

FLOYD W. REEVES ON CURRICULUM

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Floyd W. Reeves

ABSTRACT

FLOYD W. REEVES ON CURRICULUM

By

Barbara Ann Nicholas

Floyd W. Reeves, Distinguished Professor Emeritus in Education at Michigan State University, formerly Professor of Administration in Education and Political Science for nearly a quarter of a century at the University of Chicago, has held many important administrative positions such as the following: Chairman of President Franklin D. Roosevelt's Advisory Committee on Education; Director of Personnel and of Social and Economic Research of the Tennessee Valley Authority; Director of the American Youth Commission of the American Council on Education; Chairman of the Conference on Post-War Readjustment of Civilian and Military Personnel in which he helped draft the "G.I. Bill of Rights;" and Head of the UNESCO Consultative Educational Mission to the Philippines.

The purpose of this study is to investigate the influence and contributions Reeves has made in the curricula

of all levels of education, including elementary, secondary, college and adult education.

Materials for this study were gathered from the following sources: reports and documents from governmental and non-governmental agencies, minutes of committee and commission meetings, proceedings from educational conferences, articles in professional journals and newspapers, unpublished lectures and addresses, taped interviews with Reeves and with associates of his, personal correspondence from Reeves' associates who were not available for personal interviews, and Reeves' personal papers which are now on file in the archives of the Michigan State University library. The sources cited for each of the chapters are organized chronologically according to the dates they were written.

The study is limited by the fact that the bulk of Reeves' work was not in the area of curriculum; it is limited because many of Reeves' ideas were repetitive in the sources used, which decreased the number of materials actually cited; and it is limited by the fact that in conducting a study of a living individual there is a danger of becoming somewhat biased causing the loss of some objectivity.

The study is divided into seven chapters as follows: Chapter I introduces Floyd W. Reeves as an authority in education, and describes the outline of the study; Chapter

II describes Reeves' early educational background as a student and as a public school teacher and administrator; Chapters III, IV, V, and VI describe Reeves' views concerning the curricula of the elementary schools, secondary schools, college, and adult education; Chapter VII is divided into two sections: The first section includes a summary and the conclusions, and the second section is an evaluation of Reeves' influence and contributions based on responses received from some of his associates who are still living as well as that of the writer.

The findings of the study include the following general principles applicable to all levels of curriculum:

1. Students perform better when they are given the freedom to explore their own interests.
2. The individual needs of the students have priority over any required list of studies.
3. All students should have a common body of knowledge and understandings, but there is more than one way to achieve this end.
4. Students need both general and vocational education. They should receive a broad education in order to function successfully in a changing society.
5. Every individual should learn to be a good citizen and contribute to a community's political, social, economic and cultural life.

6. Every individual should learn effectively how to use his leisure in an age in which the work-week is being cut shorter.

The following summarizes Reeves' major influence on and contributions to curricula:

1. As Director of the Rural Education Project of the University of Chicago, Reeves had a definite influence on the curriculum of the rural schools of Illinois. He recommended programs which were implemented in which the students were brought out of their rural isolation and made aware of the larger world community.

2. As Head of the UNESCO Mission to the Philippines he developed programs for the elementary and secondary schools that would enable Filipino students to function in their own community and also become aware of the larger world community.

3. As Chairman of President Franklin D. Roosevelt's Advisory Committee on Education, Reeves was able to influence the President into broadening the committee's study from vocational education to all aspects of education. As a result he was able to help bring about federal aid to education.

4. Reeves had a great influence as Director of the American Youth Commission of the American Council on Education. He traveled the country giving hundreds of lectures on what he believed should be included in the

curriculum of the secondary schools. He advocated both vocational education and general education which would be relevant to students at the present time as well as for the future.

5. Working with the Institute for Administrative Officers of Higher Education at the University of Chicago, Reeves had a great influence on the curriculum of the junior college. He studied approximately 100 institutions of higher learning and recommended varying the content rather than having a "set" curriculum. His idea was to individualize the instruction to meet the particular needs and interests of students.

6. Reeves' culminating influence and contribution was that of a catalyst in initiating the complete reorganization of the Basic College curriculum at Michigan State University. He recommended a program of general education which would again meet individual needs and interests.

In evaluating Reeves' influence and contributions as seen by many of his associates, it is obvious that he must share with others the credit for many contributions, but one fact is clear--he did influence enough people to make a difference.

FLOYD W. REEVES ON CURRICULUM

By

Barbara Ann Nicholas

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

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1971

To Floyd W. Reeves who had the ambition,
the courage, the ego, and the brilliance
to make a difference.

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CHAPTER I

FLOYD W. REEVES: AN INTRODUCTION

Floyd W. Reeves, Distinguished Professor Emeritus in Education at Michigan State University, formerly Professor of Administration in Education and Political Science for nearly a quarter of a century at The University of Chicago, is a spokesman and authority on a variety of educational subjects.¹ He has held many administrative positions both with the Federal Government and with non-governmental agencies which have placed him in the arena to be heard.² His name became known nationally and internationally when he served in the following administrative positions: Chairman of President Franklin D. Roosevelt's Advisory Committee on Education, Director of Personnel and of Social and Economic Research for the Tennessee Valley Authority, Director of the American Youth Commission of the American Council on Education, Chairman of the Conference on Post-War Readjustment of Civilian and Military Personnel in which he helped draft

¹See Appendix A, a selected list of Reeves' publications.

²See Appendix B, a list of positions held by Reeves.

the "G.I. Bill of Rights," and Head of the UNESCO Consultative Educational Mission to the Philippines. Seldom has Reeves had only one position. Most of the time he has been involved with several tasks at once.

Reeves, through the positions he has held and through the people he has known, has definitely been in a position to influence American education. As a result of the high esteem which many people in institutions of higher education have held for Reeves, he has received honorary degrees from the following institutions: Albion College, Bethany College, Kent State University and Temple University.

It is necessary to indicate that Reeves' major area of interest was not in curriculum, but in matters dealing with finance and Federal legislation.³ However, both directly and indirectly, he was in a position to make his ideas on curriculum known. Through his leadership of many important committees and commissions, he was able to influence the structure and organization of public school and college curricula both in the United States and in foreign countries. Though he was not always known as a "curriculum expert," his ideas were known

³Carl T. Pacacha, Floyd Wesley Reeves: Pioneer in Shaping Federal Legislation in Support of Adult Education, Unpublished doctor's thesis, College of Education, Michigan State University, East Lansing, 1970, 289 pp., typed.

when the time came for a change in the educational system.

Reeves was very much interested in the education of the total student. The nature of his own upbringing and education influenced his philosophy of "what" a student should study. In many ways Reeves was a self-educated man who was interested in many subjects. The freedom which he had been given in his own education led him to stress this aspect in the education of others. As a teacher Reeves might be considered a facilitator and a resource person rather than a director of classroom activities.

Reeves' great influence as a teacher can be observed by viewing the outcome of some of his former students who have made significant leadership contributions. Among these students are the following: Francis Chase, Dean of Education, University of Chicago; Gordon Clapp, manager and chairman of the board, Tennessee Valley Authority; Thomas Hamilton, president of the State University of New York and later president of the University of Hawaii; Henry Harmon, president of Drake University; David Henry, president of the University of Illinois; Cyril O. Houle, professor of adult education at the University of Chicago; John Dale Russell, director of institutional research, New York University; and Maurice

Seay, formerly director of education for the Kellogg Foundation.

Purpose of the Study

Reeves' role in public school and college curricula was that of an educational administrator working with other professional educators to improve the total education of each student. Many times he was involved in surveys of an entire educational system of which curriculum study was only one aspect.

It is the purpose of this study to consider the following general questions in determining Reeves' contributions to public school, college and adult education curricula:

1. Did Reeves' family background and educational experiences of his early life have a direct influence on his philosophy of curriculum matters?
2. What happened in Reeves' early teaching experiences to help develop his philosophy of curriculum content?
3. What kind of positions did he have in which he could develop his thoughts concerning elementary school, secondary school, college and adult education curricula?
4. In order to help measure Reeves' contributions to curriculum and to education as a whole, what did his associates have to say concerning the practicality of his ideas?

Description of Sources

Materials for this study were gathered from the following sources: reports and documents from governmental and non-governmental agencies, minutes of committee and commission meetings, proceedings from educational conferences, articles in professional journals and newspapers, unpublished lectures and addresses, taped interviews with Reeves and with associates of his, personal correspondence from Reeves' associates who were not available for personal interviews, and Reeves' personal papers which are now on file in the archives of the Michigan State University library. The sources cited for each of the chapters are organized chronologically according to the dates they were written.

Limitations of the Study

This study has the following limitations:

1. The study is limited by the fact that the bulk of Reeves' work was not in the area of curriculum, which made it difficult at times to reveal his influence on curriculum matters.

2. The study is limited because many of Reeves' ideas were repetitive in the sources to be used, which decreased the number of materials actually cited.

3. The study is limited by the fact that in conducting a study of a living individual it is in danger of becoming somewhat biased and of losing some of its objectivity.

On the other hand, this study was helped to a great extent by the fact that Reeves is alive and could give much of his time for interviews with the writer. Reeves also opened his personal files to the writer. Many hours of research were saved because he was able to direct the writer to the sources needed.

Overview of the Study

Aside from Chapter I which introduces Reeves and establishes his authority on the subject of curriculum, the study is divided into six other chapters.

Chapter II describes Reeves' early educational background as a student, as a public school teacher, and as a public school administrator. His early experiences are tied together to reveal the influence they had on the development of his philosophy of education.

Chapter III describes Reeves' views on elementary school curriculum as he saw it in regard to rural education, education for democracy, education for an atomic age, the three R's plus integrated learning experiences, and sequentially unifying topics.

Chapter IV is divided into three sections describing Reeves' views on secondary school curriculum which he saw as encompassing general education, vocational education, and "education for today and tomorrow."

Chapter V describes Reeves' views on college curriculum as revealed through three studies he made: one for the North Central Association, one for the University of Chicago, and one for Michigan State College.

Chapter VI is divided into three sections which describes Reeves' views concerning the objectives of adult education, the New York State system of adult education, and his proposed program for adult education.

Chapter VII is divided into two sections. The first section consists of a summary and the conclusions and the second section is an evaluation of Reeves as an educator as made by some of his associates and by the writer.

CHAPTER II

REEVES' EARLY EDUCATIONAL BACKGROUND

Introduction

Reeves had many unique experiences while growing up.¹ In many ways he is a self-educated man, although he did have many years of formal schooling. He makes a distinction between schooling and education. He says schooling is the formal type of education one receives, whereas education is that which one receives outside of school and includes everything with which one comes in contact. To him one learns much more from the less formal type of education. His family contributed to his education and probably inspired much of his desire for personal achievement and recognition.

This chapter will examine Reeves' early educational experiences in order to determine what affect, if any, they had on the development of his philosophy of education. This chapter is divided into three sections--the student, the public school teacher, and the public school administrator.

¹See Appendix C, a sketch of Reeves' family background.

The Student

Elementary Education

Floyd spent most of his boyhood tending cattle instead of going to school² although he did manage to have a formal education for two or three months of some years. Not far from the school he attended during a part of one year was a park where Floyd used to bring his lunch, instead of going home for lunch like the other school children. He would choose a restful spot in the park, and read from Carpenter's Geographical Reader, which gave him a knowledge that there was a world outside the United States. Also, when living on a ranch for two years he and his older brother used to go to an old deserted schoolhouse, where, together they went through Robinson's Complete Arithmetic working out the problems on the blackboard. He managed to do a great amount of independent reading while either lying underneath the trees watching the cattle or delving into his grandmother's library after she had come to live with his family. The two or three months of the year that he attended the one-room country school was minor compared with his self teaching. It was this independent reading and studying which enabled him

²Time, Volume XXXIII, Number 22, May 29, 1939, pp. 58B-59.

to be placed into fifth grade grammar and spelling, seventh grade history, and eleventh grade mathematics,³ when he was 12 years old during the winter of 1902.

High School Education

When Floyd was sixteen years old, he was busy helping out on the farm. In spite of his farm duties he did manage to attend St. Lawrence High School a few months each winter for two years. St. Lawrence did not seem to make much of an impression on him. He, therefore, continued his independent reading and studying in books which he found outside of school. For instance, he delved into his grandmother's library and read about many of her real-life experiences which led him to have many conversations with his grandmother in seeking knowledge that had meaning to him.

At age 17 young Reeves taught for a year in a one-room country school before he had even completed his high school education.⁴ At the age of 18 he decided to continue his education and went to the Academy of Dakota Wesleyan University primarily because his brother and a

³ Stated by Floyd W. Reeves in an interview with the writer.

⁴ Described more fully under the section of this chapter concerned with his first teaching position. See Hollister School, p. 15.

neighborhood girl had gone there. During two years at the academy, he was a full-time student for only part of each year. Being several years older than most of the other students, he wanted to take as many courses as he could, so that he would be able to finish quickly. As a result, he was able to write off some of the courses on his own without having enrolled in them.⁵

Reeves had no choice in a major course of study at Miller, since there was only one course of study which was taken by everyone. This curriculum included English, general science and physics, Latin, mathematics, algebra and plane geometry, American History, and British History.⁶

He first learned he was a debater while at Miller, although his main activities in debating were not at school. In the town of St. Lawrence there lived a Civil War veteran who, at the age of eighty, passed the bar examination and had organized a literary society that met in the evening. Floyd was very active in debating and in giving his own orations.

One Sunday he was asked to give the sermon at church when the minister could not be there. He accepted the opportunity with the help of his neighbor, Jennie

⁵ Stated by Floyd W. Reeves in an interview with the writer.

⁶ Ibid.

Swab, who had also gone to Dakota Wesleyan. The two of them were rebels who decided to work up a plan to shock their conservative audience. They read poems of Tennyson, a few from Browning and organized a speech around them. This drew the wrath of God from what they called "the old fogies."⁷ In the writer's opinion, this was one of the many times in which Reeves showed his rebelliousness and non-conformity to the "Establishment."

As salutatorian of his high school graduating class, Reeves gave the commencement address in which he stressed that education should fit the individual rather than the individual fitting education. One of the customs at commencement exercises was that everyone graduating was given a joking prize connected with what he or she was expected to become. Reeves' prize was a pair of glasses and a candle for the man who was going to become the professor. He knew at this time that he wanted to go to college and eventually teach at the college level.⁸

College Education

At the age of twenty-two Reeves enrolled at Huron College, Huron, South Dakota. Being a few years older than other members of his freshman class, he decided that

⁷Ibid.

⁸Ibid.

he should give limited time to student activities in order to complete his college work in three years. Speaking of his decision, Reeves said:

I was too small to play football in college although I had been quarterback in high school, that I should not play basketball or baseball because I had unsuccessfully tried both in high school, and that I should limit my athletic abilities in the only one in which I had been successful--long distance running. . .⁹

Reeves was successful in one track meet during his freshman year in which he won a medal for third place in a two-mile run. Of the student who won first place, Reeves stated:

He was so far ahead of me that he gained almost an entire lap on our quarter mile track. I then dropped out of athletics and gave all my spare time to debating.¹⁰

As a debater, Reeves won the debate prize at Huron College as a freshman and during each year following. As a senior he was captain of the debate team when his team was invited to debate against the team at the University of Wisconsin. The Wisconsin team was headed by a sophomore who was later to become United States Senator Robert LaFollette, Jr. Reeves was rather unhappy at the outcome of that debate, because LaFollette's team won. Later on he said he did not mind the loss as much as he did at the time, because he and "Bob" became very close friends.¹¹

⁹Floyd W. Reeves, "Reflections."

¹⁰Ibid.

¹¹Ibid.

Reeves was able to graduate from Huron College after three years of intensive study. At the age of twenty-five he received a Bachelor of Science degree with a major in public speaking.¹²

The Public School Teacher

Reeves was not certain when he made the final decision to become a teacher. As a boy the only professions which he knew existed were law, medicine, and teaching. He knew a little about teaching simply from having been a pupil in school and having taught during his high school days. As for law, he knew very little about the subject. His mother, a physician's daughter, had hoped he would become either a doctor or a minister. She had kept many of her father's medical books which Floyd used to read. After studying the diagrams in these books, he used to say that he could not bear the thought of cutting into people. He knew he could not become a doctor.¹³

The only opportunity which existed for him to earn money was either by working on the farm or teaching. He thoroughly disliked farming. The only way he could see out of this situation was to become a teacher. In fact, his mind was pretty much set on teaching from the time

¹²Ibid.

¹³Stated by Floyd W. Reeves in an interview with the writer.

his grandmother moved in with his family, and he began reading from her library.

Hollister School 1908-1909

Though having neither a high school diploma, nor a teaching certificate, Reeves had the opportunity to teach in a rural school at the age of seventeen. One of the reasons he did not have a certificate was because he was a very poor speller and knew nothing about English grammar. Consequently, he failed the examinations. In addition, he was too young to be certified.

At a one-room schoolhouse called Hollister School¹⁴ an opening arose for a teacher. The chairman of the school board visited Floyd's father and said he had heard that Floyd had some experience in attending high school and would like to have him come teach at Hollister School.

The problem at Hollister was that there were some big rough boys who were difficult to handle. One of the Hollister boys named Harley had thrown an inkwell at one teacher knocking her unconscious. Harley also broke all the windows in the school for which he was put in jail. Floyd knew nothing about discipline, but said he could learn. He prepared for his first teaching job by learning

¹⁴Hollister School was named after the Hollister family who lived closest to the school.

how to box from a champion boxer who was superintendent of the little school in St. Lawrence.

At the age of seventeen he was hired for this job at \$40.00 per month for seven months.¹⁵ Since this school was located ten miles from his home, he moved in with a family who lived closeby where he paid for his board by helping tend the cattle.

Reeves refused to start teaching at Hollister until all the windows were replaced in the school; so Harley's father, the chairman of the local school board, talked to Harley and insisted that he replace the windows. One week later Reeves began to teach. There were thirteen students in the school ranging in ages from six to twenty-three. The school was not graded; however, Reeves knew very little about grades anyway. His method of teaching these students of varying ages was to find out what would be of interest to each one. He encouraged them to broaden their interests by reading books, which he brought to school from his grandmother's collection. One day the county superintendent came to visit the school and asked Reeves what he was doing. She said it did not seem much like a school to her, because everyone was doing something different. In other words, the students did not seem to

¹⁵This information was taken from a schedule sheet listing all of Reeves' jobs and salaries in the Reeves Papers.

be following any particular course of study. Reeves said he knew nothing about a course of study. The superintendent replied that he should know about a course of study from having passed his own examinations. Reeves, then, explained that he had not passed his examinations, but that he was sure he would be ready for them next time. The superintendent then proceeded to tell him that the students should be studying the geography of South Dakota, and that George Hollister, one of the older students, was to draw a map of South Dakota. George refused to draw a map, because he could see no use in doing it. It was then up to Reeves to show the superintendent that he could manage the class, so he challenged George to a boxing match. George was not very excited about boxing with his teacher, and therefore agreed to draw a map of South Dakota. But he told both Reeves and the superintendent that he thought it was "God damn nonsense." Later, when the superintendent was gone, Reeves told George that he thought it was nonsense, too. In the writer's opinion this was another example of Reeves' rebelliousness toward the "System."

Swab School 1911-1912

After Reeves' first year of teaching, between 1909 and 1911, he returned to high school to complete his education. He then took another teaching job at Swab

School,¹⁶ which was closer to his home than Hollister School had been. He was hired for nine months for a total of \$540.00, which was \$20.00 a month more than he had made at Hollister School.¹⁷ This school was graded from the first through the eighth grade; however, its course of study was much like that at Hollister. Again, the course of study did not interfere with what he wanted to do. He gave the children lots of opportunities for outside reading and kept the school filled with books, which they could pick up between classes. He also organized a literary society at the school in which both the children and the adults participated. His classes were not formal, although the students did have to sit in regular seats. There were about thirty students at Swab School, and every one of them had to do some reciting. Reeves made his recitations quite different from the typical recitation of his day in that he started with the assumption that the students had read their assignment and asked them if they had any questions about anything they did not understand. There were only four or five minutes for a recitation per student; therefore, he let the students

¹⁶Swab School was named after the Swab family who lived closest to the school.

¹⁷This information was taken from Form 375, which lists in chronological order Reeves attendance at college, in the Reeves Papers.

help each other with the things they did not understand. Most of the time he let the students do original work, because it was his philosophy that the students' interest had to come first in order for the learning to have any value to them.

