other liberal arts subjects.

Periodicals occasionally state that a plan of education similar to Russia's should be adopted by the American schools. This apparently is the result of the fact that the Russians were the first to put a satellite into orbit.

The Sputnik did greatest damage to our trust in the American Educational system--up to now almost as sacrosanct as motherhood. Harsh words are being said about the methods no less than about its aims. For rightly, Sputnik has from the first been seen as a trumpet of Russian education.¹

The position of the present Soviet educational authorities is that the study of various subjects should be properly co-ordinated and that the delicate matter of determining the amount of fundamental general knowledge a student should have before he specializes cannot be left to the whims of immature youngsters.²

Some of the spirit of the Russian education system can certainly be found in the Russian Ministry of Education's guides to the teacher

¹H. G. Beckover, "Size Up of What's Wrong with American Schools," U. S. News, 43:86-91, March, 1958.

²F. MacAndrew, "Are Soviet Schools Better Than Ours," The Reporter, Vol. 18, No. 4, February 20, 1958.

for the current school year. For each subject a booklet of fifty pages states in detail how much ground must be covered in a specific time. The reason for all these minute directions seems not to interfere with the freedom of the teacher but, as is explicitly stated, to co-ordinate the acquisition of knowledge, especially in interlated branches.

Upon returning from a visit to the Soviet Union, former Senator William Benton told of attentive, disciplined school children being fed staggering doses of math, physics and biology by teachers who "wallow" in social prestige, while in the background could be heard the rustling pages of technical books being turned by the calloused hands of workers who spurn all lesser diversions in favor of libraries that are open day and night.³

Indeed, the interest in the Soviet education has reached such a pitch that the amount of homework assigned to Russian fifth graders makes the tabloids. High as the success rate may be, the picture of a country in which almost everyone has an exclusive scientific background is somewhat exaggerated

The St. Louis Post Dispatch in its issue of July 13, 1958, quotes Harold Tobbin of the New York Times, writing from Moscow that, "The Russian culture is of the highest order due in part to the fact that the Soviet Government is spending more money on its fine and creative arts than any other nation today. The government has long followed the practice of subsidizing for its ballet, theatre and other cultural art."⁴

Sober thinking and informed Americans have been aware of this fact.

The Russians have a ten year school and upon completion of this course, the student is presented with a maturity certificate which proves

³Ibid., p. 11

⁴St. Louis Post Dispatch. Harold Tobbins of New York Times. July 13, 1958.

that the bearer has an acceptable command of general knowledge. But, what proportion of those who enter the ten year curricula actually reach that cultural plateau?

Statisticians call this ratio the "success rate", and we find that in the early 1950's when the Soviet school system hit its academic peak, the diploma was won by only forty-nine tenth graders out of every thousand who had started in the first grade. Since then, however, with the yearly lightening of the program the success rate has increased to about one hundred and twenty-five per thousand.⁵

"With Sputnik, the unheralded demonstration that a nation forty years ago was 70% illiterate could catch up with and surpass the most technologically advanced societies in a specific field, with all the implications of probable military superiority in the field of intercontinental guided missiles, spoke more loudly than all the propaganda voices. The achievement was called a worse blow to America than Pearl Harbor."⁶

This may be the case in regard to satellite. But do these people who advocate an educational system similar to Russia's realize all the shortcomings?

Russia appears to have found a way of allowing superior minds freedom in the field of their special competence while denying them the right of political criticism.⁷

The American public and educators have shown considerable concern and alarm about the state of present-day schools and their problems. Recommendations for change, improvement, and in some cases complete abandonment of current practices has been advocated. A typical example which has drawn considerable attention is taken from a recent editorial

⁵Ibid., p. 13.

⁶D. Thompson, "Do American Educators Know What They are Up To?" Ladies Home Journal, February 1958, p. 11.

⁷Reckover, loc. cit.

by A. Bestor.

"1. The basic trouble with our schools is that the persons running our public school system lost sight of the main purpose of education--namely intellectual training."

"2. Reading, writing, and arithmetic are fundamentals for everyone--they are elementary school subjects. They should be mastered before junior high. It should not be necessary to talk about the "three R's" beyond elementary school."

