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A STUDY OF EDUCATORS' RESPONSES TO  
SEVEN SELECTED GOALS OF EDUCATION

presented by

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of the requirements for

Ph.D degree in Teacher Education

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**A STUDY OF EDUCATORS' RESPONSES TO  
SEVEN SELECTED GOALS OF EDUCATION**

By

Ibrahim A. EL Sheikhi

A DISSERTATION

Submitted to  
Michigan State University  
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## **ABSTRACT**

### **A STUDY OF EDUCATOR'S RESPONSES TO SEVEN SELECTED GOALS OF EDUCATION**

by

Ibrahim A. ElSheikhi

The primary purpose of this study was to examine the problem of discrepancy between goals and practices in terms of teacher perceptions of current actual practices and their perceptions of desired achievement of goals. Seven goals were selected from ASCD's 1978 Task Force on Humanistic Education.

The data for this study were collected through the use of: a rating scale, Flanagan's Critical Incident Technique, and an Opinion Survey of Educational Goal Statements. The data were collected from 28 graduate students enrolled in the classroom seminars during the Fall Term of 1988 at the College of Education, Michigan State University.

The gathered data for this study were analyzed at the Michigan State University Computer Center using SPSS (The Statistical Package for Social Science). To analyze the data of the study, several statistical techniques were used including frequencies, percentages, means, medians, standard deviations, rankings, f-values and t-test scores.

The major findings of the study were as follows:

1. Respondents were generally favorably disposed toward humanistic goals and practices.

The results of t-tests revealed that in all seven goals the mean scores for perceptions of what ought to be practices were significantly higher than means for perceptions of current actual practices.

2. However, degree of agreement and/or disagreement regarding each of a developed set of 42 goal statements derived from the ASCD's seven goals varied quite widely among the respondents.

Some of the items respondents marked with consistently high agreement and they consistently responded with disagreement to others. Responses to still other statements did not show consistency.

3. Perhaps the most interesting finding in the study is the appearance of inconsistencies in agreement in those cases of contrasting statements for which the respondents simultaneously agreed strongly with both humanistic and non-humanistic members of the pair.

It is suggested that these evidences of inconsistency represent instances of ambivalence among the respondents over the perennial curriculum issue as to whether learners can be trusted to make their own best free choices, or whether the society is required to impose criteria and standards from outside. However, based on the findings of this study, the majority of the respondents appeared to at least tend moderately to agree with the humanistic statements.

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## **DEDICATION**

To my father and my mother who taught me  
how to be a person with freedom, dignity  
and integrity.

## **ACKNOWLEDGEMENTS**

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## CHAPTER I

### INTRODUCTION

#### The Problem of Discrepancy Between Goals and Practices

Educators often express great concern about the problem of discrepancy between schools' actual practices and the goals they ought to be achieving. MacDonald (1971) insisted that the chief goal of education is freedom. He argued that, "Contrary to Rousseau's famous opening sentence, Man is born free and everywhere he is in chains, man is born in chains and everywhere he tends to remain so" (p. 2-7).

According to MacDonald (1971), the essence of a humane school is freedom -- freedom for the individual to be able to exercise his own free will to choose, to develop his own potentialities for their own sake alone. MacDonald suggested that to have helpful, positive action in schooling to enhance freedom, "we must return to the source of creative humanism, the humanities, and we must infuse this spirit throughout our substance and processes" (p. 20). This emphasis on freedom points to the enduring underlying issues, not only in both current and previous educational discussions in the United States, but also everywhere in the world where nations struggle to create modern and humane educational systems.

White (1987) noted that, "The problem in education may be even more basic than we had imagined. And what humanists will have to do in order to communicate the severity of the crisis is to become intellectually and politically engaged with the literature on educational reform" (p. 24).

Combs (1971) offered a number of cogent observations about practices irrelevant to learning which he believes are helping to make schools less humane institutions. Combs suggested that, "If we are going to make education more relevant, we must actively work for greater self-direction and responsibility in the students with whom we work" (p. 35).

Ryan (1972) pointed out the following elements that may serve either as barriers or act as facilitators to the design of a humane curriculum:

1. State department of education prescription (relative to designs of buildings, programs, requirements, etc.).
2. Institutional demands vs. flexibility.
3. Specialization (subjects or disciplines).
4. The accountability procedure.
5. The "Educational establishment."
6. Use of grades and rank in class for college entrance.
7. We want to keep on "grade level" to carry out traditional patterns of school.
8. Educators do not really want to humanize the school.