The Public School Administrator

Jefferson School 1915-1917

Reeves left Swab School after a one year appointment and went to Huron College, where he was graduated three years later. President Harry Morehouse Gage of Huron College told Reeves that he should not go into public speaking because his voice was not strong enough, and thought he would be more successful as a public school administrator than as a teacher. Upon leaving college, he had an offer of two jobs--one was to be Assistant Professor at the beginning but also to start a new department of speech, which he would ultimately head, at the University of Wisconsin and the other was to be principal of a six-grade elementary school in Huron. At the advice of President Gage, he turned down the position at Wisconsin and took the job as principal of Jefferson School in Huron for a salary of \$810.00 the first year and \$900.00 the second year.¹⁸

¹⁸This information was taken from a schedule sheet listing all of Reeves' jobs and salaries in the Reeves Papers.

He did not know what "administration" meant at this time, and asked President Gage why they did not teach "administration" at the college. Gage said he felt some day courses in administration would be offered.

At Jefferson School the grades were divided into upper and lower levels called A and B respectively. Besides being principal of the school, Reeves also taught the A level of the sixth grade. He taught all subjects in the sixth grade, except art and music. A teacher came in one day a week to teach these subjects to his class. He also coached a football team, but later said he did not believe in organized play for elementary school-age children because he thought they should organize their own play rather than have it organized for them.

While at Jefferson School, Reeves also administered an adult evening course program at Huron Senior High School. Reeves believed that these courses probably were the first adult education courses in the United States west of the Allegheny Mountains and east of California.

Although busy with his teaching and administrative duties at Jefferson School, he began graduate study at the University of Wisconsin in the summer of 1916. The following summer he went to the University of Chicago to begin work on a master's degree.¹⁹

¹⁹ Ibid.

Gregory City Schools
1917-1920

In 1917 President Gage of Huron College thought that Reeves was ready for an administrative job of much greater responsibility than he had at Jefferson School, and suggested to him to see what other jobs were available. It was wartime, during World War I, and there was a great shortage of teachers. After looking at several places, he thought Gregory City Schools would be the best place for him. He was hired as superintendent for \$1400.00 for nine months.²⁰ He had a principle which he established then: every college and school administrator should teach a class at least once every two years. He did not have any formal teaching responsibilities at Gregory, but he wanted to teach, so he taught history and English in the high school.

During his second year at Gregory his salary was raised to \$1800.00, and for his third year it was raised to \$2600.00.²¹ The salary raise was a monetary reward which signified that Reeves was becoming successful and that Gregory wanted to keep him.

²⁰Ibid.

²¹ Stated by Floyd W. Reeves in an interview with the writer.

Winner City Schools
1920-1922

After three years at Gregory, Reeves felt the need for a change. The Winner City Schools, almost three times the size of Gregory, had an opening for a superintendent in which he was interested and wished to accept. The Gregory Schools did not want him to leave without at least helping them find someone as capable as he had been to take his place. Reeves recommended his older brother to replace him, and the school board hired him as their new superintendent. Reeves, then, accepted the job at Winner on a two-year contract paying \$3000.00 the first year and \$3800.00 the second year.²²

There seemed to be no question at this time that Reeves was a good teacher and was becoming a good administrator as well. He was proving to be a success as an administrator because of his great flexibility and honesty in working with his colleagues and students.

Summary

Reeves' early educational background had a definite influence on his future philosophy of education. During the first two decades of the Twentieth Century Reeves' philosophy of education was being molded. It was at the age of seventeen in the one-room school where he taught

²²Ibid.

that he felt the need to do away with the uniformity of the curriculum. He wanted the curriculum to be replaced with a child-centered education. He did not believe that the course of study had to be something "fixed," outside the child's experience, but rather that it could be somewhat free and flexible with his student's interests as the focal point. He attributed his own success, which he had achieved academically, professionally, and personally to be due to the great freedom he had taken and had been given in his own education.

He believed the job of the teacher was really to be a co-learner with the student--to learn about the student as the student learns about the teacher--to work together in doing things of interest to both.²³

As a student, himself, from elementary school through college, Reeves had a drive to learn and to become a success. He was fortunate in that he was given the freedom to work independently and to delve into what interested him. As a teacher and as an administrator he gave his students much of the freedom to delve into their own particular interests as he had been given. He had a mind of his own with some definite ideas of how he "felt" about educational matters. He was a rebel, a curious man, and a continuous learner.

²³Ibid.

CHAPTER III

ON ELEMENTARY SCHOOL CURRICULUM

Introduction

The child must be made to feel that he has an opportunity to take his rightful place in the world, that he will grow up not merely to satisfy his needs in a selfish struggle for existence, but to perform a useful and needed function in society.¹

Reeves believed the elementary school years to be a crucial period in every child's life. These are the years in which the child builds a foundation for the attitudes and values which he carries throughout his life. Reeves had the opportunity through his work on many committees to study the elementary school curriculum and to make some recommendations for such a program of study.

The purpose of this chapter is to indicate what Reeves considered important in the curriculum of the elementary school. This chapter is organized into five sections--rural education, education for democracy, education for an atomic age, the three R's plus integrated learning experiences, and sequentially unifying topics.

¹Floyd W. Reeves, "Report of the Commission on Educational Reconstruction of the American Federation of Teachers to the Annual Convention of the A.F.T. in Boston, August 18, 1947," Unpublished paper in the Reeves Papers, p. 12.

Rural Education

Reeves believed a more realistic curriculum was needed in the rural schools. For instance, he thought greater attention should be given toward helping students to understand the ways in which the national economy works and the place in which agriculture fits into the economy. He also believed that students needed to have a better understanding of both rural and urban problems and to be able to intelligently communicate with each other in bringing about improvements.²

Another curriculum area in need of development in the rural schools, according to Reeves, is education for the wise use of natural resources. He said:

Education for the utilization of resources should give greater emphasis to the development of a comprehensive educational program based upon the findings of science. Education must assist in providing an understanding of the nature of resources and their use in sustaining life, because people cannot make wise choices as to their utilization unless they have knowledge about the matters they are deciding. Resource education might well be integrated into all levels of, and approaches to, education.³

Reeves also stressed the importance of basing a more realistic rural education program around social, economic, and political facts. He wanted educational

²Floyd W. Reeves, "Emerging Problems in Rural Education," in Education for Rural America, Edited by Floyd W. Reeves, University of Chicago Press, 1945, p. 21.

³Ibid.

programs which would avoid wasteful duplication and at the same time leave no gaps in the needed experiences of children.⁴

In reference to the rural schools in Illinois which Reeves believed to have inadequate curricula, he said "Curriculum materials should be organized around the idea of child growth and development rather than as a group of more or less unrelated subjects."⁵ Reeves believed the needs of the children should determine the curriculum. It was his hope that by satisfying the needs of each individual--whether he be slow, average or talented--all children would acquire both the tools of learning and a broad general education.⁶

In the writer's opinion Reeves did not want children in the rural schools to grow up in an isolated environment without the knowledge that there was an urban industrial community which they may one day have to face. He wanted rural children to know the skills they were going to need for their future work as well as to know how to function and communicate successfully in an urban environment.

⁴Ibid., p. 22.

⁵Floyd W. Reeves, "Implications of the Conference," Rural Education Project, The University of Chicago, Unpublished speech in the Reeves Papers, 1946, p. 4.

⁶Ibid.

Education for Democracy

One of the functions assigned to the Commission of the American Federation of Teachers (AFT) was to set forth desirable goals for American education and to develop a program of action designed to assist in attaining those goals.⁷ Reeves, being the Chairman of the AFT Commission, stressed the need for teaching an appreciation of our democratic heritage in the public schools. In his report to the AFT he stated:

The public school must acquaint the young with the history of man's long struggle for democracy, with its triumphs, its defeats, and its costs; with its classic documents, its institutions, and its full meaning--not merely in political terms, but socially and economically as well. It must also introduce to them the problems they face in retaining for themselves the life of freedom, the tasks and opportunities that now confront democracy as a result of the impact of science and technology on human life and society.⁸

Furthermore, Reeves believed it to be the responsibility of the public school "to equip the young with both the skills and knowledge necessary to carry on the progress of science and the spirit to apply such progress to the development of democracy."⁹

⁷Floyd W. Reeves, "Report of the Commission on Educational Reconstruction of the American Federation of Teachers to the Annual Convention of the A.F.T. in Boston, August 18, 1947," Unpublished paper in the Reeves Papers, p. 1.

⁸Ibid., p. 13.

⁹Ibid.

Finally, Reeves stated in the report:

It is, therefore, vitally important for the public school to develop an understanding of America's relation to the rest of the world. It must provide knowledge of other peoples and cultures, of the international strains and tensions of this period, and of the efforts being made to organize the world for security, justice among nations, a higher standard of living, and the establishment of permanent peace.¹⁰

Reeves wanted young people to have an understanding of our country's democratic heritage and to have an appreciation of the freedom which each individual has as an American citizen.

Education for the Atomic Age

For the Commission on Educational Reconstruction of the American Federation of Teachers Reeves, Kirkendall, and Kuenzli¹¹ made a two-year study to suggest ways to develop a democratic school program designed to fit the atomic age.¹² They believed the curricula and methods of instruction had not kept pace with the changing times. It was their purpose to modernize the school programs to conform with the new scientific and psychological

¹⁰ Ibid., p. 14.

¹¹ Lester A. Kirkendall, Irvin R. Kuenzli, and Floyd W. Reeves, Goals for American Education, written for the Commission on Educational Reconstruction of the American Federation of Teachers, Chicago, 1948, p. 71.

¹² Benjamin Fine, "Education in Review," in the New York Times, Sunday, April 4, 1948, p. E9.

developments of the day.¹³ Reeves and his co-authors stated that "The curriculum must be carefully organized to embody the important objectives for which American democracy is striving."¹⁴ The importance of out-of-class experiences was stressed as well as course content. All learning experiences in play and in recreational activities as well as discussions and informal contacts with one another were emphasized as being part of the curriculum.¹⁵

The commission decided the curriculum should be administered in accordance with certain principles. Those principles were stated as follows:¹⁶

1. The content of the curriculum should be determined by two considerations: the needs, interests, background, ability, and maturity of the pupils, and the demands and characteristics of a desirable society, present and future.
2. The curriculum should be flexible and subject to adaptations to meet changing situations.
3. The curriculum must be planned to take advantage of the natural motivation of pupils and so far as possible to provide satisfactory methods for helping the pupil to relate his school experiences to the attainment of socially desirable purposes and values. He should also be helped to appraise his progress in achieving these goals.

¹³Ibid.

¹⁴Kirkendall, Kuenzli and Reeves, op. cit.

¹⁵Ibid., pp. 72-73

¹⁶Ibid.

4. The curriculum should be planned to insure as much individualized instruction as possible.
5. The community should be used as a laboratory for extending the pupils' learning activities and the school's curricular activities.
6. The curriculum should be a product of joint effort in which curriculum experts, subject matter specialists, specialists in child development, administrators, teachers, pupils, and community groups participate according to their respective backgrounds and experiences.
7. In constructing the curriculum concern should be had for the mastery of essential knowledge and skills and the development of an understanding which will serve to establish common goals in community life.
8. The curriculum should be organized to help children and youth to make effective adjustments to problems of living.

The above eight principles include all the learning experiences, both in and out of school, which the child goes through each day. The Commission believed every effort should be made to see that each child's needs and interests are met. A functional curriculum encompassing these principles should prepare pupils for all aspects of living, no matter what particular vocation they should decide to enter. In the writer's opinion the idea behind such a curriculum is both flexibility and open-mindedness. There is no "set" curriculum for all pupils, but many curriculums to fit the needs and interests of each individual. While every pupil is given as much individualized instruction as possible, there is still a common core of knowledge and skills which all pupils share in learning.

The Three R's Plus Integrated
Learning Experiences

As Co-Chairman of the National Commission on School District Reorganization and Director of the Rural Education Project of the University of Chicago, Reeves surveyed school districts in selected states. He believed "The real starting point in any program of school district reorganization is the decision of the people as to the kind of educational program they need and want."¹⁷ Reeves said the American people expect the schools

. . .to assist in preserving the integrity of the individual, in nourishing the underlying values of democracy, and in securing and maintaining world peace. The schools should combat cultural conflict, race hatred, ignorance, poverty, and crime. . . .The American people regard schooling as a remedy for practically all ills and as a means of resolving most of their difficult problems.¹⁸

The educational program, according to Reeves, also should help

. . .develop insight, cultural understanding, and a breadth of vision that will enable different groups to work together on problems of common interest. It should break down artificial economic and social barriers and promote the true ideals of democratic living. It should build up the special interests, aptitudes, and abilities of each individual and should seek to correct and remove personal shortcomings. It should prepare each person to do the job or fill the position in life that interests him most and for which

¹⁷Howard A. Dawson and Floyd W. Reeves, Your School District, The Report of the National Commission on School District Reorganization, Published by the Department of Rural Education, National Education Association of the United States, Washington, D.C., 1948, p. 21.

¹⁸Ibid.

he is best fitted. It should insure the wise use of natural resources so as best to promote the welfare of present and future generations.¹⁹

The commission stated that such an educational program should be developed as a series of closely integrated learning experiences.²⁰ In addition to the teaching of the three R's in the elementary school, the following courses should be included:²¹

- geography
- history
- civics and other social studies
- literature
- oral and written English
- nature study and elementary science
- manual training
- drawing
- art
- music
- dramatics
- safety
- conservation
- cooking
- sewing
- play and sports
- physical education

The commission also stated that the fundamental purpose of the schools is "to provide an educational program that will stimulate and guide each individual in developing his abilities to their fullest extent for

¹⁹Ibid., p. 22.

²⁰Integrated learning experiences are defined as those activities which are coordinated with the three R's; i.e., the mental and physical well-being of individuals, preparation for the occupations, wise and effective use of the resources, the well being of family and community life, and wise use of leisure.

²¹Dawson and Reeves, op. cit., p. 23.

useful, satisfying living."²² Such a program must be concerned with the following points as stated by the commission:²³

1. The mental development and the physical and emotional well-being of individuals.
2. Preparation for the occupations they are likely to enter and for the conditions under which they will work.
3. Wise and effective use of the resources of the community, state, and nation.
4. The well-being of family and community life in relation to the life of society as a whole.
5. The wise use of leisure.

Sequentially Unifying Topics

As Chairman of the UNESCO (United Nations Educational, Scientific, and Cultural Organization) mission to the Philippines, Reeves studied certain aspects of the Filipino educational system and made recommendations for its improvement. For the elementary school curriculum, he recommended more attention be given to the following objectives:²⁴

Developing an understanding and appreciation of Filipino traditions and ideals;

²²Ibid., p. 73.

²³Ibid.

²⁴Floyd W. Reeves, Chairman, Report of the Mission to the Philippines, UNESCO Consultative Educational Mission to the Philippines, July 28, 1949, p. 23.

Preparing each child to participate effectively in group and community activities;

Developing a better understanding of the modern world;

Providing the basic understanding necessary for the conservation and development of natural resources;

Developing the special abilities of each child;. . .

Along with the above stated objectives, it was recommended that the elementary school curriculum be organized around "sequentially unifying topics."²⁵ The following topics were suggested for study in grades one through seven:²⁶

Grades 1 and 2	Home and Family Life and Living in Our Schools
Grade 3	Living in Our Town and Province
Grade 4	The Filipino People and Their Past
Grade 5	The Philippines and its Resources, The Philippines in the Community of the Eastern Hemisphere
Grades 6 and 7	The Philippines in the Community of the Western Hemisphere and in the Emerging World Community

The commission also recommended preparing "children to participate effectively in group and community

²⁵Sequentially unifying topics are defined as those subjects which logically follow one another, progressing from the immediate environment of the individual to the broader world community; i.e., home and family life, a particular community, and the world community.

²⁶Reeves, Report of the Mission to the Philippines, op. cit., p. 26.

activities. . ." ²⁷ and urged the Philippine schools

1. to survey the normal activities in which children and their families engage at home and in the community;
2. to select for practice in school and at home those activities that can be improved, and to add practice in activities designed to correct obvious shortcomings; and
3. to provide time in the daily or weekly schedule for work experience in useful activities. ²⁸

The commission also believed if Filipino children were going to have a modern elementary education, then more attention should be given to the development of a better understanding of the modern world. The commission suggested the following studies to be considered for the elementary school curriculum. ²⁹

1. problems in arithmetic involving time saved by air travel, cost of airplanes, the reading of air-line time-tables, and similar computations that fascinate children and prepare them to become an air-faring people;
2. problems in geographic and social studies involving such topics as the great circle routes, national and international air routes, the advantages of air travel in overcoming geographic barriers, and the need for a world organization to direct the peaceful use of the airplane;
3. problems in science based on numerous scientific phenomena related to aviation that children of the modern age can learn as easily as their fathers learned the practical science of seefaring.

²⁷ Ibid., p. 24,

²⁸ Ibid.

²⁹ Ibid., pp. 24-25.

The commission further believed the child was being increasingly affected by the natural and the social sciences. The elementary school curriculum seemed the logical place to begin to provide the understandings, attitudes and skills essential to a successful life in the modern world. Finally, the commission suggested that the following four points should help the elementary school to assist children to understand the need for conserving and using the national resources wisely:³⁰

1. presenting clearly the extent and location of the Philippine mineral, forest, fish, agricultural, animal and power resources;
2. developing an appreciation of the planning, initiative, hard work, and technological skills required to extract and process these resources;
3. exploring the benefits that will accrue to the Philippines and to the world through the development of these riches; and
4. helping the pupils to understand the meaning of conservation through ideas such as the importance of a planned program of replenishing forests, the need of preventing soil erosion and loss of fertility, or the urgent necessity of replacing fish in inshore waters at a rate that will maintain an adequate supply.

It is the writer's opinion that Reeves' recommendations to the Philippine schools were those he would have suggested for any school anywhere. He wanted children to learn about the environment in which they lived

³⁰Ibid., p. 25.

and to be able to function in and contribute to their own communities. He wanted all children to have a knowledge of the rest of the world and an understanding of the many changing developments.

Summary

In this chapter Reeves' ideas concerning the elementary school curriculum have been organized under five sub-headings--rural education, education for democracy, education for an atomic age, the three R's plus integrated learning experiences, and sequentially unifying topics.

Having done much work with the Rural Education Project at the University of Chicago, Reeves was convinced that the rural schools needed to come out of their isolation and become aware of the urban industrial community. He believed rural children in particular should learn the wise use of natural resources and that the educational program should be concerned with social, economic and political facts.

Reeves believed the child should be given a knowledge and an appreciation of our democratic heritage. He stressed equipping the young with the skills and knowledge necessary to carry on the progress of science for the further development of democracy.

Being concerned with "education for the atomic age," Reeves wished to modernize the elementary schools' curricula to meet the challenge of changing times. He believed pupils should be prepared for all aspects of living. A "set" curriculum for all pupils, according to Reeves, was outdated. Curricula was needed to fit the needs and interests of each individual and at the same time provide a common core of knowledge for all pupils.

"The three R's plus integrated learning experiences" were another must in the elementary school curriculum. Reeves suggested the following subjects to be included in the curriculum: geography, history, civics, literature, English, science, manual training, drawing, art, music, dramatics, safety, conservation, cooking, sewing, play and sports, and physical education. He believed the special interests, aptitudes, and abilities of each individual should be sought out in the teaching of these subjects.

Reeves also suggested organizing the elementary school curriculum around "sequentially unifying topics." Beginning with the first grade, he believed their study should include home and family life and as the pupils moved up to the seventh grade their study should broaden to include the world community. Reeves believed the elementary school curriculum to be the logical place to

begin the study of conserving the national resources and of using them wisely. He wanted children to become responsible citizens who were proud of their national heritage, and who were willing to exchange their knowledge with those of other communities or nations.

CHAPTER IV
ON SECONDARY SCHOOL CURRICULUM

Introduction

The curriculums of many high schools are still designed primarily to meet the needs of preprofessional youth. But the vast majority of youth are not and should not be headed toward the professions. They need general education to fit them for citizenship and vocational education to prepare them to enter vocations of a nonprofessional type.¹

This chapter is divided into three parts--general education, vocational education, and education for today and tomorrow.

Reeves, liberal and self-educated, favored a broad general education for everyone. He realized, however, the necessity that some individuals need preparation for immediate employment. In keeping with his belief of educating the whole individual, he therefore advocated a comprehensive general education for everyone and vocational education for those who would seek more immediate employment. The last section of this chapter, "Education for Today and Tomorrow," states how Reeves would incorporate both general and vocational education in a curriculum

¹Floyd W. Reeves, "Federal Relations," The Nation's Schools, Vol. 21, Number 3, March, 1938, p. 25.

which will be valuable and practical for secondary students both now and later on in their lives.