"3. President Eisenhower broadcast on November 13, 1957: 'Remember that, when a Russian graduates from high school he has had five years of physics, four years of chemistry, one year of astronomy, five years of biology, ten years of math, three years of trigonometry, and five years of foreign language'."

"4. Marion Folsom, Secretary of Health, Education, and Welfare, said, 'Studies indicate, for example, that only one out of three high school graduates (in the United States) has had a year of chemistry, only one out of four has taken a year of physics, and one out of three has had more than one year of algebra'."

"5. In Russia it takes ten years to go through school; in the United States twelve years."

"6. The President suggested, 'I wish that every school board and every P.T.A. would this week and this year make one single project their special order of business: to scrutinize your school's curriculum and standards to see whether they meet the stern demands of the era we are entering'."

"7. Question: Is there danger that the present concern with science and math will throw our educational system out of balance?

Answer: There is a real danger of this. We must, however, be careful to recognize the quarter from which the danger may come. Genuine scientists and mathematicians would never approve any such distortion of the school system. . . Real scientists and scholars see eye to eye on the necessity of a school program that will develop intellectual competence in all the basis fields."

Regardless of the school's curriculum, there are always present the criticisms of today's traditionalist. His criticism usually devotes too

⁸A. Bestor, "What Went Wrong with United States Schools", (interview), U. S. News, 44:68-77, January 24, 1958.

much attention to the curriculum and too little to the student. His ideas about education can be compared to the early fallacy of thought toward medicine. At one time, it was the general feeling that a medicine to be effective had to be unpleasant. The same principle often applies to education.

CHAPTER III

OVERALL AIMS OF EDUCATION

The aim of an educational program must be to encourage the individual potentialities of American youth on a balanced basis. President Hollis Caswell of Teachers College, Columbia University, warned of five developments that hold threats to desirable educational values:

1. Extreme emphasis upon particular aspects of the curriculum.
2. The growing emphasis on intellectual achievements contrasted to a balanced personal development.
3. The present attitudes toward the handling and developing of talented students.
4. The growing utilization of mass teaching techniques as opposed to those concerned with the quality of education.
5. The increasing utilization of inadequately prepared personnel on an expediency basis.⁹

President Caswell cautioned against an extreme emphasis on such areas as science and math at the expense of other worthy goals such as: "a. understanding our society, b. understanding ourselves, and c. attaining self purposes."¹⁰ Among other necessary ingredients of a balanced education he listed better achievement and understanding in the arts.

In his first public address after being appointed to a government position, Dr. James R. Killian, Jr., had this to say concerning the

⁹D. K. Winebrenner, "Sputnik and School Art", School Arts, 57:48, December, 1957.

¹⁰Ibid.

American educational system:

We should not copy our competition. Our methods and programs should be best suited to serve our nation well and to give us the technological strength that reflects and advances our own objectives and ideals. In education we must not throw quality out the window in order to handle numbers --our shortage today is one of quality as well as numbers. We must now allow the pressure for scientists and engineers obscure the need for first rate talent in other fields.¹¹

Dr. Buell G. Gallagher, President of the College of the City of New York, warned specifically against an overemphasis on scientific and technological education as a reaction to the Soviet scientific achievements:

It would be disastrous to turn out from our schools and college institutions technicians who are ignorant of the arts and innocent of the humane studies. This would be the equivalent of cultural hara-kari.¹²

The educators must cease to think of education as "stuffing" the student with enough knowledge to last the individual a lifetime. There should be less stress on what the student is taught and what he knows at the age of twenty-one than upon his capacity to find out, to think about what he knows, and to organize it usefully in his mind.

A man who has a broad and flexible training is more likely to survive the problems of life. This may be accomplished through the influence of a liberal education.

From past experiences the schools have known pressures can influence and force changes in the curriculum.

An interesting example of forces at work may be shown in compulsory physical education. The Armed Forces found too many of our young men were

¹¹"Balanced Education," Music Educators Journal, February-March, 1958, p. 38.

¹²Ibid.

physically unfit at the outbreak of World War II. Consequently, the government required compulsory physical education to be instituted into the school curriculum.