9. Compromises made in the transition from traditional curriculum to "humane" curriculum.
10. Involvement of parents, community groups, action groups, students, etc.
11. Participation of parents (a barrier or a facilitator).
12. Role of the teacher.
  - a. Place of the teacher in curriculum planning.
  - b. Teachers not trained in curriculum planning.
  - c. Difficulty of teachers in communicating with parents.
  - d. Teacher schedules -- lack of time for planning.
13. Involvement of psychologists -- relative to learning theory.
14. Evaluation of curriculum.
  - a. What are teachers actually attending to?
  - b. Must know where we are going. (p. 76-80)

Saylor (1969) emphasized that the creating of goals, as well as the carrying out of sound human relationships, are of key importance. He suggested, "The qualities that contribute to the attainment of a humane secondary school are: (a) the goal to be sought, (b) administrative structure, (c) policies and procedures, and (d) human relationships" (p. 122-126).

The problem that this study addresses is the problem of discrepancies between goal setting and goal achievement. Literature indicates that there have been two major focuses of criticism in education. The first criticizes the schools

for not fostering such educational goals as the intellectual development or academic achievement of children. The second claims that the schools are inhumane in their treatment of children because they are not concerned with teaching goals and objectives that lead to more humaneness. This study deals with these latter goals as the main focus of its investigation.

Many educational writers, including those cited above, claim that problems in education today often come from a lack of clarity about goals and objectives in schools. Combs (1973) stated, "We are spending millions and millions of dollars on this very small aspect (Academic Achievement) of dealing with educational problems, while the problem of self-concept, human attitudes, feelings, beliefs, and intelligence are going unexplored" (p. 38-42).

ASCD Studies (1978) indicated that the greatest problems facing all of us are essentially human ones. The ASCD suggests that "If education is to assume its responsibility to prepare young people to meet the challenges of the future, it must number humanistic objectives high among its priorities" (p. 23). Silberman (1970) argued that the problem with American schools comes from their emphasis on developing technology of education. He pointed out:

The approach to instructional technology that most researchers are following is likely to compound what is wrong with American education -- its failure to develop sensitive, autonomous, thinking, humane individuals -- our most pressing educational problem, in short, is not to increase the efficiency of the schools, it is how to create and maintain a



humane society. A society whose schools are inhumane is not likely to be humane itself. (p. 196-203)

A study by Jackson (1968) also suggested that "our most pressing educational problem involves learning how to create and maintain a humane environment in our schools" (p. 90)

### The Problem Stated More Specifically

The setting of goals in education is important; and at the same time it is a very complex process which educators cannot yet be certain will succeed. Specifically, why is it that though many educators appear to agree on overall goals such as freedom and humaneness, the actualities in the schools often appear to be far from achieving these goals? What are the major barriers? Where do the breakdowns occur? What are the key elements that may facilitate the formulation and achievement of more humane goals?

These more specific questions are also complex. Therefore, although this study is aimed at trying to shed some additional light on them, the study deals only with selected aspects of seven humanistic goals in education. What modest light may be gained from this research will hopefully help educators gain some new insights for improving practice. An incidental hope is that the investigative procedures used may themselves offer one or two fresh ideas for research procedures.

Chapter II, Review of Literature, will discuss in more detail the items referred to above, which articulate

discrepancies between desired goals and actual practice, and which cite various forms of practice which may be barriers to achieving desired goals or may facilitate goal achievement.

### The Purposes of the Study

The primary purposes of this study are as follows:

1. To describe and examine selected educators' perceptions of the seven ASCD goals of humanistic education in regard to what is and what ought to be educational practice in connection with each goal (Combs, et al., 1978). The aim behind this purpose was to try to examine educators' ratings of these goals and their perceptions of the degrees to which current practices are delivering them.
2. To gather and analyze concrete instances from educators' experience with regard to success and failure in achieving one or another of the ASCD's seven goals. The aim behind this purpose was to gather anecdotal data arising directly from participants' concrete experiences, along with their perceptions of what served either to block or to facilitate goal achievement.
3. To determine to what extent educators agree or disagree with 42 propositions about educational practices, the propositions having been derived from the ASCD's seven goals. The aim behind this purpose was to try to obtain some portrait of the

participants' degrees of consistency in agreeing or disagreeing with propositions of humanistic and non-humanistic practices.