General Education

Reeves went to the University of Kentucky in 1925 as a professor to teach courses in public school administration, school surveys, statistics, educational finance and higher education.² Up to this time in his university experience, he had actually done very little concerning public school curricula. But in 1926 he had an article published entitled "Legislation Relating to the Teaching of the Constitution."³ In this article Reeves emphasized the problem of civic instruction in our public schools. He stated:

. . .the task of working out the details of curriculum construction is not a function of a state legislature; neither is it a function of the American Bar Association, the American Legion, the Veterans of Foreign Wars, the Metropolitan Life Insurance Company or the National Security League; it is a function of the educator; it is a joint task of the scientific expert and the practical school man.⁴

Stressing the great need for instruction in the ideals of citizenship, Reeves indicated that "At no previous time

²Stated by Floyd W. Reeves in an interview with the writer.

³F. W. Reeves, "Legislation Relating to the Teaching of the Constitution," The Kentucky High School Quarterly, Volume XII, Number 1, January, 1926, pp. 91-98.

⁴Ibid., p. 95.

in the history of American education has such interest in this problem developed."⁵ From the end of World War I to the time of this article it became apparent that many citizens in America had little understanding of the basic principles of American government. "As a result of this discovery citizenship training has become a matter of the greatest public concern."⁶

It appears that Reeves' major purpose in writing this article was to indicate that the ideals of citizenship were a matter essential to general education and a must for all secondary school students. He did, however, leave the decision for including such a course up to the educators to decide and not for outside organizations of laymen.

In 1936 President Franklin D. Roosevelt appointed Reeves as Chairman of the Advisory Committee on Education

. . .to study the experience under the existing program of Federal aid for vocational education, the relation of such training to general education and to prevailing economic and social conditions, and the extent of the need for an expanded program; and to develop recommendations that would be available to the Congress and the Executive.⁷

⁵Ibid.

⁶Ibid., p. 91.

⁷The Advisory Committee on Education: Report of the Committee, Floyd W. Reeves, Chairman, United States Government Printing Office, Washington, D.C., 1938, p. iii.

As Chairman of the Advisory Committee on Education, Reeves and other committee members agreed that the education and adjustment of youth must be met "by giving youth a broader knowledge of occupational opportunities and by providing adequate preparation for entrance upon the activities of adult life."⁸ The committee believed the public high schools did not have adequate programs adapted to the needs of the pupils, especially for those not going on to college.⁹ The committee stated two major causes for the secondary school's failure to hold its pupils--one is economic and the other curricular. In reference to these two causes the committee stated:

The economic cause consists of poverty at home; pupils drop out of school in order to go to work, or stay at home without work because they do not have the clothing, books, or transportation necessary to go to school. The curricular cause consists simply in the failure of the school to provide a course of study that retains the interest of the pupil, or that appeals to him as at all useful or appropriate. The schools are not responsible for the loss of pupils through economic circumstances beyond their control, but they must accept a large measure of responsibility for an unsatisfactory curriculum.¹⁰

There was much debate over a reorganized curriculum designated as the "core curriculum," which would provide the basic general education needed by all high

⁸Ibid., p. 97.

⁹Ibid.

¹⁰Ibid., p. 98.

school students.¹¹ There seemed to be no justification for retaining subjects in the curriculum which "have little other than their antiquity to commend them for purposes of general education."¹² The committee also indicated that studies had shown that "no subject studied in high school possesses unique value as preparation for successful work in college."¹³

The committee concluded that the secondary school would best serve the needs of its students by building a new integrated and progressive program with suitable general education as its center and with additional offerings to meet the special needs of its students.¹⁴

Thus the door seemed to be left open as to the actual courses to be included in this type of curriculum; therefore, it is assumed that each individual secondary school shall plan its program around the needs and interests of its particular students.

Speaking before the High School Conference at the University of Illinois on November 6, 1942, Reeves defined general education as

. . .that education which ought to be provided all normal youth, irrespective of any occupation

¹¹Ibid.

¹²Ibid., pp. 98-99.

¹³Ibid., p. 99.

¹⁴Ibid., p. 100.

they may plan to enter . . . the term does not include specialized training, although I recognize that such training often contributes to general education, just as general education almost always contributes to specialization.¹⁵

Reeves believed general education should give one mastery of the tools of learning so that learning could continue throughout his adult life.¹⁶ He further stated:

It should also include education for health and physical fitness, for home and family living, for occupational adjustment, for leisure, and for citizenship. It should provide youth with knowledge skills, desirable habits, understanding, ability to think, and a desire to act in a way that will contribute to the welfare of others.¹⁷

Reeves further believed that since work experience is no longer available within the home life of most families, some work experience is needed as part of a student's education and preparation for life. He believed the need for work experience was the greatest at the high school and junior college levels. He said, "Youth of these age groups are in particular need of the kind of guidance in the selection of a school program and in the choice of a vocation that work experience only can give."¹⁸

¹⁵Floyd W. Reeves, "General Education in Relation to the War Emergency," Unpublished speech in the Reeves Papers, November 6, 1942.

¹⁶Ibid., p. 11.

¹⁷Ibid.

¹⁸Ibid., p. 12.

Reeves also stated that youth need two kinds of work experience.

They need experience in work of the type that good citizens perform when they contribute services to their communities without recompense. And they need to learn how to carry their own economic weight by working for wages.¹⁹

Reeves also indicated education for leisure as an important aspect of general education. He emphasized that most individuals feel a need to express themselves through some form of creative activity. Thus, an important place in the schools should be made for training youth in the creative use of leisure.²⁰

Also to be included under general education, Reeves recommended the teaching of citizenship at the high school level. Since many students end their formal schooling at the high school level, he believed the schools' major responsibility should be to see to it that they receive citizenship training before completion of their high school work.²¹

In the writer's opinion, Reeves believed general education and occupational training in the overall high school curriculum were designed to prepare youth to become good citizens.

¹⁹Ibid., pp. 14-15.

²⁰Ibid., pp. 17-18.

²¹Ibid., p. 18.

Vocational Education

Reeves believed education is a unitary process in which the problems of vocational education and the problems of general education can not be dealt with in isolation of each other. He said, "Every pupil in the secondary school needs vocational education just as every pupil needs general education."²² Reeves was aware that highly specialized vocational training may lead to class distinctions. With this thought in mind he believed that education "should not lend itself to the promotion of such distinctions."²³ He did not think that the American system of education should have "one set of opportunities for young people who are to enter the professions and another for the working classes."²⁴ Reeves wanted an equal educational opportunity for all young people. Each student should have the opportunity which would best suit his particular ability.²⁵ Reeves believed high school students needed vocational education but not for

²²Floyd W. Reeves, "What the Federal Government Might Do to Assist," in Critical Issues in Educational Administration, Edited by William C. Reavis, Proceedings of the Seventh Annual Conference for Administrative Officers of Public and Private Schools, The University of Chicago Press, 1938, p. 45.

²³Ibid., p. 46.

²⁴Ibid.

²⁵Ibid., p. 47.

specialized training. He thought they needed introductory courses of an exploratory type. The more intensive specialized training, he believed, should be just prior to entrance into an occupation.²⁶

As director of the American Youth Commission of the American Council on Education, Reeves and the other members of the commission stated:

The secondary school curriculum still fails in most cases to give the students a familiarity with local industries or with occupational conditions in other places. Partly this may be due to a mistaken notion held by many parents who assume that the only road to a higher social and economic status for their children leads through the traditional academic, college preparatory curriculum. That curriculum is now being widely challenged even as preparation for college. Few defend it as preparation for the life most young people will find on leaving the school . . . the amount of occupational information and training which is included should be greatly enlarged. In some cases this may be done by organizing special courses, but in all cases the occupational implications of the regular courses of instruction should be fully developed. . . .Wherever possible, the curriculum should make definite provision for further training connected with the adjustment of youth to the employment opportunities that are in fact available.²⁷

While serving as director of the Rural Education Project of the University of Chicago, Reeves delivered an address on "The Education and Guidance of High School Youth in Non-Industrial Communities." His major

²⁶Ibid., p. 49.

²⁷The Occupational Adjustment of Youth, Recommendations of the American Youth Commission of the American Council on Education, a pamphlet, April 15, 1940, p. 5.

criticism of the high school curriculum in those communities was that agricultural and home economics programs were not reaching enough of the pupils.²⁸

Reeves believed both boys and girls should spend some time in the study of selected aspects of agriculture and home economics. He said:

Both boys and girls need to learn about child care; both need to study consumers' education; both need to learn how to furnish a house so that it may become a home. . . . A knowledge of agricultural economics and of farm management would not only have a vocational value for the future farm men and women, but it would constitute an important part of a sound general education for the future residents of cities.²⁹

Health education was another aspect of the high school curriculum which Reeves stressed. Because of the many rejections which had taken place under the Selective Service program during World War II, Reeves believed that this fact made it clear that

. . . all schools, everywhere, should attempt to make a larger contribution to the health of our young people. Much can be accomplished through the more effective programs of health examinations, physical fitness development, school lunches, and health education for children in school.³⁰

²⁸Floyd W. Reeves, "The Education and Guidance of High School Youth in Non-Industrial Communities," Abstract of an address delivered before the Ninth Annual Guidance Conference, Purdue University, November 19, 1943, in the Purdue University Division of Educational Reference, Studies in Higher Education I, Edited by H. H. Remmers, March 1944, p. 58.

²⁹Ibid., p. 59.

³⁰Ibid.

Reeves would include the study of the relations of this nation to other nations in the high school curriculum.³¹ Due to technological advances, he stated that it was "impossible in the future for any nation to remain unaffected by what takes place in other nations."³² And in order to achieve greater understanding of other nations, Reeves said, the people of each nation needed to study the history of other countries through "geography, economics, social customs, and political practices. . ."³³

While Reeves advocated both general and vocational education, it is difficult at times to interpret his ideas in these areas because if Reeves believed the subject to be worthwhile, he would include it as part of general education.

Education for Today and Tomorrow

The curriculum of our high schools must be more than a preparation for college entrance; it must among other things, become a satisfactory preparation for the life that most young people will live after leaving school.³⁴

³¹Ibid.

³²Ibid.

³³Ibid.

³⁴Floyd W. Reeves, "Education and National Defense," An address delivered October 31, 1940, at the Biltmore Hotel, New York, before the Ninth Educational Conference under the joint auspices of the Educational Records Bureau, The Cooperative Test Service, The Committee on Measurement and Guidance of the American Council on Education, and The

As director of the American Youth Commission, Reeves approved of the report on "What the High Schools Ought to Teach."³⁵ The writer assumes that the ideas set forth in this report reflect Reeves' philosophy of what should be included in the high school curriculum. The commission stressed the need for a reorganized curriculum--one which would prepare students for intelligent citizenship and for the duties of home life. Many subjects which were being offered at that time were inappropriate for many of the students. As a substitute the following subjects were suggested by the commission as being necessary to the needs of all secondary students: reading as a subject of instruction, work as a part of the curriculum, the social studies, instruction concerning personal problems;³⁶ and to include conventional subjects such as English, mathematics, foreign languages, history and natural sciences.³⁷

Commission on the Relation of School and College of the Progressive Education Association, Unpublished in the Reeves Papers, p. 5.

³⁵What the High Schools Ought to Teach, The Report of a Special Committee, Prepared for the American Youth Commission and other Cooperating Organizations, American Council on Education, Washington, D.C., 1940, 36 pp.

³⁶Ibid., pp. 12-27.

³⁷Ibid., pp. 27-29.

Reading

The Commission said that "The mistake has long been made in secondary schools of assuming that pupils are not in need of post-elementary instruction in reading."³⁸ Students fail in other subjects because they lack the ability to read competently and also because much of the material "presented in textbooks is altogether inappropriate for the cultivation of reading habits."³⁹

Work

Another means of education which is just as important as reading, according to the commission, is work as a part of the curriculum.⁴⁰ The commission stated that "By the time a young person reaches adolescence he needs to have opportunities for work if he is to make the transition into adulthood readily and efficiently."⁴¹ The commission suggested that the schools yield some of the hours which are spent in traditional coursework to a work program.

Social Studies

History and civics are a necessary part of the curriculum, according to the commission, in order to help

³⁸ Ibid., p. 12.

³⁹ Ibid.

⁴⁰ Ibid., p. 15.

⁴¹ Ibid., p. 16.

young people form wise judgments based on the knowledge of facts. Following are a few examples of topics which might be given:

. . . housing, conservation of natural and human resources, community planning, cooperatives, pressure groups and their methods of influencing legislation, the stock exchange, corporations, labor organizations, the industries of the nation, various forms of municipal government, governmental services such as those of the Departments of Agriculture, Commerce, and Labor, the origin and nature of money and systems of exchange, international relations, consumers' needs, and investments.⁴²

Personal Problems

A course in personal problems was believed to be as important as any subject in general education. "Perhaps the most urgent of these problems is that of maintaining one's physical and mental health"⁴³ It would be worthwhile, according to the commission, to teach the findings of psychology without getting involved in its technicalities and abstractions. Students need "an understanding of themselves as biological and mental organisms which will save them from an infinite number of the mistakes that contribute to human unhappiness."⁴⁴ Students also need to learn to deal with topics relating to family life.

⁴²Ibid., p. 23.

⁴³Ibid., pp. 24-25.

⁴⁴Ibid., p. 25.

Conventional Subjects

As for the conventional subjects--English, mathematics, foreign languages, history, and natural sciences--the commission suggested that they "be reexamined and criticized with a view to injecting into them the same liberal spirit as that which is exemplified in the new courses advocated in preceding paragraphs."⁴⁵

At the annual Round-Up at Illinois State Normal University in 1942, Reeves delivered an address in which he discussed general education, education for work, education for leisure, and education for citizenship.⁴⁶ His ideas on education for work were discussed at the beginning of this section and therefore will not be repeated again.

General Education

Reeves conceived of general education as a broad and comprehensive study in many areas. He said:

General education should give mastery of the tools of learning, so that learning may continue throughout adult life. It should also include education for health and physical fitness, for home and family living, for occupational adjustment, for leisure, and for citizenship. It should provide youth

⁴⁵Ibid., p. 27.

⁴⁶Floyd W. Reeves, "Education for War and for Peace," An address delivered before the Annual Round-Up, Illinois State Normal University, Normal, Illinois, December 5, 1942, Unpublished in the Reeves Papers, 25 pp.

with knowledge, skills, desirable habits, understanding, ability to think, and a desire to act in a way that will contribute to the welfare of others.⁴⁷

Education for Leisure

Reeves believed a thoroughly educated person to be one who could utilize his leisure in a worthwhile manner. On this matter he said:

Most individuals feel the need to express themselves through some form of creative activity. But for many of them, the shift from hand-work to machine production has resulted in decreased opportunity for creative expression as an aspect of their work. . . . If people were adequately trained to utilize their leisure in a creative way, the need for self expression might be met through activities carried on during periods of leisure.⁴⁸

Education for Citizenship

Reeves believed both general education and occupational training are designed to prepare youth to become good citizens. On this matter, he said:

Good citizens need mastery of the tools of learning. They need vocational competence so that they may produce goods and services of social value. They need health and physical stamina in order that they may do well whatever tasks they are called upon to perform. They need to know how to use leisure time in a creative way. They need to be competent in home and family life. All of these things are aspects of good citizenship. Training for all of them should have an important place in general education.⁴⁹

⁴⁷Ibid., pp. 10-11.

⁴⁸Ibid., p. 18.

⁴⁹Ibid., pp. 19-20.

In 1942 Reeves was asked by President James B. Conant of Harvard University to spend a few days at Harvard to make a survey of the graduate programs in the social sciences, the school of business administration and the Litaur School of Public Administration.⁵⁰ Shortly after Reeves reported he was invited to deliver the Inglis Lecture of 1942.⁵¹

Reeves' lecture topic was "Education for Today and Tomorrow." He began by indicating that the secondary schools were not preparing students either for the world today or the world tomorrow. He said:

If one looks at American secondary schools, he finds a great many of them preparing youth for yesterday's world, a hopeful few preparing them realistically for today's, and a third group unfortunately which in effect does not appear to be preparing them for any real work at all.⁵²

Reeves stated that the secondary school curriculum should include the following, which is an overall summary of what he stressed earlier:

⁵⁰Floyd W. Reeves, "Lecture XXII Contact with Harvard University, Unpublished lecture in the Reeves Papers, May 1965, p. 1.

⁵¹Floyd W. Reeves, The Inglis Lecture, 1942, Education for Today and Tomorrow, Harvard University Press, 1942, p. vi. The Inglis Lectures are given in memory of Alexander Inglis, 1879-1924. Inglis and his friends had given to the Graduate School of Education a fund for the maintenance of a lectureship in secondary education. The purpose of the Lectureship is to perpetuate the spirit of his labors and contribute to the solution of problems in the field of his interest.

⁵²Ibid., p. 1.

1. Starting with citizenship training, Reeves believed this should be the major goal.⁵³ He believed we should turn out "citizens equipped to deal with the problems of the modern world."⁵⁴ Reeves included a knowledge of natural and human resources, forms and structure of our government, history or practice of co-operatives,⁵⁵ and knowledge of work for wages and work without wages in citizenship training.⁵⁶

2. Mental and physical health education should be in the curriculum.⁵⁷ Reeves suggested that perhaps a course in the elements of hygiene and nutrition⁵⁸ should be offered, and of course, physical training should be included.⁵⁹

3. Basic mental skills, i.e., reading, should be included in the curriculum. Reeves said reading was needed more in education for the modern world than ever before. Instruction in how to read in the secondary school was needed, not just the study of English and literature.⁶⁰

⁵³Ibid., p. 9.

⁵⁴Ibid., p. 14.

⁵⁵Ibid., pp. 58-59.

⁵⁶Ibid., p. 63.

⁵⁷Ibid., p. 15.

⁵⁸Ibid., p. 19.

⁵⁹Ibid., p. 21.

⁶⁰Ibid., pp. 24-25.

4. Education on marital problems, the family, and the home should also be included in the curriculum.⁶¹ If teachers are not qualified in these areas, Reeves suggested that reading materials at least be provided.⁶²

5. Education and preparation for a future work career were also emphasized.⁶³ Reeves said general vocational preparation is needed rather than specialized training so that "if the job vanishes through technological changes, (the general education) enables them to move easily to another without serious delay or maladjustment."⁶⁴

6. Another important aspect of the curriculum should be education in the use of leisure time.⁶⁵ Reeves believed the secondary schools could do two things in this area. First, he said, "They can encourage an intelligent choice in passive recreational activity, especially in radio-listening, and in motion pictures."⁶⁶ And, furthermore, "They can teach and encourage youth to acquire personal skills, both cultural and athletic."⁶⁷

⁶¹Ibid., p. 29.

⁶²Ibid., p. 35.

⁶³Ibid., p. 36.

⁶⁴Ibid., p. 39.

⁶⁵Ibid., p. 47.

⁶⁶Ibid., p. 50.

⁶⁷Ibid.

In a lecture given at the Social Studies Institute in Detroit, Reeves emphasized education as being the key to unlock the door of understanding throughout the world.⁶⁸ He stressed that scientific knowledge "has been so rapid that knowledge of how to organize human beings to live in a world of machines and atomic energy has not kept pace."⁶⁹ He urged the need "for people to learn how to organize their activities so that they can live together in a world community."⁷⁰ He further commented that technological techniques have not been able to bring about a world community. As far as he could see this end remained for the social sciences and the humanities.⁷¹ He said the need in education was not for more knowledge in the natural sciences or technical processes but was for "more and better general education in the social sciences and the humanities for all persons--children, youth, and adults--everywhere."⁷²

Reeves defined general education as one which would "deal with the relationships of human beings with

⁶⁸Floyd W. Reeves, "Youth and the World of Tomorrow," The School Review: A Journal of Secondary Education, Volume LIV, Number 5, May 1946, p. 266.

⁶⁹Ibid.

⁷⁰Ibid.

⁷¹Ibid.