Many educators were opposed to the idea of driver education in our curriculum. But insurance findings proved that students who have taken driver education are involved in fewer accidents, and insurance rates were correspondingly reduced. Therefore, the pressure of the public caused this subject to be added to most school curricula.

The establishment of special classes for the physically handicapped child is of important significance. There are different types of handicapped children, and it was thought that if they were neglected they might become delinquent. These children are taught privately and do not interfere with regular classroom activities.

Children may be handicapped physically or mentally. Society realizes that these children must be educated by the public school system. The medical profession was largely instrumental in innovating this practice.

The government is encouraging the public schools to include more math, science, and engineering in their curricula. The reason is the failure of our scientists to launch the first satellite. If this is accomplished, what will be the outcome for the arts?

It appears quite certain that the entire school curriculum is now beginning to undergo a critical review by the nation. Without a doubt, there will be some short-sighted and improper changes made. The danger that too much of one field may be stressed once again emphasizes the penchant for fads in education. The world changes so rapidly that no one can promise that today's speciality will be needed tomorrow.

CHAPTER IV

CORRELATION OF SUBJECTS

Those people advocating that the schools banish the fads and frills from the curriculum are not fully aware of the correlation between science, math, and the arts.

Senator Clifford Case of Delaware made some rather pertinent remarks concerning this subject:

"Scientific progress is not something that can be turned on or off. Certain immediate steps we take to bolster our supply of technicians are necessary and wise, but I am concerned that in their execution we not neglect to take the steps to strengthen our educational system from top to bottom. A building is no stronger than its foundation. Indeed, the identification and training of scientific aptitude has to begin early, and we cannot expect to nurture scientific talent in basement boiler rooms, in school corridors, or even worse, in classes limited to half sessions."¹³

Specialized education must concern itself with more than the subject matter of the field. To make it count most it must be placed into a human frame of reference. To this extent liberal and specialized education must be classified as one. The question has been raised whether either of these should exist without the other. Examples are:

"Some few engineering schools have attempted to require that before a student enters into the scientific curriculum he take a year or two of liberal arts."¹⁴

"The engineering schools adopted in 1940 a clear cut

¹³Ibid.

¹⁴Edwin S. Burdell, "What Will be the Appropriate Relationship Between Liberal and Specialized Education Within Institutions of Higher Education?" Current Issues in Higher Education 1957, Association for Higher Education, Department of the National Education Association, Washington, D. C., p. 98.

declaration of the unity of the scientific-technological stem of studies and the humanistic-social stem. Fifteen years later they reaffirmed the validity of this concept."¹⁵

Many times the arts are used directly in the teaching of science and math. For example, music is occasionally used at various levels in science. One teacher aptly illustrated it:

"There are many excellent reasons for encouraging and directing children in scientific experiments with sounds, but the best one is the nature of sound itself.

"Some experiments were begun with contrasting the sounds made by tapping and thumping walls, floors, furniture surfaces and classroom objects with a tuning fork. The children noticed at once that tin gave a clearer sound than wood or plastic and glass a clearer sound than either.

"They learned that a water glass or jar made a clear ringing sound when struck with a silver spoon.

"The children learned early in the project that wood is a better conductor of sound than paper, and they replaced the cardboard boxes with wood in making ukeleles, lutes, and guitars. These instruments were used as handwork at the school and district science fairs.

"Of greater significance than the immediate rewards of the project was the distinct change in the attitudes of the children who participated in the experiment. Every child knew he could make a sound or pattern of sounds on his instruments whenever he used his attention, ear, and memory together. He also knew he could make acceptable music or rhythm with many things that other people usually throw away.

"Rewarding collateral results of this experiment came when children bought real ukeleles, drums, clarinets, and cornets and began to study privately.

"This is an excellent example of children's tastes being changed in music by the participation in an experiment with the sounds of music."¹⁶

¹⁵Ibid.

¹⁶Ruth Allen Fouch, "Music In Science", Educational Press Bulletin, March, 1958, p. 34.

