**Social Efficiency**

*“The curriculum will then be that series of experiences which children and youth must have by way of attaining those objectives… that series of things which children and youth must do and experience by way of developing abilities to do that things well that make up the affairs of adult life.” – Franklin Bobbit”*

In the social efficiency education model the focus is to develop skills necessary for society’s needs. In the classroom the student is viewed as adults, and soon to be functioning members of society. Instead of focusing on the child’s **individual needs** the focus is on the **capability of the student to fill functions of society.**

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| **Positives** | **Negatives** |
| Value non-collegiate courses. | Lack of academic knowledge |
| Positive behavior modifications. | Negative behavior modifications |
| Learning of practical skills. | Not a student guided curriculum |

***Behavioral Engineering***

Social Efficiency teachers construct educational lessons using behavioral engineering. The 5 basic tasks of behavioral engineering include.

1. **Obtain:** Educational purposes for their curricula
2. **Analyze:** Programs educational purpose to find sequence of specific behavioral objectives, each of which represent one stimulus-response contingency
3. **Create:** Learning experiences that the learner will encounter while moving through curriculum
4. **Organize:** The Learning Experience
5. **Design:** Evaluation measures to accompany each learning experience

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