⁷²Ibid.

one another."⁷³ He believed the barrier to achieving a world community was the inability of people to understand and communicate with each other.⁷⁴ He suggested the study of anthropology, sociology, social psychology, political science, and geography to help achieve a "world community."⁷⁵

The study of books, Reeves said, is not enough. He believed experience also was needed in a sound curriculum, in which we

. . . must recognize the value of action programs, as well as the value of the study of books and works of art. Somewhere there must be a middle ground that offers the values secured through study of the experiences of others and the values obtained through observation of, and participation in, community activities.⁷⁶

As Chairman of the Commission on Educational Reconstruction of the AFT, Reeves was in complete agreement with the report on "Federal Aid and the Crisis in American Education." The commission issued the following statement on the elements to be included in the public school curriculum; much of which also was stated in "Education for Democracy" under the elementary school curriculum.⁷⁷

⁷³Ibid.

⁷⁴Ibid.

⁷⁵Ibid., p. 267.

⁷⁶Ibid., p. 268.

⁷⁷Federal Aid and the Crisis in American Education, A report by the Commission on Educational Reconstruction of the American Federation of Teachers, a pamphlet, 1947, pp. 3-4.

The public school must acquaint the young with the history of man's long struggle for democracy, with its triumphs, its defeats, and its costs; with its classic documents, its institutions, and its full meaning--not merely in political terms, but socially and economically as well. It must also introduce to them the problems they face in retaining for themselves the life of freedom, the tasks and opportunities that now confront democracy as a result of the impact of science and technology on human life and society.

It is also the responsibility of the public school to equip the young with both the skills and knowledge necessary to carry on the progress of science and the spirit to apply such progress to the development of democracy. It is no accident that antisocial movements traditionally attempt to undermine the use of scientific method. For social progress depends on science, and, conversely, science flourishes best in an atmosphere of social and political freedom. The two concepts are interwoven. Whether our youth are destined for peace or war, we consider the most thorough training in the methods, disciplines, and achievements of science to be indispensable.

It is, therefore, actually important for the public school to develop an understanding of America's relation to the rest of the world. It must provide knowledge of other peoples and cultures, of the international strains and tensions of this period, and of the efforts being made to organize the world for security, justice among nations, a higher standard of living, and the establishment of permanent peace.

To conclude this section it seems appropriate to state Reeves' answer to the question: What kind of secondary education tomorrow? His answer is as follows:

Secondary education for tomorrow must teach the lessons that are essential to intelligent citizenship in a world at war. It must teach also those lessons that are essential to citizenship in a world of post-war reconstruction. At all times it must lead smoothly into satisfactory employment those whose⁷⁸ formal education ends with the secondary schools.

⁷⁸Floyd W. Reeves, "What Kind of Secondary Education Tomorrow?" The Bulletin of the National Association of Secondary-School Principals, Volume 26, Number 105, March, 1942, p. 98.

I would include international relations. In this area I would emphasize economic history and economic geography. I would teach the relationship of natural resources and industrial development to war and to peace. I would include a study of the governments of other nations. Above all else, I would have youth learn about the psychology of the people of other nations, their literature, their art, and their folk ways, and the relations between their ways of life and the means whereby they live. Only in this way can youth be prepared to play well their part in a world that must be rebuilt.⁷⁹

Summary

In the secondary school curriculum, Reeves recommended programs of general education, vocational education, and a combination of these two which would prepare youth for today's living and for tomorrow's. The content in a general education program should include health and physical fitness, education for family living, education for occupational adjustment, education for leisure, and education for citizenship.

It was Reeves' belief that every student needed vocational education as well as general education. He was against highly specialized training, because he believed it might lead to class distinctions. Rather than specialized training, he thought students needed introductory and exploratory type courses. He also believed

⁷⁹Floyd W. Reeves, "Education for Tomorrow: A Report from the American Youth Commission," Journal of the American Association of Collegiate Registrars, Volume 17, Number 4, July, 1942, p. 512.

students should learn the responsibility of working without wages as well as for wages.

Reeves' views on "education for today and tomorrow" included a satisfactory preparation for life. Many of the courses which Reeves advocated were the traditional ones such as English, mathematics, foreign languages, history, and natural sciences. To be included in this list he recommended reading as a subject of instruction, work as a part of the curriculum, the social studies, and instruction concerning personal problems.

Reeves' education for life program included the overlapping of both general and vocational education. In each program we find these areas in common: citizenship, health and physical fitness, education for leisure, and education for work.

CHAPTER V
ON COLLEGE CURRICULUM

Introduction

The curricula of the junior college division are being revised to insure a reasonable amount of familiarity upon the part of students with the world in which they live. . . .There is a feeling that all students need a common intellectual world. This feeling is manifesting itself in common required courses.¹

Reeves was more concerned with the curricula of the first two years of college than he was with the later two. He believed the first two years of college to be more closely allied with the functions of the senior high school than with those of the two later years of college. His interest, therefore, was to study the main function of the first two years of college in terms of general education, and leave the later two years of college for specialization.²

¹Floyd W. Reeves, "Current Efforts to Improve the Liberal Arts College," An address delivered before the Conference of Iowa College Presidents, the University of Iowa, May 15-16, 1930, Unpublished in the Reeves Papers, p. 7.

²Floyd W. Reeves, "Recent Trends in Higher Education," The Peabody Reflector and Alumni News, Volume VII, Number 2, February, 1934, p. 49.

The purpose of this chapter is to relate Reeves' ideas concerning the curriculum of the first two years of college. Based on studies Reeves made relating to the junior college curriculum, this chapter is organized into three sections: the North Central Association Study, the University of Chicago Study, and the Michigan State College Study.

North Central Association Study

Reeves was concerned with the junior college curriculum as well as with the elementary and secondary schools' curricula. In a North Central Study he stated:

One of the chief functions of the junior college is to provide instruction adapted to the wide range of needs, interests, and capabilities of young people who seek admission. These include not only students who wish to pursue a general education with the hope of specializing later in the university or professional school but also those who are seeking to satisfy some practical need through a longer or shorter period of training.³

Reeves believed it was not the function of a junior college to teach students what to think but to teach them how to think. He would have the junior college meet this goal by including the following objectives in the courses offered:

³Floyd W. Reeves, "Studies Relating to the Junior College Curriculum," An unpublished paper prepared as an introduction to a North Central Conference, August 3, 1929, in the Reeves Papers, p. 1.

(1) Ability to identify and to use methods of valid thinking.

(2) Ability to conceive the past of the physical world as a process of evolution as disclosed by a study of the natural and physical sciences.

(3) Ability to think of the survey of civilization not as a chronicle of events but as a study of the great movements in human development.

(4) Ability to use the vernacular correctly and clearly.

(5) Ability to use at least one non-vernacular language as a means of understanding the racial habits of thinking employed by other peoples and as a means of access to the materials of learning and culture.

(6) Ability to appreciate literature, music and the pictorial and plastic arts.

(7) Ability to apprehend the principles of ethics and the obligations which the individual owes to society, and the active fulfillment of such obligations.

(8) Acquisition of habits conducive to the intelligent maintenance of well-being.⁴

Reeves believed a balanced curriculum was needed in the junior college in order to prepare those who would attend a senior college and to prepare those who would enter vocational fields.⁵ He knew this would take a concerted effort to develop the formula for a balanced curriculum. Educators today are still groping with this same problem. Much of the decision to be made lies in the degree of general education that students have had

⁴Ibid., p. 4.

⁵Ibid., pp. 1-2.

in high school. The more general education students have had in high school the less they will need in junior college. And if the students have had a sparse general education in high school, more attention in this area is needed in junior college.

University of Chicago Study

One of Reeves' first assignments at The University of Chicago was in The Institute for Administrative Officers of Higher Institutions. This institute was organized in 1927

. . .to provide a forum for the discussion of problems of common interest to administrative officers; to stimulate critical discussion of current tendencies in higher education; to present the results of experiments carried on in various institutions; and to stimulate additional studies of many perplexing problems in the field of higher education.⁶

One of these perplexing problems in the field of higher education was the junior college curriculum. In 1929 there was a rapid development of junior colleges followed by changes in their purpose and content of instruction.

Reeves studied approximately 100 institutions of higher learning while working at this Institute. It was his belief that "every institution of higher learning should set up definite aims and objectives as bases for

⁶William S. Gray, Editor of The Junior College Curriculum, Volume 1, Proceedings of The Institute for Administrative Officers of Higher Education. The University of Chicago Press, 1929, p. v.

the development of curriculums, and that a statement of these aims should be included in the college catalogue."⁷ In order to co-ordinate the high school and college curricula, Reeves suggested a variation in the subject matter content in first-year college courses. He is not very specific on this point; however, he believed that by varying the content, students who had completed a high school unit in a particular field would not be required to take the same course in college. And students who had not taken fundamental course work in high school might do so in college. Reeves also suggested that the course work be organized according to the special needs and interests of students. At the time of this study, general survey courses seemed to be the most significant trend in the junior college curriculum.⁸

Reeves made an educated guess in the early 1930's in stating what he thought would be the major trends of education in America during the century closing in the year 2031. He said:

It appears probable that during the century the school day and the school year will both be lengthened

⁷Floyd W. Reeves, "The Junior-College Curriculum in Colleges and Universities," in The Junior College Curriculum, Edited by William S. Gray, Volume 1, Proceedings of The Institute for Administrative Officers of Higher Education, The University of Chicago Press, 1929, p. 74.

⁸Ibid., p. 92.

for the child below the age of eighteen years, and shortened for young men and women beyond eighteen years of age. A majority of men and women will participate in some form of organized adult education throughout life. There will be a tendency to make more extensive use of mass production methods in education. This will result in a more highly centralized educational system. Educational centers will be established for the purpose of broadcasting lectures, music, art exhibits, and demonstrations of various kinds. Methods employed in broadcasting will include the filmophone and television. Travel will have an important place in formal school programs. Entire schools and other educational institutions will be transported by air to distant points, in order that pupils and students may obtain first hand information and make personal observations.⁹

Most of 'Reeves' predictions can be seen happening in the public schools and colleges today, which is 61 years before the predicted date. For example, there has been an expansion of adult education programs, television is making a large break-through as a teaching aid, and there are student exchange programs involving students from many parts of the world. It appears that Reeves would be highly interested in the area of communication arts in college. His idea of achieving a "world community" was very evident in the above statement. He wanted students to be educated so they could function in and contribute to the knowledge of the world.

⁹Floyd W. Reeves, "Probable Major Trends of Education in America During the Century Closing in 2031," A statement placed in the cornerstone of the graduate education building at The University of Chicago, early 1930's.

Michigan State College Study

In 1943 Reeves first came to Michigan State College¹⁰ to give a series of lectures on demobilization and post-war problems of higher institutions. President John Hannah was impressed with Reeves' vast knowledge and experience, and, therefore, asked him to assist in the planning of Michigan State College.¹¹

Hannah believed strongly that the whole Land-Grant College system had become "ultra Conservative" over the years and needed some revisions to make it more relative to the current needs of society. He thought one of the greatest dangers to any institution was complacency and decided to correct the situation. "His first move was to arrange for the services of Dr. Floyd W. Reeves, of the University of Chicago, who was an authority on organization and administration, as a consultant for the operation."¹²

A faculty meeting at Michigan State College was held on March 9, 1944 in which President Hannah asked Reeves to speak on "the possibility of establishing some

¹⁰Michigan State College became known as Michigan State University in 1955.

¹¹"The Reorganization of the Michigan Cooperative Extension Service," A committee report in the Reeves Papers, p. 12.

¹²Ibid., pp. 2-3.

common educational experience for all students."¹³ Reeves' speech dealt with six related topics:

- (1) the desirability of devoting two years to basic, general education,
- (2) an independent examining agency,
- (3) possible content for comprehensive courses,
- (4) the importance of having a program which provided well for the student who stays in college but two years,
- (5) the problem of finding teachers competent to teach such courses as envisioned, and
- (6) the desirability of providing machinery to enable the industrious and able student to advance as fast as his capacities and energies would permit.¹⁴

After Reeves' presentation, the faculty decided to have a committee study the problem. This was one of the most "dynamic periods which come from time to time to some institutions."¹⁵

On the basis of Reeves' recommendations, President Hannah proceeded to reorganize the undergraduate program at Michigan State College. This resulted in the establishment of the Basic College.¹⁶

¹³Thomas H. Hamilton and Edward Blackman, Edited The Basic College of Michigan State, The Michigan State College Press, 1955, p. 7.

¹⁴Ibid.

¹⁵Ibid., p. 8.

¹⁶"The Reorganization of the Michigan Cooperative Extension Service," p. 3.

As part-time consultant to the President, Reeves considered his responsibility to the committee "as one of answering questions, giving his opinion in terms of principles of organization and administration, and of raising provocative questions."¹⁷

Revising the curriculum for freshmen and sophomores was one of the main tasks of Hannah's reorganization plan. The main change to occur was in establishing a more general course of instruction.¹⁸

During the World War II years much of the general education courses "disappeared under the impact of new technical courses and the impulse to train each student for as many prospective occupations as possible."¹⁹ Reeves believed a change in curriculum was needed in the first two years of college, and, thus,

. . .proposed a program of basic general education required rather than optional, for all freshmen and sophomores rather than those of a particular division, and taught by a distinct faculty rather than by those within specialized departments. He suggested a board of examiners to prepare comprehensive examinations which would encourage integrated rather than disconnected learning and would permit the mature veteran to accelerate his education.²⁰

¹⁷Ibid., p. 26.

¹⁸Floyd W. Reeves, "Notes on the Office of Junior College Cooperation," circa 1954 in Reeves Papers, p. 1.

¹⁹Madison Kuhn, Michigan State: The First Hundred Years, Michigan State University Press, 1955, p. 418.

²⁰Ibid., p. 420.

Reeves and the committee developed the following preamble to the committee report which served and up to this date still serves as the guide for general education at Michigan State University:

Basic education, as proposed for Michigan State College, is designed to provide students with a more sound foundation on which to build an intelligent interest in personal, family, vocational, social, and civic problems, a better understanding of these problems, and a greater ability to cope with them. It includes the study of man's relationship to physical, biological, and social sciences, an increased knowledge of the historical background of present day civilizations, and an enhanced appreciation of cultures, past and present, that have been expressed in literature, music and art.

Basic education should give students an opportunity to explore broad areas, should aid them in the discovery of their interests and aptitudes, and should equip them better to assume their responsibilities as individuals and as citizens of a democracy.

Students whose training may eventually become highly specialized need the foundation of general education experience that each may have a greater appreciation of the relationship of his special field to the needs of society as a whole.²¹

Reeves was not totally satisfied with this program of general education. This was a compromise for him. He said certain questions were arising such as,

. . .how may the common ideas and ideals of our culture be appropriately emphasized without at the same time interfering with meeting the needs of society for specialization? How can general education

²¹Floyd W. Reeves, "General Education at a State University," in Basic College Quarterly, Michigan State College Press, Fall 1955, p. 7.

and specialized training best be related so that each will support and enrich the other.²²

Reeves admitted that most of the problems regarding general education still remained unsolved. But one conclusion seemed clear:

The role of general education at the state university must be both an expanded and an expanding one. Developments in this field have been marked, but they are lagging far behind the needs of society. Some way must be found to accelerate the development of general education.²³

Initially, the Basic College developed seven basic courses: Written and Spoken English, Social Science, Effective Living, History of Civilization, Literature and Fine Arts, Biological Science, and Physical Science.²⁴ Of these seven basic one-year courses, "every student was required to take five during his first two years."²⁵ Those five courses were to include Written and Spoken English and either Social Science or Effective Living, History of Civilization or Literature and Fine

²²Ibid., p. 9.

²³Ibid., p. 10.

²⁴"Basic College Newsletter," Published by the Basic College Research Committee, Michigan State College, East Lansing, Michigan State College Bulletin, Volume 44, November, 1949, p. 1.

²⁵Victor H. Noll, The Preparation of Teachers at Michigan State University, Michigan State University College of Education, 1968, p. 116.

Arts, Biological Science or Physical Science plus one of the three courses not already taken.

Later on the seven basic courses were consolidated into four: Communication Skills, Natural Science, Social Sciences, and Humanities. The principle of election was eliminated, because it seemed illogical to let students concoct their own program, and yet still call their curriculum general education.²⁶

Another major change in the Basic College which Reeves initiated was the grading system, which he believed was the most criticized element. Originally, the instructors had no voice in the students' grades, because it was believed that the students and the instructors would have a better rapport if some outside committee constructed the examinations. Therefore, at the end of the course, which was the end of the third term, the students' final grade was decided by a year-end comprehensive examination. This grade erased any grade the instructor might have had for the students. Reeves believed the instructors should have some voice about the students' grades and the students should have some knowledge of their standing in the course before the end of the year.²⁷ In 1952 the grading

²⁶Madison Kuhn, Michigan State: The First Hundred Years, p. 424.

²⁷Stated by the late Assistant Dean Edward B. Blackman of University College at Michigan State University in an interview with the writer, February 6, 1970.

system was changed. The revised system combined the instructors grades with the term-end comprehensive examinations.²⁸ In this way the instructors had a voice in half of the students' grades.

There were negative as well as positive reactions about the two-year Basic College of general education. Those who were against the idea of spending two years in the study of general education believed that this took time away from specialized work and from work on electives.²⁹ Among all the criticism, however, Reeves obviously had a great influence on the Basic College curriculum for it is still in existence today.

Summary

Reeves' major concern with the college curriculum was with the content to be included in the first two years of college study. He believed the first two years of college were much more aligned with the functions of the senior high school than with the later two years of college. He believed the first two years of college should include a broad general education which would not duplicate what the student had studied in high school.

²⁸Ibid., pp. 423-424.

²⁹Hamilton and Blackman, The Basic College of Michigan State, p. 4.

This would enable the student to progress more quickly through the college curriculum.

Reeves conducted some major studies in the early 1930's which were chiefly concerned with the curriculum of the junior college. In the North Central Association Study Reeves declared that the function of the junior college was not to teach students what to think but how to think. He was not as interested in content as he was in having students develop their critical powers to think. He listed eight ways in which this function might be carried through, which included the ability to use methods of valid thinking, ability to use the language(s) correctly, ability to appreciate the arts, and acquisition of habits conducive to the intelligent maintenance of well-being.

In the University of Chicago Study Reeves studied approximately 100 institutions of higher learning. He stressed varying the content for each individual student based on what subjects the student had studied in high school. At this time in the early 1930's, Reeves made predictions for the future in which he believed students would develop all kinds of communication skills and develop a knowledge of the rest of the world, ultimately resulting in a "world community."

In the Michigan State College Study Reeves was a key figure in the reorganization of the Basic College

curriculum. He proposed a program of basic general education which would be an expanding one. The Basic College developed seven basic courses: Written and Spoken English, Social Science, Effective Living, History of Civilization, Literature and Fine Arts, Biological Science, and Physical Science. Of these seven basic one-year courses, all students were required to take five during their first two years of study. Those five courses were to include Written and Spoken English and either Social Science or Effective Living, History of Civilization or Literature and Fine Arts, Biological Science or Physical Science plus one of the three courses not already taken. These seven basic courses were not meant to be an all inclusive general education, but it was a beginning.

CHAPTER VI

ON ADULT EDUCATION CURRICULUM

Introduction

Fewer and shorter working days and the increasing chances of occupational shifts throughout life combine with many other factors to make adult education vitally important. Colleges may expand into this field through an intensified program for a specific area as well as through a broad program for an unlimited area. The intensified program might well consist of vocational and general courses offered for credit and of vocational, general, and recreational courses or activities offered without credit to adults who cannot take resident work.¹

Reeves was interested in the education of every individual at every age from childhood through adulthood. As a result of his abiding interest in the curriculum of the elementary school, the secondary school, and college, he included his ideas on the education of the adult.

The purpose of this chapter is to discuss Reeves' beliefs concerning adult education. This chapter is organized into three sections: the objectives of adult

¹F. W. Reeves, "The College and Adult Education," An address delivered before the College Section of the Kentucky Education Association, Louisville, Kentucky, April 11, 1935, Unpublished in the Reeves Papers, pp. 9-10.

education, a description of the state of New York system of adult education, and a proposed program for adult education.

Objectives of Adult Education

In order to plan a curriculum of study for any program, one must first develop a set of objectives. In an article describing adult education, Reeves listed the following objectives:²

1. To fill the gaps left by other units of education.
2. To maintain the skills and knowledge developed during childhood and youth.
3. To keep the adult public in step with the latest developments in such fields as government, economics, science and the arts.
4. To deal with problems that can be dealt with most effectively at the adult level.
5. To give to the older and younger generations a basis for understanding each other.