Dr. Hobart H. Sommers, Assistant Superintendent of the Chicago Public Schools, has a formula for producing a better scientist: "Teach him to make music."¹⁷ Dr. Sommers states:

"Learning to play a musical instrument instills at least six qualities in a youngster. They are concentration, mental discipline, mathematical precision, perseverance, and timework and cooperation. I think music--of all the arts--is best suited to develop the precision, memory and abstract thinking needed by today's scientific mind."¹⁸

Arthur Fleming, newly appointed Secretary of the Department of Health, Education, and Welfare, who takes office August 1, 1958, indicates that he may be the man to guide governmental efforts to bridge the threatening gap between science and the humanities in American education and thus perform an extraordinary service to a democratic society caught up in the uncertainties stemming from the scientific revolution. Fleming's philosophy is that science must be encouraged, but it must contribute to the development of the whole man.¹⁹

These examples are illustrations of the need for correlation in the curriculum. In the complex society of today it is impossible to operate on the theory that science and the "three R's" should be taught exclusively. The humanities are of equal importance and must be treated accordingly.

¹⁷Hobart H. Sommers, "A Science in Music," I. E. A. Journal, Vol. 46, no. 8, p. 327, April, 1958.

¹⁸Ibid.

¹⁹St. Louis Post Dispatch. Edward F. Woods, July 13, 1958

CHAPTER V

SPECIFIC ILLUSTRATION IN SUPPORT OF MUSIC

Music is an excellent outlet for students who excel in school. It has been proved that honor students are, to a high degree, boys and girls who are in the music program. Also, the music students seem to excel in a majority of the extracurricular activities.

"Today's emphasis on technology makes the role of music more, not less, important. We must indeed increase the emphasis on all the fine arts as a balance to the relentless drives of an industrialized society. Especially do we need music for its humanizing influence upon us as individuals, for its power to teach us that there is infinitely more to life than material rewards. I believe the best reason for giving it a prominent place in the general education program can be successfully stated: Music education is not only education in music, but education through music."²⁰

"A recent survey in 200 colleges showed that musically trained students were superior to others. The tie-in is also demonstrated by another survey that showed that 90% of elementary school honor students play a musical instrument."²¹

Following are the results of a statewide questionnaire on elementary level inter-school activities in the area of music.

A questionnaire was prepared which covered many of the controversial issues involved in the present program and was mailed to all elementary superintendents and principals of the state outside of the Chicago school system. Replies were received from 1142 interested in-

²⁰C. P. Woodruff, "Music in the High School is the Right of Every Child," N.E.A. Journal, vol. 46, no. 8, p. 520, November, 1957.

²¹Sommers, loc. cit.

dividuals.

Here is the questionnaire with responses indicated:

<u>QUESTION</u>	<u>RESPONSE</u>
I. Should schools provide opportunities for grade school students to participate in inter-school adjudicated music festivals or contests?	52% yes
II. If inter-school adjudicated festivals are conducted, children in which grades should participate?	
A. Grade 5	31%
B. Grade 6	48%
C. Grade 7	78%
D. Grade 8	81%
III. Inter-school music festivals, if conducted, should be scheduled for:	
A. School time	43%
B. Immediately after school	19%
C. Saturdays	48%
D. Evening preceeding school day	7%
E. Evening not preceeding school day	39%
IV. Is some type or form of progressive tournament type of adjudicated festival or contest desirable?	41%
If answer is yes, would you recommend to have	
A. District, Sectional, and State Session	13%
B. District and State only	6%
C. District and Sectional only	8%
D. District only	14%
V. If some form of progressive festival or contest is held should:	
A. All individuals or groups receiving first place ratings in any class advance to next session or site?	52%
B. Only one individual or group in each class advance to next site?	16%
VI. Should elementary school children be permitted to participate in the State	

High School Music Contests as mem-
bers of their local high school groups 17% yes²²

In a recent issue of the Decatur Herald and Review there appeared a very reassuring editorial concerning interest in the local music program. It read:

"We are the parents of a fifth grade band student, and as such attended the Elementary Band and Orchestra Festival held Tuesday night. It is too bad that some of the chronic critics of our public school system could not have been in that audience. Seeing 600 youngsters under perfect control and sitting quietly takes some doing and it is not seen every day. I am sure that we are but one set of grateful parents, and we are certain that all the other parents join us in grateful thanks for what is being done by the very fine instructors in the whole Decatur Public School System. An Enthusiastic Parent of a Trombone Player."²³

²²Fouchi, loc. cit.