### Design of the Study

This study asked graduate students in education (see Chapter III for sample description, p. 44) to share their perceptions and examples from their experiences which bear on the selected set of goal statements. The goal statements used in this study are not the only set which might have been used. They are, however, a succinct set which bear on the issues of humane educational practices. The ASCD goals chosen here, as set forth in 1978, have these additional advantages: (a) they are manageably few in number, (b) they are current, and (c) they appear to be goals addressed to important educational issues. One justification for this study was to find out not only educators' substantive responses, but also to find out if these ways of gathering data can yield valuable information.

The data from the research instruments were analyzed using the facilities of the Michigan State University Computer Center. On the basis of this analysis and a review of relevant literature, the researcher developed a number of conclusions and recommendations with regard to achieving more humane goals in education.

### Definition of Terms

In order to avoid confusion or ambiguity in the interpretation of this study, major terms have been defined as follows.

Humanistic Education: In literature, there are various definitions of humanistic education. However, this study has adopted the following definition from the ASCD Working Group on Humanistic Education. "Humanistic education is a commitment to education and practice in which all facets of the teaching-learning process give major emphasis to the freedom, value, worth, dignity, and integrity of persons" (p. 9).

Attitude: Attitude is the predisposition of the individual to evaluate some symbol, object or aspect of his world in a favorable or unfavorable manner. Attitudes include the affective or feeling core of liking or disliking and the cognitive or belief elements which describe the effect of the attitude, its characteristics and its relations to other objectives (Katz, 1960, p. 168).

Current Practice: Current practice refers to the present conditions or status regarding whether a given goal statement is actually being achieved. (Data in this study on "current conditions" consist of perceptions of educators as to what the status may be.)

Ought to be Practice: "Ought to be" practice, on the other hand, refers to achievement statuses that educators (the graduate students participating in this study) would like to

see for the given goal statements. (Participating educators record their preferences, degrees of agreement, perceptions of barriers, etc., on the instruments developed for this study.)

ASCD: ASCD refers to the Association for Supervision and Curriculum Development.

### Delimitations and Limitations of the Study

This study had the following delimitations and limitations:

1. This study is limited because of the nature of the instruments which deal with attitude measurement. The study is an original design which, if it proves valid, may lead to further development.

As Borg and Gall (1979) indicated, "Attitude scales are direct self-report measures, and so have the usual disadvantages of this type of instrument. The primary disadvantage is that one can never be sure of the degree to which the subject's responses reflect his true attitude" (p. 275).

2. This study is limited in that the researcher had little control over when or how subjects responded to the instrument items.

According to Mauch and Birch (1983), "A very common limitation is the willingness and ability of individuals to respond at all, to respond in a timely fashion, and to respond accurately" (p. 64-65).

3. This study is limited to a small population of educators in the State of Michigan. Any future studies would almost certainly need to extend the range of contributors.
4. This study is limited to the investigation of seven key goals in humanistic education which represent a primary interest to the researcher. Further studies might be needed to investigate other educational goals, e.g., in humanism, behaviorism, existentialism and so forth.
5. It would be ideal for the researcher to be able to determine a wide scope of educators' attitudes. This study, however, attempts to report only attitudes in response to statements concerning seven key goals. Therefore, no attempt will be made to examine the whole gamut of educator's attitudes or any other aspects of any educator's personality.
6. This study is limited because data were not collected about respondent's professional context out of which they came. Further research is needed to explore relationships between respondents' professional contexts and their perceptions about how specific practices relate to particular goals. That is to say, some school settings may challenge teachers more than others to think carefully about the relationships between practices and goals.

### Conceptual Foundations of the Study

This study is based on conceptual frameworks advanced by Combs, Aspy, Brown, Clute, and Hicks. The educators referred to above led task forces of ASCD (1978) to suggest the existence of seven major goals in humanistic education. Discussion of these goals will be presented in Chapter II.

### Organization of the Study

The specification of goals is a key process which typically engages the values, attitudes, and preferences of the goal setters. This study made an attempt to gather data on selected educational preferences regarding a specific set of goals that were formulated by ASCD's Working Group on Humanistic Education.