Reeves believed education to be a continuing process in one's life. He also believed adults needed to keep in step with progress if they were going to be effective members of a democratic society. And since the world is constantly changing, the individual must stay in tune with

²Floyd W. Reeves, "Adult Education: What Is It And Where Is It Going?", Adult Education Bulletin, Volume II, Number 1, October, 1937, p. 3.

the times. Both the environment and the individual affect each other.³

Reeves believed certain studies⁴ particularly appropriate to adults. As one grows older he develops new interests, new attitudes, and a new sense of values. In order to achieve these, Reeves stated it would be wise to help men and women work out a more effective attitude toward life. A major task of adult education is to develop a philosophy which will enable adults individually and collectively to face life's problems.⁵

Reeves knew that....

In an age of rapidly growing knowledge and swiftly changing standards, adult education is necessary to give both the older and younger generations a basis for understanding each other. As each generation grows to maturity another comes along with greater opportunities for acquiring new knowledge.⁶

The State of New York System of Adult Education

Reeves was in agreement with the state of New York system of adult education, primarily because the needs and aims of the program were considered an individual matter. It was his belief that "Adult education implies

³Ibid.

⁴These studies are discussed on pp. 83-87 of this chapter.

⁵Floyd W. Reeves, "Adult Education: What Is It And Where Is It Going?", pp. 3-4.

self-discipline and continuity of effort."⁷ Adult education in the New York system did not include study as the major pursuit of the individual. Also, adult education was not necessarily confined to mature adults, but was open to youth who had left full-time school for one reason or another. Primarily, however, the adult education program is meant for persons over the compulsory school age as a supplement to some occupation or as a means of broadening cultural horizons. For one who desires to go on learning, adult education offers him the opportunity to broaden his cultural, social, and occupational background. It also aids one in becoming economically self-sustaining and in coping with other personal adjustments. Included in the program are both credit and non-credit courses and formal and informal work.⁸ Finally, Reeves stated that the state of New York system "stresses the training of the mind, emphasizes the constructive development of habits, attitudes and emotions, and includes the function of guidance."⁹ And in an age of shorter working days, the

⁷Floyd W. Reeves, "A State Program of Adult Education," An address delivered before an Institute on Adult Education for Librarians in Service, August 9, 1937, Unpublished in the Reeves Papers, pp. 2-3.

⁸Ibid., p. 2.

⁹Ibid.

program offers one the opportunity to develop a wise use of leisure.¹⁰

The following is a list stating some of the reasons which Reeves believes lead adults to participate in adult education programs:¹²

1. To prepare for naturalization.
2. To increase civic consciousness and effectiveness.
3. To broaden cultural horizons.
4. To make personal adjustments to family and social environments.
5. To promote health and physical efficiency.
6. To escape from monotony, obtain recreation, and secure an opportunity for self-expression.
7. To develop wider knowledge and interests.
8. To prepare for participation in cooperative enterprises.
9. To increase effectiveness in consumer activities.
10. To increase vocational efficiency.

A Proposed Program of Adult Education

After doing extensive research and study in the field of adult education, Reeves, Fansler, and Houle analyzed the New York program and published their proposed

¹⁰Ibid., p. 3.

¹¹Ibid., p. 4.

¹²Ibid., p. 5.

program of adult education. Their basic program was to include education for home life and family relationships, workers' education, and education in communication arts. First, they defined adult education as

. . .any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such effort becoming his major field of activity. It may be concerned with any or all of the three aspects of his life, his work life, his personal life, and his life as a citizen.¹³

Reeves, Fansler, and Houle believed that in its broadest sense, adult education included more than those studies carried on during and outside of working hours. They believed the studies ranged from elementary skills to advanced work on the college, graduate, or professional level. Also to be included were general opportunities offered by such activities as concerts, exhibitions, social gatherings, and organized community drives.¹⁴

As a process the authors stated:

. . .adult education may be thought of as that activity which enables a person more efficiently to meet his personal needs, problems, or desires; more effectively to participate as an intelligent functioning member of society; and more understandingly to approach the appreciation and realization of ultimate values.¹⁵

¹³F. W. Reeves, T. Fansler, and C. O. Houle, Adult Education, The Regents' Inquiry, The McGraw-Hill Book Company, Inc., N. Y., 1938, p. 3.

¹⁴Ibid., pp. 3-4.

¹⁵Ibid., p. 5.

A more detailed description of their program is contained in the following paragraphs.

Education for Home Life
and Family Relationships

Education for home life and family relationships is concerned with both personal and social aspects. Parents are assisted toward the understanding of the physical and psychological development of their children. They also are assisted toward an understanding of themselves and their relations to each other. And they are given the opportunity to study and discuss civic and school problems affecting their family life as it functions within the community.¹⁶

Workers' Education

Reeves, Fansler, and Houle stated the following purposes for a workers' education program:¹⁷

1. To train leaders and workers for the trade union movement.
2. To convey to both organized and unorganized workers some understanding of the principles and practices of trade unions to the end that their activities within and without labor organization will be more effectively and intelligently directed toward the realization of the aims of the labor movement.

¹⁶Ibid., p. 57.

¹⁷Ibid., pp. 62-63.

3. To provide organized and unorganized workers with educational, cultural, and recreational activities in surroundings that will be not only congenial to them but also generally sympathetic to the aims of the labor movement.
4. To indoctrinate both organized and unorganized workers with one or the other of several specific social philosophies so that the labor movement in general will become oriented along the lines of this philosophy.

Education in the Communication Arts

Reeves, Fansler, and Houle believed that the press, the motion picture, and the radio were among the factors that influence the thoughts and actions of adults.¹⁸ Television was not available on a wide scale at the time of their study, however, the writer assumes the authors would include this medium.

Believing in the great influence of the communication arts, the authors stated:

As long as the principle of freedom of expression is maintained as fundamental for the democratic concept of life, all public institutions, and especially those of public education, must recognize in the press, the motion picture, and the radio agencies of tremendous power for adult education.¹⁹

Principles of Adult Education

After formulating the previously discussed proposed program of adult education, Reeves, Fansler, and Houle

¹⁸Ibid., p. 66.

¹⁹Ibid., pp. 66-67.

then stated that the whole program should rest upon the following body of principles:²⁰

1. Adult education is an integral part of public education; as such it should be a part of each adult's experience, and as such it is the means whereby education for youth is made increasingly effective.
2. As an integral part of public education, adult education must share in the principle of equalization of opportunity in both a quantitative and a qualitative fashion.
3. The administrative machinery established for adult education must be on a parity with the administrative machinery at other educational levels.
4. Since the character of adult education parallels the life of the adult, many different types of agencies are necessary, the activities of which must be coordinated to achieve a complete and balanced program.
5. The character of adult education is such that democratic methods in the determination of policies and practices are more essential at this level than at other levels of education.
6. The decentralized control and character of adult education must be maintained through a reasonable measure of autonomy among local districts.

Summary

Reeves believed learning to be a continuous process. To him, study was not something one did formally for a specified number of years and then suddenly stopped. He believed that an adult education program had much to offer individuals who were no longer compulsory school age.

²⁰Ibid., pp. 141-142.

Among several objectives which he listed for adult education programs, he believed it was necessary for such programs to fill the gaps left by other units of education, and to keep the adult public in step with the latest developments in the arts and sciences.

Believing that certain studies appeared to be peculiarly appropriate to adults, Reeves, Fansler and Houle analyzed the state of New York system of adult education and proposed a program of adult education. Reeves favored the state of New York system because he agreed with the individual approach which the system adopted. The basic proposed program included the following: home life and family relationships, workers' education, and education in communication arts.

The proposed program in adult education was one which had great flexibility in that any adult interested in furthering his education would have the opportunity. The depth of this study would be up to the individual. Such a program was a logical extension of formal schooling, yet could be an informal study as well. The primary aim of the program seemed to be in getting the individual "in tune" with the "now" happenings.

CHAPTER VII

MEASURE OF THE MAN

Floyd W. Reeves -- student, teacher, administrator, educational consultant, and public servant -- has been in many positions to influence education. One question which arises is, how does one person measure the influence and/or contributions of another person? The person doing the measuring needs to know as well as possible the other person with whom he is concerned. One criterion for measurement is the person's actions. What has this person actually done? Has he made a difference in some way? Some hierarchy of importance must be attributed to the work of different individuals.

It is the purpose of this chapter to tie together a summarization and conclusion of Reeves' contributions in the fields of elementary, secondary, college, and adult education curricula; to include an evaluation of his work as made by many of his associates who are still living and the evaluation of the writer.¹

¹See Appendix D which includes a questionnaire, a list of interviewees, and selected letters from some of Reeves' associates.

Summary and Conclusions

Reeves' Early Educational Background

Reeves' family background and his early years as a student in public school and college, as well as his early working years as a teacher and administrator, had a definite influence in the molding of his philosophy of education.

As a South Dakota boy he learned many things from books he read in his grandmother's library. As an elementary school-aged boy, he spent more of his time working than going to school. However, he did a great amount of independent reading which enabled him to be placed in higher grades later on.

During his high school years, he was still busy working on the farm; but he did manage to get some formal years of schooling. Continuously digging in his grandmother's library, he did not seem to be missing much academically. In fact, he was asked to teach in a one-room country school before he had even completed his own high school education. On several occasions, when he had a chance to speak in front of a large group of people, he tried to shock his listeners by speaking on unusual topics.

His non-conformity and rebelliousness to the educational "system" in these early years were the stepping stones for his liberal views which he developed in later years.

At Huron College Reeves continued his interest in debate. After three years of intensive study he received a Bachelor of Science degree with a major in public speaking.

As a public school teacher, Reeves taught in two one-room country schoolhouses. These were Reeves' learning grounds. At this time he knew very little about teaching, was not even qualified to teach, but he was needed. He took the jobs because he needed the money and because he hated farming. By bringing many of his grandmother's books to school, he got his students interested in many subjects. He did not follow a "set" curriculum. In fact, he did not know what the word "curriculum" meant. He simply started with the students' interest and took it from there. Again Reeves revealed his non-conformity to the educational "system" during his early teaching days when he disagreed with certain studies which the superintendent said he should be teaching. Reeves could see no sense in teaching subjects which he believed were irrelevant to the needs and interests of his students.

As a beginning public school administrator, it seemed obvious that he was ambitious and was becoming successful by the fact that he was learning how to deal

with people. He established a principle at that time that every college and school administrator should follow -- that is to teach at least once every two years. Thus Reeves managed to teach some classes while he was a principal and a superintendent, because he did not want to lose contact with students. One of Reeves' traits which led to his success was that he was generally approachable; he wanted to be a co-learner along with his students and never intentionally set himself apart from them.

On Elementary School Curriculum

Reeves had some definite ideas on the elementary school curriculum. He was outspoken on rural education and said all children should be educated to live in a democracy and in an atomic age. In their course of study he would include the three R's plus integrated learning experiences and sequentially unifying topics.

As Director of the Rural Education Project of the University of Chicago, Reeves was able to bring about improvements in the Illinois rural schools. First looking at the needs of the children, he believed that children in rural areas should be brought out of isolation and made aware of the rest of the world. As Chairman of the American Federation of Teachers Commission he stressed the need for teaching the skills and knowledge necessary to continue the progress of science. He believed young people needed to have an understanding of our country's democratic

heritage. These things were made known through the written report which Reeves presented to the American Federation of Teachers. In this report he stressed the mastery of essential knowledge and skills which would serve to establish common goals in community life. A functional curriculum should prepare pupils for all aspects of living.

In addition to the study of the three R's plus integrated learning experiences Reeves was concerned with the mental and physical development of individuals. To be included in their studies was preparation for work; wise and effective use of the community, state and national resources; the well-being of family and community life in relation to the life of society as a whole; and a wise use of leisure.

Reeves was able to help develop a program of studies in the Philippines as Chairman of the UNESCO mission. What he recommended for the Filipino children probably was what he would have recommended for most children. To implement his belief that students should study sequentially unifying topics, he would have children in grades one and two begin their study of home and family life. In grades three and four the children should move to the study of their town, its people and its past. In grades five through seven he recommended the study of

Philippine resources along with those of the rest of the Eastern Hemisphere, and finally the study of the Philippines in relation to the larger world community.

On Secondary School Curriculum

Reeves recommended the study of general education, vocational education, and "education for today and tomorrow" in the secondary school. He had the opportunity to affect the secondary schools through his work as Director of the American Youth Commission, and as Chairman of President Franklin D. Roosevelt's Advisory Committee on Education. Reeves believed every student should have a general education which would include education for citizenship, for mastery of the tools of learning so that learning could continue throughout adult life, for health and physical fitness, and for worthy use of leisure.

As for vocational education, Reeves believed it was necessary to give students some background for a future vocation. He was against specialized training in the secondary school, because he thought it encouraged class distinctions, and also because training for certain vocations might become obsolete very shortly. He believed both boys and girls needed to learn about child care, consumers' education, furnishing a home, and agricultural economics.

Speaking on "education for today and tomorrow," Reeves stressed the place of reading in the curriculum.

He believed the secondary school still needed to continue from where the elementary school left off and reinforce good reading habits. He also would include citizenship training, health education, a personal problems course, vocational education, a course in the use of leisure, and a course in the study of international relations.

On College Curriculum

Reeves was very much interested in the curricula of the first two years of college. Since the junior and senior years were devoted to specialization, his role was to study what should be included in the first two years. He favored freshmen and sophomores developing a broad general education. He had the opportunity to develop programs of general studies at the University of Chicago and at Michigan State University. He believed a balanced curriculum was needed in the junior college in order to prepare those who were going on to senior college and to prepare those who were going to enter vocational fields. The curriculum should be individualized for each student since each one had somewhat different high school backgrounds. He believed students entering college should not have to repeat the studies they had in high school. On the other hand, he believed college should offer the studies which students missed in high school. This would enable students to proceed in college at their own pace, some finishing sooner perhaps than others.

Reeves was a catalyst in the development of the Basic College at Michigan State University. Seven basic one-year courses were initiated: Social Science, Effective Living, History of Civilization, Written and Spoken English, Literature and Fine Arts, Biological Science, and Physical Science. Every student was required to take written and Spoken English, and either Social Science or Effective Living, History of Civilization or Literature and Fine Arts, Biological Science or Physical Science plus one of the three courses not already taken.

On Adult Education Curriculum

Reeves believed one should continue education throughout life. Adult education offers those no longer compulsory school-age a chance to keep up with the times, to learn new skills and to develop new interests.

Through a study for the Regents' Inquiry in the state of New York, Reeves, Fansler, and Houle studied the objectives of an adult education program and the means of implementing objectives. Reeves and his associates suggested that adult education offer an individual the opportunity to broaden his cultural, social, and occupational background. They stressed the training of the mind, constructive development of habits, attitudes, and emotions, and the wise use of leisure. Reeves believed adult education should range from elementary education for

adults to post-graduate education for college graduates. Some of the specific studies which Reeves and his colleagues suggested were: education for home life and family relationships, workers' education, and education in the communication arts. Reeves was interested in a flexible program whereby the individual could study in whatever he was interested or believed he needed.

Summary of Principles

In analyzing Reeves' views concerning all levels of curriculum study, from elementary school through college and adult education, the writer finds that Reeves stated some general principles which are applicable to all of these levels. These principles are as follows:

1. Reeves stressed the freedom which the student must be given. Students tend to do better when they are given the freedom to explore their own interests.

2. He vetoed the idea of a "set" curriculum at any level of education because a "set" curriculum designates more interest with content than with people. Reeves was "people" oriented and wanted the individual to come before any required list of studies. He believed all students should have a common body of knowledge and understandings, but there is more than one way to achieve this end.

3. He believed students needed both general and vocational education. He was interested in individuals receiving a broad education so they could function successfully in a changing society.

4. He was interested in citizenship training. He believed every individual should learn to be a good citizen and should contribute to a community's political, social, economic and cultural life.

5. He believed that it was very important that every individual effectively learn how to use his leisure, especially in an age in which work weeks are being cut shorter.

An Evaluation

To further objectify this study the writer has included an evaluation of Reeves' influence, his strengths and his weaknesses as seen by many of his associates who are still living. Using a five-point questionnaire, the writer interviewed and corresponded with individuals who had worked with Reeves at the University of Chicago, on the Tennessee Valley Authority, and on President Franklin D. Roosevelt's Advisory Committee on Education. Further responses were obtained from his colleagues at Michigan State University who had worked with him in various capacities including the Basic College.²

²See Appendix D which includes a questionnaire, a list of interviewees, and selected letters from some of Reeves' associates.

The University of Chicago

Reeves was a Professor of Education at the University of Chicago from 1929-1953. During that time he worked on many projects both for the university and for the local, state, and Federal government. Leonard V. Koos, well known in the field of curriculum, was a colleague of Reeves at the University of Chicago. He spoke of Reeves' major strengths in the following words:

. . .in his prime, he was the exemplar among men with the comprehensive constructive view in education. He was able to assemble, organize, and analyze the evidence needed for his projects and by effective deliberative procedure with his associates arrive at convictions as to appropriate action. . .³

Another associate of Reeves at the University of Chicago was John Dale Russell. Russell worked with Reeves on many projects and also co-authored a number of publications with Reeves. He is now a Distinguished Professor Emeritus in Higher Education at Indiana University. Speaking of Reeves' work in higher education, Russell said that among Reeves' major strengths

. . .have been the generation of ideas for research for the improvement of higher education, the stimulation of others toward research in this field, and the courage to face opposition by those who sometimes felt threatened by the research he was proposing or undertaking.⁴

³ Stated by Leonard V. Koos in a letter to the writer, February 2, 1970, in Appendix D.

⁴ Stated by John Dale Russell in a letter to the writer, January 16, 1970, in Appendix D.

The Tennessee Valley Authority

Reeves was Director of Personnel and of Social and Economic Planning of the Tennessee Valley Authority (TVA) from 1933-1935. One of his working associates was Maurice F. Seay, who is now Professor of Education at Western Michigan University. Seay was a one-time student of Reeves as well as a fellow faculty member at the University of Chicago and at Michigan State University. He reported to Reeves administratively during their time with the TVA. Seay listed the following as seven major strengths of Reeves applicable to his work in and out of the academic realm:⁵

- (1) Skill in evaluating institutions of higher education (designing new instruments and implementing them)
- (2) Teaching ability - always with special interest in each student
- (3) Ability to accept and profit by criticism - never thrown on defensive when attempting an innovative program or measurement
- (4) Inter-disciplinary interest and study - a real behavioral scientist
- (5) Competence in advising - academic and personal, including position expectancy, marital problems, etc.
- (6) An activist in problems of our society. Example: Work with federal government; T.V.A. and Manpower Commission
- (7) Tolerance and appropriate humility

⁵ Stated by Maurice F. Seay in a letter to the writer, January 28, 1970, in Appendix D.

John E. Ivey, Jr., currently Dean of the College of Education of Michigan State University, was another associate of Reeves during the time of the latter's work with the TVA. He spoke of Reeves' general ability by stating that:

Dr. Reeves, through abundant energy and great imagination, has been one of the 'idea' people in the educational profession. He always embraced innovations and has worked in a manner to help facilitate their initiation and growth, not only the M.S.U. fabric but in the country as witnessed by his many surveys and commission assignments as with President Roosevelt during the New Deal.⁶

Ivey also stated that if Reeves had any weaknesses it might be "his willingness to undertake more assignments than he should."⁷ It was Ivey's belief that Reeves was responsible for more things than he will be given credit, and finally that "He is probably one of the four or five most productive people who has developed in this country in the last twenty to forty years."⁸

President Franklin D.
Roosevelt's Advisory
Committee on Education

Reeves was Chairman of President Franklin D. Roosevelt's Advisory Committee on Education from 1937-1939.

⁶ Stated by Dean John E. Ivey, Jr. in a personal interview with the writer, February 20, 1970.

⁷ Ibid.

⁸ Ibid.

Cyril O. Houle, now Professor of Education at the University of Chicago, was an associate of Reeves during that time as well as during many other occasions. He perceived Reeves' unique leadership qualities at that time as follows:⁹

(1) A capacity to identify himself with the intellectual leadership within the Office of the President to see how the future of education might be best fitted within the larger framework of government planning.

(2) A capacity to work effectively with a number of intellectual and political leaders in a wide variety of fields so that many differences which otherwise might have been the sources of tension and difficulty never came to the surface.

(3) A capacity to work with people in a collective situation to discover the largest possible area of agreement.

(4) A capacity to come to the right decision on the basis of insufficient evidence.

Paul T. David was Secretary and Assistant Director of Studies of President Roosevelt's Advisory Committee on Education and worked very closely with Reeves on this committee. David is now Professor of Education at the University of Virginia. Speaking of Reeves' leadership qualities he said:¹⁰

⁹ Stated in a letter to Mr. Carl T. Pacacha, June 20, 1969, in Appendix D.