²³Decatur Herald and Review, "Letters to the Editor", May 11, 1958.

CHAPTER VI

IMPORTANCE OF PROPER COUNSELING

With so much emphasis being placed upon science and mathematics, there is a danger of high school graduates entering these fields even though they are not properly qualified. Often the expression has been heard, "To be successful in your work you must enjoy it." Whether educators are aware of the fact or not, guiding many of our better students into scientific training might create a pseudo-elite group.

Many faculty members in the liberal arts field should be more aggressive and positive in expressing themselves. Students can be expected to follow the courses in liberal arts if the instructors have a feeling of security and are enthusiastic in their endeavors.

The purpose of public school education is to present a balanced program without a distinct line of division between the scientific and technological fields and the liberal arts. Many of our most learned people have an intense interest in both of these fields.

Music educators must have confidence in what music is doing for mankind and guide their students toward a better understanding of it. There is no doubt that music is in a defensible position. Music educators must be ready to support what has taken so long to build as well as to maintain their past accomplishments. "In so doing this we must be extremely careful not to overlook the rigorous training involved in scientific and technical education."²⁴

²⁴Burdell, op. cit., p. 97.

"Each of us in our own field must seek to contribute to the right relationship between specialized training on the one hand, aiming at a thousand different careers and the transmission of a common cultural heritage toward a common citizenship on the other."²⁵

The growing number of scholarships which are being offered to students who might wish to enter the sciences is another factor promoting imbalance in the curriculum. A dangerous aspect of this procedure lies in the fact that this might attract students who aren't really interested in the sciences but will accept the money because it will help them to further their education. Counselors must be discreet in their recommendations. Equally important in the offering of scholarships for science is the fact that it might influence the selection by unqualified talent into this field. This will affect the humanities and the liberal arts field. Special scholarships should be offered to students who wish to enter the fields of liberal arts and the humanities.

Dr. Earl J. McGrath, former United States Commissioner of Education and now director of the Institute of Higher Education at Teachers College, Columbia University, has taken a strong stand against over-stressing one field at the expense of another. A natural growth of the physical sciences is favored and not a growth which is brought about by the lures of scholarships and higher wages. The survival of America does depend partly on adequately trained scientists, but life following this depends on having balanced skills and interests.

Twenty-six full tuition music scholarships are the latest projects supported by an income from a million-dollar endowment left by George A

²⁵Burdell, op. cit., p. 98.

Miller, a member of the mathematics staff of the University of Illinois who died in 1951. The scholarship will help worthy young musicians come to Illinois until further funds can be provided. Many universities have been handicapped in attracting outstanding students by lack of scholarship aid for them.

One of the fallacies of specialized education twenty-five years ago was that precious time in engineering school need not be spent on social sciences because the engineers later in practice would pick up these subjects without any trouble. Now thinking runs somewhat along the same line. Neither at the technician nor at the graduate level should students be culturally illiterate. Something must be done at both of these extremes.

Progress is being made by the example set by Bell Telephone Company of Pennsylvania. In 1953 this company sent with full salary seventeen of their young executives from middle levels of management to a specifically organized institute of humanistic studies for executives at the University of Pennsylvania for a ten-month term. More and more industries are providing the advanced training needed by new employees. If this becomes the pattern, it will free the professional schools to devote more time to nonspecialized studies. Properly taught, the specialized and general studies should be presented in a way free from this false intellectualism; hence, they will be more meaningful to the specializing student.

CHAPTER VII

IMPORTANCE OF MUSIC TO THE INDIVIDUAL

Music is important to every age group every day. In the church service, music is used very effectively as a means of expressing spiritual feelings. Throughout the week, people express themselves and receive enjoyment and aesthetic values from music. This need is an ever growing concern.

The future work week looks as if it will be 32 hours, 30 hours, or even 24 hours. This is no utopian dream, but the basis of today's realistic plans by industrial leaders and labor unions.