¹⁰ Stated by Paul T. David in a letter to Mr. Carl T. Pacacha, July 7, 1969, in Appendix D.

. . .Mr. Reeves is a very remarkable man. He has extraordinary skill in dealing with other major participants in a policy situation. He can achieve great empathy even with people with whom he is in fundamental disagreement or substantive policy; frequently they are not aware of the disagreement until it comes to the final crunch where people have to be counted. He has great skill in extracting information from other people that will reveal their views, motivation, and probably posture in an oncoming policy situation. . . .Reeves did not seem to me to be an articulator of ideas general in the profession at the time. As an originator of ideas, he was primarily the designer of a package on which agreement could be reached. . . .

Lloyd E. Blauch, currently Director of the Curriculum Study of the American Association of Colleges of Podiatric Medicine, also was a member of the staff of President Franklin D. Roosevelt's Advisory Committee on Education. In his judgment Reeves' major strengths have been the following:¹¹

- (a) A forward looking philosophy, a willingness to consider and use new ideas;
- (b) considerable imagination in sensing the trends and courses of new ideas;
- (c) ability in organizing work;
- (d) ability to work with people;
- (d) [sic] ability in communication, particularly in clear writing;
- (f) ability to get into interesting and new endeavors;
- (g) an indefatigable worker;

¹¹Stated by Lloyd E. Blauch in a letter to the writer, January 28, 1970, in Appendix D.

(h) a very comprehensive view of education, its purposes and services; and

(i) ingenuity in developing ideas.

Michigan State University

Reeves was invited to Michigan State University by President John A. Hannah in 1953 to help revamp the Basic College. Hannah was impressed by much of Reeves' work as an administrator and thought he was the appropriate authority to consult in the reshaping of the college. There are still several professors remaining at Michigan State University who were on the faculty when Reeves was appointed to this position. One of these professors interviewed was William H. Combs, who was at that time Dean of the all college division. He said that Reeves

. . . was never afraid of innovation. In fact, it seemed he stressed this in his consultative work here. Apparently this has caught on with our faculty and administration because it has been said that the institution has become known as an innovative institution and an innovative faculty. He was an indefatigable worker. He always had time to give serious consideration to the problems brought to him. There are times when he may have been in error on his views, but he was a man who was ready to admit any such error.¹²

Edward A. Carlin, currently Dean of the University College at Michigan State University, was another associate of Reeves. Reeves often used Carlin as a sounding board when he had a proposal he wanted to bring before the

¹² Stated by William H. Combs in a personal interview with the writer, February 16, 1970.

Basic College Advisory Committee, his college chairman or the larger university community. Speaking of Reeves' strengths, Carlin said:

He was mainly an innovator, a catalyst, a tremendous fund of experience that had happened of what had been tried and found less than satisfactory. He always approached a new idea with sympathy but with skepticism, and constructive criticism.¹³

Carlin spoke of Reeves' weaknesses by first stating that we all have some weaknesses. He said:

In Floyd's case it may have been a certain impatience with the orderly procedures that the administrator who is right on the line had to get done.¹⁴

Carlin said that if Reeves thought he had a good idea, he wanted it done now. However, some things were politically impossible. He also said that "He (Reeves) had an ego as big as all outdoors and I'm sure this irritated some people who came in contact with him."¹⁵

James Denison was another associate of Reeves at Michigan State University. Denison was at that time an administrative assistant to President John A. Hannah and

¹³ Stated by Edward A. Carlin in a personal interview with the writer, February 6, 1970.

¹⁴ Ibid.

¹⁵ Ibid.

drafted many of Hannah's speeches. He often turned to Reeves for advice and consultation. Speaking of Reeves' strengths he said:

It's the amazing broad interest he has. . . .He was interested in everything he did. That's why he was interested in general education. Plus he has a very fast mind and his past experiences he could bring to bear on things that happened here.¹⁶

If it could be called a weakness, Denison said that Reeves "used to talk on and on about his vast experiences, which might detract a little bit from his efficiency. He was very strong-minded on his opinions, but this could be a strength."¹⁷

Paul L. Dressel was another member of the faculty who worked in helping develop the Basic College. At that time he was Chairman of the Board of Examiners and Director of the Counseling Center. Speaking of Reeves' contributions, he said:

He was a creative sort of a guy. He didn't mind coming out with very radical ideas; many weren't really accepted, but the fact that they were so different from what people were thinking that it moved them out of their ruts a little bit.¹⁸

¹⁶ Stated by James Denison in a personal interview with the writer, February 11, 1970.

¹⁷ Ibid.

¹⁸ Stated by Paul L. Dressel in a personal interview with the writer, February 6, 1970.

As for any weaknesses which Reeves might have,
Dressel said:

He looked at structure as some sort of ideal structure rather than looking at whether this was an appropriate structure in terms of the kind of individuals you have at the moment. And it seems to me structure simply has to be adapted to personalities that you have around. You can't kick everybody out and start over.¹⁹

Richard L. Featherstone was Reeves' Chairman in the Department of Administration and Higher Education of Michigan State University. Speaking of Reeves' strengths, he said:

He's a fantastic organizer. He is able to ascribe authority, responsibility and accountability to specific tasks (jobs) and then link these with other tasks or jobs. . . .He constantly in these meetings would move for a plan for a plan. You need a plan before you start to work on the specific plan. . . . His sense of humor just won't quit. It's amazing. He was always available to students no matter time of day.²⁰

Wilbur B. Brookover, Professor of Secondary Education and Curriculum and Professor of Sociology, worked with Reeves in developing an educational project for Pakistan. Speaking of Reeves' contribution to Michigan State University, Brookover stated:

¹⁹Ibid.

²⁰Stated by Richard L. Featherstone in a personal interview with the writer, February 9, 1970.

Reeves was probably the most influential person in relation to President Hannah as anyone on campus. . . .His recommendations were not always followed, but this university has a clear stamp of Floyd W. Reeves. . . .Throughout his career there had been a juxtaposition of the educator and the administrator. He was going back and forth doing both at the same time, so that you have the constant interrelating of public policy development and education. And probably more than any other person in this era in all America he functioned back and forth continuously both as a university educator and as a public administrator, consultant, etc.²¹

As for weaknesses Brookover said Reeves tended

. . .to see people -- students and others -- in a sort of black and white fashion. If he thought a person was pretty good, then he was very good, and if he saw him as not good, then there was a tendency for him not to be acceptable.²²

Edward B. Blackman, late Assistant Dean of the University College at Michigan State University, knew Reeves through their work in the University College and in the College of Education. He spoke of Reeves' strengths as

The ease with which he throws off the conventional way of doing things -- the lack of rigidity. . . .He had a clear way of being more flexible and changing. He would almost never be among the first to speak in meetings. He would puff away at his pipe letting several other people voice their opinions and then Reeves would come in and you'd wait for the bombshell to go off. You'd know something very radical was

²¹Stated by Wilbur B. Brookover in a personal interview with the writer, February 12, 1970.

²²Stated by Edward B. Blackman in a personal interview with the writer February 6, 1970. His death occurred in October, 1970 during the writing of this thesis.

about to be said. He would come out with some very far out idea, which at first seemed kind of crazy, but thinking about it for a while, it seemed to be a reasonable idea. He wasn't bound intellectually or emotionally; he was a very liberated man. He never looked backwards; he was always looking to new ways of doing things. He enjoyed the company of young people. They were exciting for him. He enjoys showing them that his ideas are further out than theirs.²³

As for weaknesses, Blackman believed Reeves probably "clung to the value of general education too long. Many of the ideas he had he held to for a very long time, which is not necessarily a weakness."²⁴

Ernest O. Melby, Distinguished Professor of Education at Michigan State University, has known Reeves as a professional colleague in various organizations on a national basis as well as at Michigan State University. Of Reeves' strengths, he said:

One of the outstanding qualities of the leadership of Dr. Reeves is his grasp of the total governmental structure in the country; federal, state and local. In dealing with educational leadership, he has been able to paint on a large canvas. . . . At the various periods in which his leadership has been exercised he has found his way with great accuracy to the country's central problems and has been able to relate education to their solution.²⁵

In attempting to reach some conclusion regarding Reeves' strengths and weaknesses, the writer had no difficulty in finding out some of his strengths. On the

²³Ibid.

²⁴Ibid.

²⁵Stated by Ernest O. Melby in a letter to the writer, February 17, 1970, in Appendix D.

other hand, people were very hesitant to give forth what might be called weaknesses of the individual. Therefore, there were few weaknesses mentioned. This is one of the problems in studying the activities of a living person.

Several times Reeves' colleagues mentioned that he was a catalyst. In the writer's opinion this signifies to a great extent Reeves' work as an administrator. He was a catalyst in most of the committees and commissions on which he worked. He definitely seemed to be an "idea" man in that he started the sparks which usually grew into a great fire of possibilities. He was never afraid to speak out--even to Presidents of the United States. He was an extremely hard and dedicated worker. He was hard headed; he believed strongly; he was impatient; he was an idealist. If he thought something was wrong, then he wanted it changed immediately. "Red tape" was not meant for Reeves. When he thought it was appropriate, he made his own rules. He was a mover. He wrote voluminously. In fact the writer questions if he was ever saturated. As an eighty-year-old man living today, one wonders if he has left out something he wanted to do. The pattern of his life reveals one who never stops.

As for strengths, Reeves never could have done the things he did without possessing a great number of strengths. The influence he has made on education is proof that he was a giant in the field--almost superhuman.

As for weaknesses, Reeves would not be a human being if he did not possess a few. Two points which many of his colleagues mentioned as weaknesses were his great pride and overpowering ego. These might be considered strengths as well as weaknesses. At times he was treated harshly by the press because of his "different from the ordinary" views. All of which also helped make him a success.

In summarizing what appears to be Reeves' major influence in and contributions to curricula, the following are stated:

1. As Director of the Rural Education Project of the University of Chicago, Reeves had a definite influence on the curriculum of the rural schools of Illinois. He recommended programs which were implemented in which the students were brought out of their rural isolation and made aware of the larger world community.

2. As Head of the UNESCO Mission to the Philippines, he developed programs for the elementary and secondary schools that would enable Filipino students to function in their own community and also become aware of the larger world community.

3. As Chairman of President Franklin D. Roosevelt's Advisory Committee on Education, Reeves was able to influence the President in broadening the committee's study from vocational education to all aspects of

education. As a result he was able to help bring about federal aid to education.

4. Reeves had a great influence as Director of the American Youth Commission of the American Council on Education. He traveled the country giving hundreds of lectures on what he believed should be included in the curriculum of the secondary schools. He advocated both vocational education and general education which would be relevant to students at the present time as well as for the future.

5. Working with the Institute for Administrative Officers of Higher Education at the University of Chicago, Reeves had a great influence on the curriculum of the junior college. He studied approximately 100 institutions of higher learning and recommended varying the content rather than having a "set" curriculum. His idea was to individualize the instruction to meet the particular needs and interest of students.

6. Reeves' culminating influence and contribution was that of a catalyst in initiating the complete reorganization of the Basic College curriculum of Michigan State University. He recommended a program of general education which would again meet individual needs and interests.

Floyd W. Reeves -- student, teacher, administrator, educational consultant, and public servant -- made

a large dent in American education. All of his many contributions have not been mentioned here, but one fact is clear -- he did influence enough people to make a difference.

BIBLIOGRAPHICAL ESSAY

In studying Reeves' early educational background the best source of information is Floyd W. Reeves, himself. Many of the very early details of his family life and public school experience are not written down and cannot be obtained from any living persons. Unpublished lectures in Reeves' personal files offer the best source of written materials on his early educational background. The titles of these lectures are: ("Reflections on Activities of Youth and Their Contributions to My Understanding of Administrative Theory,") and ("Equality of Educational Opportunity.") The best written source of information on Reeves' family background is an unpublished paper in Reeves' personal files written by his sister-in-law and brother (Francis Fugate Reeves and Charles Everand Reeves, "Partial Account of the Reeves Ancestry in the Nineteenth Century," revised June 1, 1960.) A brief account of Reeves' early life is found in the TIME magazine article, (Time, Volume XXXIII, Number 22, May 29, 1939, pp. 58B-59.) For information on Reeves' attendance at college, there is a chronological list in Reeves' personal file, ("Form 375.") And for information of Reeves' early jobs and

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Key people at Michigan State University who worked with Reeves in several capacities and who might be of further help concerning aspects of his work at the University are: John E. Ivey, Dean of the College of Education; William H. Combs, Director of History of the College; James Denison, Assistant to the President; Paul L. Dressel, Assistant Provost; R. L. Featherstone, Chairman of the Department of Higher Education and Administration; Wilbur B. Brookover, Professor of Secondary Education and Curriculum and Professor of Sociology; and Ernest O. Melby, Distinguished Professor of Higher Education and Administration.

Other key people who might be of further help concerning Reeves' work in other areas are: Leonard V. Koos, Visiting Professor of the University of Florida, who worked with Reeves at The University of Chicago; John Dale Russell, Distinguished Professor of Higher Education at Indiana University, who co-authored many publications with Reeves and worked with him at The University of Chicago; Maurice F. Seay, Professor of Education of

Western Michigan University, who knew Reeves both as a teacher and as a fellow worker of the Tennessee Valley Authority; and working closely with Reeves on President Roosevelt's Advisory Committee on Education were Paul T. David, Professor of The University of Virginia; and Lloyd E. Blauch, Director of The Curriculum Study of the American Association of Colleges of Podiatric Medicine in Washington, D. C.

Reeves' personal files have been placed in the Michigan State University library. These materials would, of course, be the most valuable sources to consult for any additional information pertaining to his work in public school, college, and adult education curricula, or for any other related information.

APPENDIX A

A Selected List of Reeves' Publications

A. BOOKS AND MONOGRAPHS

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1950:

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1955:

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1959:

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APPENDIX B

Positions Held by Floyd W. Reeves

EXPERIENCE

Institution	Subjects	Rank	Dates
Elem. & Secondary:			
Rural School in S.D.	Elem. Grades	Teacher	1908-1909
" " " "	" "	"	1911-1912
Huron, S.D. City School	Grade 6	School Prin.	1915-1916
" " "	Grade 6	Prin. Elem. & Evening School	1916-1917
Gregory, S.D., City Schools	History & English	Supt. & H.S. Teacher	1917-1918
" " "	"	" "	1918-1919
" " "	"	" "	1919-1920
Winner, S.D., City Schools	Psychology & Sociology	" "	1920-1922
Transylvania Univ.	Education	Prof. & Dir., Sch. of Educ.	1923-1924
Transylvania Univ.	Education	Same as above, also Dean of Admin.	1924-1925
Univ. of Kentucky	Educ. Admin.	Head, Dept. of Educ. Admin.	1925-1927
Univ. of Kentucky	Educ. Admin.	Same as above, also Dir., Bur. of Sch. Service	1927-1929
Univ. of Chicago	Higher Educ.	Visiting Prof.	Summers, 1926-1929
Univ. of Chicago	Higher Educ.	Prof., Educ. & Dir., Univ. of Chicago Survey	1929-1933

Institution	Subjects	Rank	Dates
Univ. of Chicago		Prof. of Educ.	1933-1936
Univ. of Chicago	Adult Educ.	Prof. of Educ.	1936-1938
Univ. of Chicago	Educ. & Pol. Sci.	Prof. of Admin. in Educ. & Pol. Sci.	1938-1953
Univ. of Chicago	Rural Educ.	Same as above	1944-1947
Univ. Study Center, Florence, Italy	Education	Instructor	1945
Claremont College	Educ. & Pol. Economics	Professor	1953
Michigan State Univ.	Theory & Practice of Administration, and Administration in Higher Educ.	Prof. of Educ. Admin. & Consultant to the President	1953-1954
Michigan State Univ.	Same as above	Same as above	1954-1955
Michigan State Univ.	Same as above	Same as above	1955-1956

I. Positions Held by Floyd W. Reeves with the Federal Government

A. Advisory Committees and Commissions and Consultant-ships

1. President Hoover's 1929-1930 White House Conference on Child Health and Protection.
2. Director of Study of Personnel Administration in the Federal Government for President Roosevelt's Committee on Administrative Management, 1936-37.
3. Chairman, President Roosevelt's Committee on Vocational Education, 1936-37.
4. Chairman, President Roosevelt's Advisory Committee on Education, 1937-39.
5. Member, Advisory Committee on Administrators of President Roosevelt's Committee on Civil Service Improvement, 1939-41.
6. Member, Report Committee, White House Conference on Children in a Democracy, 1939-40.
7. Member, President Roosevelt's Committee on Selective Service, 1940-45. (This committee drafted the legislation for Selective Service in 1940, operated Selective Service until a director had been appointed and then served as an advisory committee to the director until 1946.)
8. Member, National Commission on Children and Youth (formerly National Commission on Children in Wartime) 1942-47.
9. Chairman, Conference on Postwar Demobilization and Readjustment of Civilian and Military Personnel, in the Executive Office of the President, 1942-43. (This conference developed the plan which was later enacted into law designated as "the G.I. Bill of Rights.")
10. Consultant on Education and Youth Problems, National Resources Planning Board, 1941-43.
11. Consultant on Secondary Education, Department of Health, Education and Welfare, 1953.
12. In addition to the positions with the Federal Government listed above, I have served at various times as Consultant to the following Federal Agencies: U. S. Office of Education; U. S. Childrens Bureau; U. S. Bureau of the

Budget; U. S. Department of Agriculture; Work Progress Administration; National Youth Administration; Civilian Conservation Corps; U. S. Employment Service; Office of Production Management; Office of Price Administration; Atomic Energy Commission; War Department; Secretary of National Defense; Department of Health, Education and Welfare; Federal Housing Administration; Institute of Nuclear Studies, Oak Ridge; Nuclear Study Project at Los Alamos.

B. Administrative Positions with the Federal Government

1. Director of Public Relations for the Office of Price Administration, 1942.
2. Tennessee Valley Authority, Director of Personnel, 1933-35; Director of Social and Economic Research and Planning Division, 1934-35; Consultant 1936 to 1956.
3. Director of Labor Supply, National Defense Advisory Commission, 1940.
4. Director of Labor Supply, Office of Production Management, 1941.

C. Positions with State Governmental Agencies

1. Educational Advisor, State Efficiency Commission of Kentucky, 1923-24.
2. Survey Director, State Higher Educational Institutions of Indiana, 1926-27.
3. Director of Study of Adult Education, Regents' Inquiry into Character and Cost of Education in the State of New York, 1936-37.
4. Consultant, Michigan State Conservation Commission, 1944-45 and again in 1953.
5. Director of Studies, New York State Temporary Commission on Need for State University, 1946-48. (Result -- Establishment of State University of New York in 1948 and now operating on 54 campuses.)
6. Consultant to State Educational Commissions in Missouri, Illinois and Kansas and to the Kansas Legislature Council, 1945-46.
7. Member, Advisory Board on Vocational Education, Illinois State Chamber of Commerce, 1945-58.
8. Consultant to Governor and later to State Board of Financial Control for Educational Institutions, State of New Mexico, 1950-51.
9. Consultant to President University of South Florida, 1958-59.
10. Consultant to Governor and President University of N. Mexico, 1959-60.

D. Positions with Government-Related Agencies

1. Head, UNESCO Consultative Educational Mission to the Philippines, 1949. (Report published by UNESCO in Spanish, French and English).
2. Consultant, Southern Regional Education Board, 1950 to date.
3. Consultant on Higher Education Studies, Council of State Governments, 1950-52. (Report published as book entitled Higher Education in the 48 States, Chicago, 1952).
4. Consultant to the Board of Control, National Project in Agricultural Communications, 1952-53.

E. Service of Floyd W. Reeves as Consultant to Heads of Government or Heads of Ministries

1. Consultant to President Republic of the Philippines on Financial and Educational Matters 1949-50, and 1958-59.
2. Consultant to the President of South Vietnam, 1957-58.
3. Consultant to the Prime Minister of Thailand, 1949.
4. Consultant to several ministries in Pakistan, 1955-57.
5. Chief Consultant on Administration to Lieut. General Ridgeway, Commander of Allied Forces, Mediterranean Theater, 1945.

F. Positions with Private Industry

1. Consultant on Post-War Planning, Radio Corporation of America, 1943-44.
2. Consultant on Personnel Policies and Procedures, General Electric Company, 1944-48.
3. Consultant on Investment of Trust Funds, Continental Bank and Trust Company, 1944-45.
4. Educational Consultant to National Dairy Association, 1944-45.

G. Former Memberships on College and University Boards of Trustees

1. Huron College (Alumni representative).
2. Roosevelt University (member of Executive Committee).
3. Howard University (Vice-Chairman of Board and Chairman of the Board's Committee on Instruction and Research).

4. Chicago Central YMCA College.
5. Antioch College.

H. Consultant to Foundations Since 1940

1. Ford Foundation.
2. Kellogg Foundation.
3. Carnegie Corporation.
4. Hayes Foundation.
5. Rockefeller Foundation.
6. General Education Board.
7. Russell Sage Foundation.
8. Commonwealth Fund.
9. Detroit Metropolitan Fund, Inc.
10. Rosenwald Fund.
11. Field Foundation.

I. Miscellaneous Positions

1. Member of Research Committee American Society for Public Administration 1957 ff.

Chairman, Donald C. Stone, Dean of the School of Public and International Affairs, University of Pittsburgh.

Members included among others:

John A. Perkins, Under-Secretary, U. S. Department of Health, Education and Welfare.

Lawrence L. Durisch, TVA

Ward Stewart, Division of Higher Education, U. S. Office of Education

Norton Long, Harvard University

Shelby F. Harper, Director, Colorado Legislative Council

John J. Corson, Princeton University

Robert W. French, Director, Port of New Orleans

2. Member of the Advisory Board of the American Camping Association 1940 ff.

Members included among others: David W. Armstrong, Executive Director, Boy's Club of America

David W. Bauer, American Medical Association

C. M. Chester, Chairman of the Board, General Foods Corp.

Mrs. J. S. Corbett, Dominion Camp Advisor, Canadian Girl Guides Association

Norman H. Davis, Chairman, American Red Cross

Fred K. Hoehler, Director, American Public Welfare Association

James E. West, Chief Scout Executive, Boy Scouts of America

Ray Liman Wilbur, President, Stanford University and former Secretary of Interior

3. President, National Folk Festival, 1935-1940

Members of the board included:

Mrs. Eleanor Roosevelt

Homer T. Rainey, President, University of Texas and former Director of the American Youth Commission

4. Educational Consultant, Michigan Constitutional Convention of 1961.

5. Secretary and member of the Executive Committee of the White House Conference on Youth Problems, April - June, 1940.

6. Member Board of Directors, National Institute of Public Affairs 1961 ff.

The National Institute provides training for non-political high level staff members of federal, state and municipal governmental agencies. The program is financed in part by the Ford Foundation. The training programs are conducted by universities which in turn are subsidized by the NIPA. At present (1965) programs are conducted at Harvard, Princeton, Virginia, Chicago, Stanford and Indiana Universities. Study grants have also been made to Detroit Metropolitan Fund, Syracuse University, Cornell University and University of California.

7. Member, the American Council of Public Affairs

This council is designed to promote and spread the authoritative facts and significant opinions concerning contemporary social and economic problems throughout. My membership dates from 1941.

Former and present members included among others:

Harry Elmer Barnes, Historian

Dr. John Haynes Holmes

Dr. George F. Zook

Lowell Mellett, Assistant to President Franklin Roosevelt

Professor Max Lerner

Fanny Hurst

Clarence Pickett

Professor Hadley Cantril

8. Consultant to Committee on Government and Higher Education, 1957-59.

Milton S. Eisenhower, Chairman

Members of the committee included among others:

Ambassador James B. Conant former President, Harvard University

Dr. Arthur S. Flemming, President, University of Oregon and former Secretary of Health, Education and Welfare

President Virgil M. Hanshire, University of Iowa

Sargent Shriver, Junior, Director of the Study

Dr. Malcolm Moos who later became assistant to President Dwight Eisenhower

9. Chairman of the Planning Committee of the Mid-West Conference of President Dwight Eisenhower's "Committee on Education Beyond the High School".
10. Chairman of the "Committee on Discrimination in Colleges and Universities of the American Council on Education" which later became the "Committee on Equality of Opportunity in Higher Education." 1948-1958.
11. Editorial Work on Journals.
 - a. Associate editor, Journal of Higher Education.
 - b. Public Personnel Quarterly
 - c. The Elementary School Journal
 - d. The School Review
 - e. School Shop
12. Member, Consulting and Advisory Board of the National Youth Guidance Institute 1942.
13. Member of the National Committee sponsoring the National Conference of Christians and Jews, 1940.
14. Chairman of the Pepsi-Cola Scholarship Board and President of the Corporation

Members of the board included:

Alvin Eurich, Vice-President of Stanford University and later President of the State University of New York and still later President of the Fund for the Advancement of Education of the Ford Foundation.

Henry Heald then president of the Illinois Institute of Technology, later President of New York University and still later President of the Ford Foundation

Dr. John M. Stalmaker, Director of the Pepsi-Cola Scholarship Board

Walter Mack, President of the Pepsi-Cola Co. and Chairman of its Board.

These persons constituted the executive committee of the board. Other members of the board were either presidents of leading colleges or universities or leaders in secondary education. The Pepsi-Cola Scholarship Board provided four-year scholarships on a merit basis covering all college and university costs and some were selected from every state and territory of the U. S. They were selected on the basis of merit. The Pepsi-Cola Scholarship Board and Corporation was the forerunner of the present Merit Scholarship Board which operates under the same director John M. Stal-maker.

APPENDIX C

Reeves' Family Background

Reeves' Family Background

Floyd W. Reeves' grandfather, George Fred Reeves, immigrated from England to Schenectady, New York at the age of eighteen. In 1845 he moved west and settled in a suburb of Chicago.¹ Chicago at that time was a small settlement called Fort Dearborn located about fifty miles west of what is now the center of Chicago. Reeves' grandmother, Emily Marion Howard, also came from England to New York along with her family at the age of eight. Emily and her family moved west and settled at Fort Dearborn, where she eventually met her husband. Grandmother Reeves was an ambitious and creative woman who wrote novels which were organized largely around her own experience in the early days when she lived in Iowa and in South Dakota. She also was a woman of strong convictions who believed in and actively worked toward bringing about prohibition, women's suffrage, and anti-mormonism.²

¹Floyd W. Reeves, "Reflections on Activities of Youth and Their Contributions to My Understanding of Administrative Theory," An unpublished lecture in the Reeves Papers.

²Stated by Floyd W. Reeves in an interview with the writer.

Reeves' grandparents lived in Illinois for twenty-eight years, and then moved to the northwest part of Iowa where they lived for thirteen years. They decided finally to settle in South Dakota, where his grandfather, his two uncles, and his father formed a partnership and opened a flour mill in Castalia. While the men worked in the flour mill, Floyd's grandmother operated a trading post largely for the early settlers and also for the Indians who lived on the reservation across the river from the post.³

Reeves' father, Charles Edward, married a school-teacher named Ella T. Oglevee, a physician's daughter from Ohio. When she was thirteen years old, her mother died and a few years later her father remarried. Not wanting to live with her stepmother, Ella went to Lone Tree, Iowa to finish her elementary education and later attended an academy at Cedar Rapids, Iowa. After leaving the academy she became a teacher in a school located about twelve miles north of Castalia.

In the small village of Castalia, South Dakota, Floyd Wesley Reeves was born on November 16, 1890. Castalia, which does not exist today, was located in Charles Mix County, South Dakota.⁴

Floyd was the second of three sons and two daughters born to Charles and Ella Reeves. The oldest

³Floyd W. Reeves, "Reflections."

⁴Francis Fugate Reeves and Charles Everand Reeves, "Partial Account of the Reeves Ancestry in the Nineteenth Century," revised June 1, 1960.

was named Charles Everand, then came Floyd Wesley, Fay, Alta May and the youngest Son, Ellis Marion.⁵

His earliest years were spent in close contact with the Crow and Sioux American Indians. In fact, two or three years before his birth in 1890, the Battle of Wounded Knee had taken place in the Badlands of South DAKota, which was part of the Indian Territory where his father ranged several hundred head of cattle and horses.⁶

An incident which happened at the age of three is his earliest remembrance. In his words the incident occurred as follows:

. . .each Saturday night a group of White men who designated themselves as the Five Milers came to Castalia to drink beer and moonshine sold in the two saloons in the village, then they proceeded to do what they called shooting up the town. My older brother and I and our baby sister were at home with my mother one Saturday evening when this occurred. We assumed, as did a number of others in the town, that this particular evening the shooting was being done by Indians instead of Whites because for sport the white men had dressed themselves as Indians. I remember that my mother, my brother and I were squatting below the window so that we could peak [sic] out to see what was going on. Suddenly, a crash, and we were covered with glass from the window; it had been shot out by the riders. That is my earliest memory.⁷

⁵Floyd W. Reeves, "Reflections."

⁶Floyd W. Reeves, "Equality of Educational Opportunity," An unpublished lecture in the Reeves Papers.

⁷Floyd W. Reeves, "Reflections."

Grandmother Reeves described this incident in great detail in a full-length novel which she published titled Under the Stars and Stripes. Many of the events which Floyd thinks he remembers he probably actually learned from reading many of his grandmother's writings.⁸

⁸Ibid.

APPENDIX D

**Questionnaire, List of Interviewees, and
Selected Letters from Some of Reeves'
Associates**

QUESTIONNAIRE

The following five-point questionnaire was used both in the personal interviews with and in personal letters written to close associates of Reeves.

1. Please comment on what your affiliation(s) with Floyd W. Reeves has or have been.
2. For an objective evaluation of Floyd W. Reeves as an educator, what in your estimation seemed to be his major strength(s)?
3. What in your estimation seemed to be Reeves' major weakness(es) as an educator?
4. Please comment on his work in public school administration or as Director of studies of agencies operated primarily for purposes other than education.
5. Please comment on any other aspects of Floyd W. Reeves which would be of interest and relevant to an assessment of his activities in and contributions to public school and college curricula.

LIST OF INTERVIEWEES

- *1. Honorable Senator Helen Beneitz (correspondence) Concerning Reeves' work with the UNESCO educational Mission to the Philippines.
2. Dean Edward B. Blackman (personal interview--deceased) concerning his work with Reeves at Michigan State University.
3. Dr. Lloyd E. Blauch (correspondence) concerning his work with Reeves on President Roosevelt's Advisory Committee on Education.
4. Dr. Wilbur B. Brookover (personal interview) concerning his work with Reeves at Michigan State University.
- *5. Miss Laverne Burchfield (correspondence) concerning Reeves' work on President Roosevelt's Advisory Committee on Education.
6. Dean Edward A. Carlin (personal interview) concerning his work with Reeves on the Basic College of Michigan State College.
7. Dr. William H. Combs (personal interview) concerning his work with Reeves on the Basic College of Michigan State College.
8. Dr. James B. Conant (correspondence) concerning his work with Reeves at Harvard.
9. James Denison (personal interview) concerning his work with Reeves on the Basic College of Michigan State College.
10. Assistant Provost Paul L. Dressel (personal interview) concerning his work with Reeves on the Basic College of Michigan State College.
11. Dr. R. L. Featherstone (personal interview) concerning his work with Reeves at Michigan State University.
- *12. Miss Katherine A. Frederic (correspondence) concerning her work with Reeves on President Roosevelt's Advisory Committee on Education.

13. Dr. John A. Hannah (correspondence) concerning his work with Reeves on the Basic College of Michigan State College.
14. Dr. Cyril O. Houle (correspondence) concerning his work with Reeves at the University of Chicago.
- *15. Dr. Antonio Isidro (correspondence) concerning his work with Reeves on the UNESCO educational Mission to the Philippines.
16. Dean John E. Ivey Jr. (personal interview) concerning his work with Reeves on the T.V.A. and at Michigan State University.
- *17. Dr. Mordecai W. Johnson (correspondence) concerning his work with Reeves especially on the American Youth Commission.
18. Dr. Harry H. Kimber (personal interview) concerning his work with Reeves on the Basic College of Michigan State College.
19. Dr. Leonard Koos (correspondence) concerning his work with Reeves at the University of Chicago.
20. Dr. Ernest O. Melby (correspondence) concerning his work with Reeves at Michigan State University.
21. Miss Fredlyn Ramsey (correspondence) concerning her work with Reeves especially on President Roosevelt's Advisory Committee on Education and on the American Youth Commission.
22. Dr. John Dale Russell (correspondence) concerning his work with Reeves especially at the University of Chicago.
23. Dr. Maurice Seay (correspondence) concerning his work with Reeves especially at the T.V.A.
- *24. Dr. Ralph Tyler (correspondence) concerning his work with Reeves especially at the University of Chicago.
- *25. Dr. Durward B. Varner (correspondence) concerning his work with Reeves both at the University of Chicago and at Michigan State University.

*Did not respond.

THE CURRICULUM STUDY
**AMERICAN ASSOCIATION OF COLLEGES
 OF PODIATRIC MEDICINE**

20 CHEVY CHASE CIRCLE, N.W., WASHINGTON, D. C. 20015



202 — 362-2707

LLOYD E. BLAUCH, Ph.D.
 Director

ABE RUBIN, D.P.M.
 Associate Director

ROBERT W. OLIVER
 Administrator

ELIZABETH A. DEADY
 Research Assistant

January 28, 1970

Miss Barbara Nicholas
 Michigan State University
 College of Education
 East Lansing, Michigan

Dear Miss Nicholas:

This letter is in response to yours concerning Floyd W. Reeves.

I have quite distinct memories of Dr. Reeves. However, my connections with him were primarily in the field of higher education: They were (1) In an inspection visit for accreditation visit to Emmanuel Missionary College at Berrien Springs, Michigan; (2) Member of the staff for the Survey of Methodist Colleges; (3) Secretary of the Curriculum Committee, American Association of Dental Schools (He was an educational adviser); (4) Member of the staff for the President's Advisory Committee on Education. The first named connections were in higher education; the last had to do with education in general but largely elementary, secondary, and vocational education, including vocational rehabilitation of the physically handicapped. I have to thank Dr. Reeves for getting me into these connections, so my judgments concerning him may be somewhat biased.

In my judgment, among his major strengths have been: (a) A forward looking philosophy, a willingness to consider and use new ideas; (b) considerable imagination in sensing the trends and courses of new ideas; (c) ability in organizing work; (d) ability to work with people; (e) ability in communication, particularly in clear writing; (f) ability to get into interesting and new endeavors; (g) an indefatigable worker; (h) a very comprehensive view of education, its purposes and services; and (i) ingenuity in developing ideas.

Miss Barbara Nicholas

-2-

January 28, 1970

I do not feel able to comment on any major weaknesses he may have.

I know nothing about his ability to direct studies of agencies for purposes other than education; I have had no connections with him in such activities.

In my judgment Dr. Reeves' work as chairman (and director) of the President's Advisory Committee on Education was outstanding. The worth of the Committee was the first comprehensive analysis of the relations of the federal government to the entire education enterprise. Although the hoped for immediate actions on the findings were somewhat minimal; largely because of the political situation at the time and President Roosevelt's reluctance to move into education (this is my own judgment) many of the ideas set forth in the reports and studies have since then been adopted in whole or in part by the federal government and the states.

I wish I could be more helpful to you but I hope that what has been said above may be of some use to you.

Good luck with your dissertation!

Sincerely yours,

Lloyd E. Blauch
Lloyd E. Blauch

LEB:SR

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE, VIRGINIA 22901
Telephone 703-924-3358

Woodrow Wilson Department
of Government and Foreign Affairs
232 Cabell Hall

July 7, 1969

Mr. Carl T. Pacacha
4718 Olivia Avenue
Royal Oak, Michigan 48073

Dear Mr. Pacacha:

I have been thinking about your inquiry of June 8 and will respond as best I can. This is the kind of thing on which an interview might be better, and I would hope there might be some opportunity for a personal discussion at some time if you get your dissertation to the point where you are considering book publication.

I was associated with Floyd Reeves from 1933 to 1942 in four different sets of connections. When we first met, I was already employed by the Tennessee Valley Authority. He was Director of Personnel and also Director of the Social and Economic Division, where I was assigned after the initial organizing period. In 1936, Mr. Reeves joined the senior staff of the President's Committee on Administrative Management (Brownlow Committee) and took me along for the summer of 1936 as his assistant; together we produced the report published as PERSONNEL ADMINISTRATION IN THE FEDERAL SERVICE, by Reeves and David. On that job, he did all of the interviewing, handled all relationships with the three members of the Committee, and produced most of the basic ideas that gave structure to the report. I did substantially all of the drafting of the successive versions of the report, and the relationship was one in which I was concentrating on the writing while he did everything else.

We moved directly from that experience to the President's Committee on Vocational Education, which a few months later became the Advisory Committee on Education. I was with the Committee from its initial organization late in 1936 until we closed the office as of the end of June, 1939. By that time it had been agreed that Mr. Reeves would take over in place of Homer Rainey at the American Youth Commission, and I went along as Associate Director of that organization, where I continued until we wound up the operation.

At both the Committee and the Commission, our relationship on the reports, documents, and books that were issued as having been adopted by the Committee or Commission was much like that on the staff report for the Brownlow Committee. Reeves was the front man, maintained virtually all of the external relationships, produced most of the ideas on what was desirable and feasible, and kept the show on the road. I was the anonymous civil servant who listened carefully, studied the verbatim transcript of all Committee or Commission discussion with meticulous care, and wrote and revised the successive drafts of what we thought might get adopted as the common view of the largest possible number. When Reeves discovered that he was being credited in the profession as author of the Report of the Committee, in which no drafting credits were included in the front matter, he apologized to me and it was at his insistence, I think, that the credits in his Foreward to my book on BARRIERS TO YOUTH EMPLOYMENT included a reference to my work on the Committee Report as well as that of the Commission.

My personal relationship to Mr. Reeves was inevitably somewhat complex. I know now that it had most of the complications of the "assistant to" position that Thomas Whisler had written about. For years, Reeves was much more of a father figure to me than my own father, who was still living at the time. He wanted to treat me as a colleague, but I always saw him as the boss. He asked me to call him "Floyd" somewhere along the way, but for me he was "Mr. Reeves" as long as I was a member of his staff.

Turning to your specific questions, I might as well continue on No. 3, my responsibility to the Committee. Officially Reeves was Chairman and Director of Studies, and he was in fact the chief executive officer for all purposes. During the Committee period as I recall it, he was commuting back and forth from Chicago, where he had returned to the faculty after his TVA period. It is my impression that he worked full-time at the Committee during his off quarter at Chicago and was typically with us from one to four days a week during the other nine months. This would have varied as the Committee progressed through its various stages: his participation was intensive and nearly full-time while we were getting started during the winter of 1936-37, while we reorganized during the spring of 1937, and during the big staff push of the summer of 1937. During the fall and early winter that followed we had successive committee meetings and successive drafts of the report until it was adopted and then transmitted on February 18, 1938. From then on we had a modest amount of legislative activity with little or no White House help, and were running an editing and publishing business until we had all of the monographs published or in press and closed out the Committee offices and staff. From April of 1938 to June 1939, Reeves was with us only intermittently and as seemed necessary.

My title was Secretary and Assistant Director of Studies; the appointment was approved by the Committee at its first meeting, and I was the principal full-time employee of the Committee throughout its existence. I was the acting director in fact if not also in title when Reeves was away, and handled most of the administrative detail of the operation at all times. The world of professional education, however, was almost completely strange to me when I started, and I had no significant role in recruiting the high level staff of consultants and authors of staff studies that Reeves put together. I did have quite a bit to do with trying to keep them all busy on non-overlapping assignments that might get finished in time to be useful, and in the end under his supervision, functioned essentially as the chief editor of the monograph series for more than a year.

Your question Nos. 1 and 2 on Reeves' role and on his unique leadership qualities can probably best be taken together. As you have doubtless discovered, Mr. Reeves is a very remarkable man. He has extraordinary skill in dealing with other major participants in a policy situation. He can achieve great empathy even with people with whom he is in fundamental disagreement on substantive policy; frequently they are not aware of the disagreement until it comes to the final crunch where people have to be counted. He has great skill in extracting information from other people that will reveal their views, motivation, and probable posture in an oncoming policy situation. Reeves is also a great administrator in terms of how he handles his own time; he could always make time for his top priority jobs, and somehow or other he got everything else delegated that had to be delegated to give him time for what he had to do himself. The fact that I could usually write the stuff the way he wanted it was of course a major point in his ability to delegate during the period that we were working together.

As a Committee Chairman, Reeves was highly skillful as a presiding officer. He did not inject many of his own ideas while the Committee was actually meeting, let the discussion run free, and produced a summarizing comments that gave direction on many occasions. The Committee always had an agenda and documentation in front of it in which Reeves had already made his impact.