The big question will be what to do with time in this shortened work week. There are 168 hours in a week. Some 56 are spent asleep. If 32 are at work, 80 hours remain. For what?²⁶

This is certainly a sobering thought, for without proper preparations for such a life, no individual may fare well. Many disturbing examples in present juvenile delinquency have their roots in unguided idleness. The students of today will have what no generation has ever had--ample time to do things which make up living. They need a well-rounded education with which to meet that challenge as well as to earn a living. To determine what such an education should be requires a need for foresighted leadership by all who foster esthetic, spiritual, and mental well-being.

²⁶Gerald Wendt, "More Time Tomorrow," N. E. A. Journal, Vol. 46, No. 7; p. 431-432, October, 1957.

It is noteworthy that the years which saw the passing of the 10 and 12 hour work day were the years in which the entertainment industries flourished.

Looking farther ahead, it is apparent that leisure involves more than physical recreation. The mind and spirit need pleasant exercise, too. More and more local theatrical groups, symphony orchestras, and opera companies are springing into existence all over America. Millions of adults are attending courses not only in cooking, handicrafts, and other useful arts, but in literature, languages, international affairs, and philosophy.

If this prospect of the leisure age is valid, it should be noted that schools have already progressed in that direction. Fifty years ago the curriculum was strictly utilitarian or classical. A broader, modern theme has been adopted to adjust children to the existing culture.

In the years ahead earning a living will be a necessary but decreasingly part of life. Therefore, learning to live fully becomes an increasingly important part of the education. This amply justifies all those features of school life in which the children live as well as learn. These include music, sports, art, gardening and work shops, dramatic and library clubs, civic and international projects.

Whether it causes the schools to produce more professional performers or only amateur musicians, the age of automation, with its drive, tensions, mechanization, and leisure, is writing music into the curriculum with a bold stroke.

CHAPTER VIII

SUMMARY

"The worker in the humanities has no real cause for discouragement, for in this age of science we are making the important discovery of what science cannot do. Science can kill or maim, but it cannot, of itself minister to man's spiritual needs. It cannot supply him with the sustenance his soul demands . . . We must give to young men and women a sense of purpose, a basic interest in something, a faith in the importance of human life. Around this basic interest, we may, I believe, build a kind of centripetal philosophy of education which has meaning and significance. The arts, by developing greater perceptivity of the eyes and ears as well as the mind, will increase the sensitivity of the human spirit. And man, through that sensitization, may be helped to find his own soul."²⁷

"The arts, all the arts, are part and parcel of the soul of man. No man reaches his highest potential who lacks a genuine esthetic experience. No country has reached its heights with citizens who are devoid of full personal expressions. No educational program is complete which skimps in any essential area in order to concentrate on only one object. We need to find ways to advance on many fronts at the same time. We do not need to reconsider our methods and our programs to make sure that we are not wasting time and not wasting human potential. But we need those who can produce both bread and roses, both science and art. We cannot live by science alone."²⁸

²⁷Howard Hanson, "The Arts in an Age of Science," N. E. A. Journal vol. 47, no. 2; p. 73, February, 1958.

²⁸Winebrenner, loc. cit.

CHAPTER IX

CONCLUSION

The survival of America as a free and democratic people is dependent upon how well, how soon, and for how many we provide what I would call a truly liberal education. These would be individuals who will make possible the scientific, artistic, and cultural achievements of vital concern to the future of the country. A liberal education may be, and often has been, achieved by those who do not have a formal college education.

The scientific revolution that is reshaping the universe constitutes a challenge that will tax not only the technical ability but all educational, moral, and spiritual values. In a free society the problems will be solved through unity of action which requires the efforts of all citizens.

The solution to the problem does not lie in a negative approach which asks what is wrong with education, but in a continual reappraisal of the needs and a continual search for means of improving and strengthening the educators answers to those needs.

It is unlikely to exaggerate the importance of music and the arts in education today. But it is as difficult to define the boundaries of their values as it is to define the meaning of music itself.

To ensure that all students will reap the benefits of these spiritual and cultural values, values that are so desperately needed in this day of science, music and the arts must be made comprehensible to all, not merely the gifted few. Music and the arts must be so taught that they become a part of, and not apart from, the total educational exper-

ience of students.

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