I do not recall ideas of any great originality that came out of other members of the Committee. Zook was an able spokesman for those favoring federal aid. Judd was a powerful voice, always on the side of God and the angels. Moehlman was a professional educationist who was always trying to find the compromise. Others had identifiable special interests for which they were protective and had something of a veto power.

Reeves did not seem to me to be an articulator of Committee ideas except as he was an articulator of ideas general in the profession at the time. As an originator of ideas, he was primarily the designer of a package on which agreement could be reached. The first form of the eventual Committee report was a list of proposals that Reeves wrote by hand on the back of an envelope, and gave to me for expansion into a draft after a long conversation on objectives and strategy.

Somewhere in William S. White's book CITADEL there is a discussion of what other Senators mean when they say that a Senator is "creative." Reeves was highly creative in a policy situation in the sense that White discusses. He always did his substantive homework adequately, he had a very sharp awareness of the limits within which other participants were thinking, he did what he could with them individually and privately in shifting or adjusting those limits, and then came up with his own proposal of what to do. Frequently his proposals were innovative in the sense that he had invented some unsuspected formula for satisfying everyone while getting the major substance of what he wanted himself.

Your 4th question, requesting a retrospective evaluation of the contributions by Reeves and by the Committee, is in many ways the most difficult. What I have already written amounts to an evaluation of the kind of contribution that was made by Reeves while the work was in process. He was the presiding genius of the whole affair. I have no reason to think that any other person then living could have done more with the assignment, or as much. In the end it was the President's decision not to go ahead; I think Reeves had done all that could have been done by anyone to pull along the President and the relevant members of the Cabinet and the federal establishment. The fight over the Supreme Court was preempting the attention of top policymakers throughout most of the period, and we were merely one of the many casualties.

As for the longer term impact of the Committee and of its Report and other publications, I have little basis on which to speak. So far as I was aware, the Report of the Committee promptly became the leading document in its field among professional educators, replacing the previous proposals of the National Educational Association. It did not seem to me that the Report had any very powerful direct impact on Capitol Hill; the effect was mainly negative in the sense of killing off the competitive proposals and putting those by the Committee first in line for consideration. For the time being, however, and with a negative attitude at the White House, the result legislatively was stalemate and no action at all during the interval before we entered World War II.

During the War, I served in the Bureau of the Budget and for a time was somewhat involved in planning a postwar program of federal aid to education. The Committee Report was certainly a point of departure in that activity. Eventually; I suppose, it must have had some influence, perhaps much influence, on the provisions written into the federal programs for education that were finally enacted. Presumably the influence arose mainly from the effect on professional thinking that resulted from the Committee Report and the various monographs as they were read and studied across the country and over the years by those most interested.

I left the Bureau in 1946 and have had very little contact since that time with people, events, and affairs in professional education. I was not involved at all in the legislation when it eventually passed, have made no special study of it, and hence can only speculate along the lines of the previous paragraph. I am sure that Mr. Reeves can guide you to much better sources for that part of your inquiry.

Sincerely,

Paul T. David
Professor

PTD/ghb

170

THE UNIVERSITY OF CHICAGO
THE DEPARTMENT OF EDUCATION
5835 KIMBARK AVENUE
CHICAGO • ILLINOIS 60637

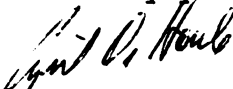
January 20, 1970

Miss Barbara Nicholas
College of Education
238 Erickson Hall
Michigan State University
East Lansing, Michigan

Dear Miss Nicholas:

Last June Mr. Carl T. Pacacha sent me a request for a statement about Professor Floyd W. Reeves. Perhaps you are associated with Mr. Pacacha and the two of you are writing affiliated theses. If not, I am sending along a Xerox copy of my response to him. It seems to me that it deals essentially with all of the questions which you have to raise except those which are concerned with Professor Reeves' work in elementary and secondary school curricula, on which I have had no association with him, and therefore should not respond. The only other possible point which seems to be left out is some assessment of his weaknesses, and I have no desire to deal with this topic, particularly since, if I did so, I would probably be telling you more about myself than about him.

Sincerely yours,



Cyril O. Houle
Professor of Education

COH/df
Enclosure

June 20, 1969

Mr. Carl T. Pacacha
4718 Olivia Avenue
Royal Oak, Michigan 48073

Dear Mr. Pacacha:

It is very good to know that you are writing a dissertation on the contributions of Dr. Reeves to the development of education.

My own close association with Dr. Reeves began in 1935 when I enrolled as his first student in adult education here at The University of Chicago. In 1936 I went with him to Albany where I served as his assistant on a major study of adult education in the state of New York, and followed that as an assistant on the staff of the Advisory Committee on Education in Washington, where I was, by the way, much less than a "consultant." Following that I returned to Chicago to complete my degree with Dr. Reeves, and when he left Chicago to go to the American Youth Commission I succeeded to the teaching of his classes, a post which I have held ever since. On his return to Chicago he found me so firmly entrenched in adult education that he had to turn to the lesser field of educational administration--and I had the benefit of continuing contact with him as a colleague until he left Chicago to go to Michigan State University. I put in this long recitation of my associations with him partly out of pride, partly because I would have difficulty in making any separate evaluation of his work with the Advisory Committee on Education which would not be influenced by the other associations which I have had, and partly to indicate that my own association with him was so close over so long a period of time that I find myself inarticulate to sort out my thoughts. With this background, however, let me try to respond to your direct questions.

1. I was so junior a research assistant at the time of the Advisory Committee on Education that I really had no opportunity to perceive Dr. Reeves operating in his role as chairman. While he and some of his associates were kind enough to talk with me on some occasions and it fell to my lot to work up various bodies of data which went into the total information-gathering process, it could not be said that I ever got near the end-product of that process: the sifting out of those data which were significant in the making of judgments concerning them. At that time I perceived of Mr. Reeves as being the guide and balance wheel of the Committee, operating in terms of ethical standards (concerning race relations, for example) which were extraordinarily

Mr. Carl T. Pacacha

June 20, 1969

advanced at that time. He seemed to be able to draw together the ideas of diverse people and to work out a program for action which would move national policy forward but would not be too visionary to stalemate all hope of further development.

2. As I perceived Dr. Reeves' unique leadership qualities at that time, my certainly immature observation might have singled out these: (1) A capacity to identify himself with the intellectual leadership within the Office of the President to see how the future of education might be best fitted within the larger framework of government planning. (2) A capacity to work effectively with a number of intellectual and political leaders in a wide variety of fields so that many differences which otherwise might have been the sources of tension and difficulty never came to the surface. (3) A capacity to work with people in a collective situation to discover the largest possible area of agreement. (4) A capacity to come to the right decision on the basis of insufficient evidence. This last quality of leadership may sound negative, but I believe it to be the true basis of all innovative leadership. For the pioneer must act before all the data are in. And as a young man I was constantly astounded by Dr. Reeves' capacity to do just that--and then to be proved right.

3. I have already suggested the area of my responsibility in regard to the Committee. I was a junior gatherer of data on one of the sub-staffs of the Committee.

4. I thought then and I think now that any success that the Committee might have had grew from the leadership of Dr. Reeves. The fact that the Committee did not have its recommendations translated into immediate action by Congress were more attributable to World War II than to anything else. But the report of the Committee was very widely read, was thought about and served as a basis for the rethinking of education which occurred after World War II and subsequently. I have not read the reports of the Committee for a good many years, but my feeling would be that if I went back to them now I would find that much current legislation, even here in the sixties, is still working away at the problems to which the Committee addressed itself using, by and large, methods which the Committee either forecast or would have found congruent with its plans.

Mr. Carl T. Pacacha

June 20, 1969

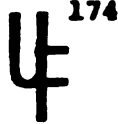
5. I have no other comments to make, but if you would like to raise any further questions I would be happy to try to answer them.

Sincerely yours,

Cyril O. Houle
Professor of Education

COH/df

COLLEGE OF EDUCATION



UNIVERSITY OF FLORIDA
gainesville, florida - 32601

February 2, 1970

Miss Barbara Nicholas
238 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48823

Dear Miss Nicholas:

Your letter about your dissertation, which is to be a biographical study of "the activities of Floyd W. Reeves in elementary and secondary school curricula including the junior college," has been forwarded to me here in Gainesville where we have stayed during the winter months for a number of years. Because of the high esteem in which I have always held Dr. Reeves, I am quite willing to make a try at answering your questions in a general way, although the lapse of years since seeing him often and the unreliability of memories over such a long span of years are almost certain to subtract from the usefulness of my responses.

Dr. Reeves came to the Department of Education at the University of Chicago after I had already been there some years and stayed on after I had retired, and there was quite a span of years while we were there together. Also, although both of us were often away from campus on separate projects, there was considerable opportunity for association. Our becoming well acquainted was facilitated by the fact that for several years we lived in apartments across the street from each other and our children, who were not far from the same age-span, attended the same school (the University Laboratory School) and had many interests in common and were friendly, all of which was an aid to having the parents understand each other.

Asked to put in as few words as possible Dr. Reeves' major strengths I would say that in his prime he was the exemplar among men with the comprehensive constructive view in education. He was able to assemble, organize, and analyze the evidence needed for his projects and by effective deliberative procedure with his associates arrive at convictions as to appropriate action. My admiration has been such that I cannot recall having sensed anything like a real weakness.

2-Miss Barbara Nicholas


If my memory does not fail me, the areas in which he did most of his work, at least during our years of association, was on policies in public administration and in the organization and administration of higher education. I think of his work as member of President Roosevelt's Advisory Committee on Education, his work in New York State (where the proposal for a system of junior colleges emerged), and his numerous surveys in the field of higher education, in many of which he was associated with John Dale Russell.

I am frank to say that your plan to emphasize my old colleague's contributions to elementary and secondary school curricula has me a little puzzled. I do not recall his working extensively at lower school levels, except during his early professional years when he was principal and superintendent. That he made substantial contribution at the junior college level can hardly be questioned. Examination of the files in the College of Education Library and in the Graduate Research Library here finds numbers of cards listing his writings on public administration and higher education but few if any that relate to curriculum at the lower school level. If he wrote extensively in that area, the product did not get into print, or at least did not find its way into these libraries which are relatively complete and satisfactory.

My impression that the area you are emphasizing was not Dr. Reeves' forte seems to be borne out by my memory of an event relating to the dissertation of one of our doctoral candidates at Chicago who subsequently became Chairman of the Department of Education there, was with the Kellogg Foundation, and later has been on the faculties of Michigan State and Western Michigan Universities, that is, Dr. Maurice Seay. Dr. Seay, while a graduate student, worked as member of a staff, with Drs. Reeves and Russell, on a survey of higher institutions maintained by one of the Protestant denominations. His special assignment was the secondary schools of the denomination and it was planned for him to develop the project as his dissertation. An important section of the dissertation was on curriculum. It was arranged that I, as professor of secondary education, would be his advisor. Perhaps this arrangement was made only out of courtesy to me, but at the time it was emphasized that it was because Drs. Reeves and Russell were working mainly in higher education.

Of course, I may be wrong about Dr. Reeves' field of emphasis, and I would assuredly appreciate your supplying the information that will set me right, especially as I would be happy to add this dimension to my appreciation of him. I will also be happy to try to answer further specific questions about him insofar as memory permits.

Sincerely yours,


Leonard V. Koos
Visiting Professor



FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA 33432

COLLEGE OF EDUCATION
CENTER FOR COMMUNITY EDUCATION

February 17, 1970

Miss Barbara Nicholas
College of Education
238 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Miss Nicholas:

I am glad to respond to your letter of February 9th in connection with the study you are making of Dr. Reeves. I am very happy that someone is making such a study since a record should surely be made of the outstanding contributions Dr. Reeves has made to American Education. I shall try to reply to your questions as you list them below:

1. Before I came to Michigan State University in 1956, I had, of course, known Dr. Reeves as a professional colleague in various organizations on a national basis. I was already fully aware of his great contribution to the TVA, to organizational problems in higher education and the teaching of courses to the breadth of his participation in governmental directions.

2. Dr. Reeves' contribution to the basic college curriculum had already been made when I came to Michigan State University. He had been an Advisor to President Hannah for sometime before he finally moved to Michigan State. I am sure that many of the contributions he made are completely unrecorded and unheralded, such as advising President Hannah about a multitude of specific problems from time to time. Probably neither he nor President Hannah have a record of such advisement at the present time.

3. Dr. Reeves has made a tremendous contribution to the College of Education at Michigan State University. Not the least of this has been his participation as a member of the various committees of the faculty and the policy-making groups together with the fact that he has been called in for advice from all the Deans of the College during the last fifteen years. There are probably few programs we have carried on that have not in one way or the other benefitted from his contribution. It would be very difficult to list these at the present time since they have appeared one after the other during each of the fourteen years that I have been associated with the College of Education.

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4. One of the outstanding qualities of the leadership of Dr. Reeves is his grasp of the total governmental structure in the country; federal, state and local. In dealing with educational leadership, he has been able to paint on a large canvas. In part this grows from his experience at the various governmental levels. It also comes from his broad outlook about education and society in general. At the various periods in which his leadership has been exercised he has found his way with great accuracy to the country's central problems and has been able to relate education to their solution.

5. It would not be very helpful or fitting to point out petty weaknesses in the career of a man as outstanding as Dr. Reeves. In my own view, his only shortcoming thus far is that he has not left a greater written record of his work. He could have written much more voluminously and with much more basis for his observations than most of our educational writers. Perhaps he has been too modest to record these contributions.

6. Here I would like to express my appreciation of the fine opportunity that has been mine to be associated with Dr. Reeves during the past fourteen years. He has been a sounding board on which I have tried out a great many of my problems and quandaries. I am sure that the role he has played in relation to my own experience has been multiplied dozens of times in relation to the large faculty of the College of Education as well as in relation to faculty members in other colleges of Michigan State University.

If I have not commented on the problems as you would like, please feel free to write me again. May I tell you again how happy I am that you are making this study and I wish you the best of success in the endeavor.

Cordially yours,


E. O. Melby

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JOHN DALE RUSSELL
R. R. 2, BOX 4, RUSSELL ROAD
BLOOMINGTON, INDIANA 47401

January 16, 1970

Miss Barbara Nichols
238 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Miss Nichols:

It is interesting to learn from your letter of January 12 of your project for a biographical study of Dr. Floyd W. Reeves, to be used as a doctoral dissertation. Although he has been a close personal friend and erstwhile colleague of mine for more than 40 years, our relationships professionally have been almost exclusively related to the field of higher education, rather than to the field of elementary and secondary school curricula with which you are concerned. I hope you will understand that my attempts to answer the questions in your letter are qualified by this limitation.

Question 1. I first came to know Dr. Floyd W. Reeves in 1926, when he came to Indianapolis to direct a survey of state-controlled higher education in Indiana. I was then director of research in the Indiana State Department of Public Instruction, and he asked for and received a good bit of my time for work on the higher education survey. In the fall of 1927 he went to the University of Kentucky as Director of the Bureau of School Service, and I went with him as Assistant Director. We did some studies of local public schools in Kentucky at that time -- I recall particularly the surveys of the Danville and Shelbyville City Schools -- and also of the colleges and secondary schools maintained by the Baptist Church in Kentucky. Much of our work there, however, was for colleges and universities. He and I both moved to Chicago in 1929, for two major projects: (1) a survey of the liberal arts colleges and secondary schools of the (northern) Methodist Episcopal Church; (2) an intensive study (or survey) of the University of Chicago. Both of us were officially staff members of the University of Chicago; for the first two years he divided his time about equally between the two projects, while 90 per cent of my time was given to the Methodist study and 10 per cent to Chicago. At the conclusion of the Methodist study in 1931 we were both full-time faculty members of the University of Chicago. When the Tennessee Valley Authority was organized, he took extended leave from Chicago to assume important responsibilities in the TVA. Later he returned and we were again colleagues on the faculty of the Department of Education at Chicago, both teaching courses in the

Barbara Nichols 1/16/70

field of higher education. I left the University of Chicago in 1946, and our professional collaboration since then has been rather limited. He and I have published a good many things in co-authorship either as Reeves and Russell or as Russell and Reeves, and also with other co-authors joined in some instances.

Question 2. Among his major strengths have been the generation of ideas for research for the improvement of higher education, the stimulation of others toward research in this field, and the courage to face opposition by those who sometimes felt threatened by the research he was proposing or undertaking.

Question 3. The only weakness I could mention is a series of health conditions, first one thing and then another, that have from time to time sapped his energies.

Question 4 and 5. I have not had any contact with his work in public school administration or on elementary and secondary school curricula that would provide a basis for a response to these questions.

Now I am wondering if some other person is going to write a biography of Dr. Reeves from the point of view of his contributions to the field of higher education. I could be much more helpful on such a project than I have been on yours, for I consider higher education is the area where the major impact of his professional life has been felt.

Sincerely yours,

John Dale Russell

WESTERN MICHIGAN UNIVERSITY

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP

KALAMAZOO, MICHIGAN
49001

January 28, 1970

Miss Barbara Nicholas
238 Erickson Hall
College of Education
School for Teacher Education
Michigan State University
East Lansing, Michigan

Dear Miss Nicholas:

My delay in answering your recent letter is due to absence from this campus making a North Central accreditation visit.

I shall answer the questions which you listed.

1. Please comment on what your affiliation(s) with Floyd W. Reeves has or have been.
 - (1) Undergraduate student at Transylvania College, 1922-24.
 - (2) Graduate student at Transylvania and the University of Kentucky, 1924-26 (Part-time).
 - (3) His assistant in surveys of ~~Disciplinary~~ Christ and Methodist Colleges, and secondary schools, 1926-30 (Part-time, except full-time, 1928-29).
 - (4) Reported to him administratively when Chief, Training Division, T. V. A., 1934-37.
 - (5) Advisee in Doctoral program, University of Chicago, 1929-43.
 - (6) Fellow faculty member at University of Chicago, 1950-54.
 - (7) Fellow faculty member at Michigan State University, 1964-67.
2. For an objective evaluation of Floyd W. Reeves, what in your estimation seemed to be his major strength(s)?
 - (1) Skill in evaluating institutions of higher education (designing new instruments and implementing them)
 - (2) Teaching ability - always with special interest in each student
 - (3) Ability to accept and profit by criticism - never thrown on defensive when attempting an innovative program or measurement.

- (4) Inter-disciplinary interest and study - a real behavioral scientist
- (5) Competence in advising - academic and personal, including position expectancy, marital problems, etc.
- (6) An activist in problems of our society. Example: Work with federal government; T.V.A. and Manpower Commission
- (7) Tolerance and appropriate humility

3. What in your estimation seemed to be his major weakness(s)?

I'm "stumped." This man does not have a weakness. Of course, he is better in some activities than in others. For example, he is not a great "platform man," not a "spell-binder." But his scholarly, thoughtful, and sincere public presentations are effective.

4. Please comment on his work in public school administration or as director of studies of agencies operated primarily for purposes other than education.

He has lived, taught, and written as an advocate of continuing education. With him, schooling and education are not synonymous. Especially relevant to this question are his experiences in T. V. A., in other governmental agencies, and in American Council on Educational projects.

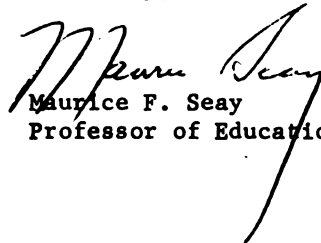
5. Please comment on any other aspects of Floyd W. Reeves which would be of interest and relevant to an assessment of his activities in and contributions to elementary and secondary school curricula including the community college.

- (1) A teacher of professional courses in Education for undergraduate students who were preparing to teach in elementary and secondary schools and in community colleges.
- (2) A teacher of graduate courses in Education, and in Political Science for students who were preparing for administrative and supervisory positions in school systems and in community colleges.
- (3) A director of studies concerned with programs in elementary and secondary education, and in community colleges.
Examples: American Youth Commission of A.C.E., National Vocational Education Commission, Federal Aid to Education Commission, Rural Education Committee of the Farm Foundation, Junior College surveys, school surveys, T.V.A. projects.

- (4) Consultant to many school and non-school agencies.
Examples: North Central Association of Colleges and
Secondary Schools, the Board for Fundamental Education,
federal agencies.

I wish you success in your study. You chose a great
"subject" - to me the greatest.

Sincerely,


Maurice F. Seay
Professor of Education

MFS/lkh