Chapter I has attempted to develop a brief rationale for the study including the problem of discrepancy between goals and practice, the problem stated more specifically, purposes of the study, design of the study, definition of terms, delimitations and limitations of the study, a brief reference to the conceptual foundations of the study and the overall organization of the study.

Chapter II basically presents a review of the literature related to humanistic practices in education.

Chapter III deals with the research design used in this study. It also points out how the population studied was selected and its potential relevance to dealing with the issues being investigated. In addition, the chapter presents

the data collection plan, provides information regarding the data collection instrument, and finally describes the statistical procedures and techniques used to analyze the data.

Chapter IV contains the results of the data analyses and highlights the findings of the study.

Chapter V presents a brief summary of the study, as well as conclusions and recommendations for future studies on the basis of the findings of this study.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **Introduction**

The purpose of this chapter is to review a representative sample of literature in the field of Humanistic Education and its applications. The following sources were searched to identify relevant studies:

1. Major studies by the ASCD and leading educators in the field.
2. Dissertation studies and published research papers.
3. Periodicals and bulletins dealing with research in humanistic education.
4. Documents published by the U.S. Government, "White House Conference on Children" (1970) and "The Joint Committee on Educational Goals and Evaluation of the California Legislature" (1970).

The chapter has been organized into the following sections:

1. Major definitions of humanistic education.
2. Major studies by the ASCD and leading educators in the field.
3. Comparisons of humanistic and behavioristic approaches to education.

4. Purpose of humanistic education.
5. Criticisms of behaviorists regarding humanistic education.
6. Purposes of behavioristic education.
7. Criticisms of humanists regarding behavioristic education.
8. Characteristics of humanistic and behavioristic education.
9. Humanistic education practices and programs.

#### Major Definitions of Humanistic Education

During the past two decades, humanistic educators have developed a variety of definitions for humanistic education.

Macdonald (1977) argued that these:

Definitions differ according to proponents, but there is a general focus that appears in varied forms. This is a focus on education for human beings -- in contrast to educational practices thought to be dehumanizing to deal with limited aspects of human capability or to focus narrowly upon role requirement designed for our present society. (p. 345)

For the purposes of this study, the researcher has selected the following definition as the most appropriate: "Humanistic education is a commitment to education and practice in which all facets of the teaching-learning process give major emphasis to the freedom, value, worth, dignity and integrity of persons" (Combs, 1978, p. 9).

Volett (1977) defined humanistic education as the development of the total person:

Humanistic education is education that is concerned with the development of the total person. It is concerned with designing and providing learning experiences that will help people of all ages and stages of life to continue to develop our uniquely human potentialities. It is concerned with facilitating our growth and changing behavior so that we may become more wholesome, balanced, self-actualized and responsible persons. (p. 1-2)

Weinberg (1972) defined it as: "Humanistic education views the child as a potential orchestra and encourages him to experiment with every instrument and every theme that is in him" (p. 7).

Hitt (1973) suggested that education should be viewed as a human enterprise: "Humanistic education views education as a human enterprise -- designed for people. The student as a whole person is the central focus of the school. Student self-fulfillment is the end of education. Education should be designed and managed to achieve this end" (p. 24).

Lyon (1971) argued that: "Learning can be enjoyable if it is humanized. What's more, learning which retains the human element is much more relevant to life. The intellectual must be coupled with the emotional if behavior is to retain a human quality" (p. 13).

Funderburk (1972), Director of Supervisory-Administrative Services for the National Affiliated and Associated Organization of the National Education Association, presented the following definition for a humane school at a meeting of the Northern Virginia Chapter of Phi Delta Kappa:

[A humane school] is one which attempts to stress the ideal psychological atmosphere for each student to learn in school -- a place where a student can

learn to like himself better, to understand himself better, to fit into society, to be able to work with others, and to be able to learn in diverse ways in different fields. It is a place where he is not only free to learn but learns that freedom is not doing as he pleases -- that freedom carries with it grave responsibilities -- a happy place where there is order without regimentation, where there are teachers who have empathy -- who do care -- where there is curriculum and methodology which stimulate the ability and the disposition to learn, where the student has a feeling of worthwhileness and belonging, and where teachers and administrators dare to care and dare to act. (p. 16)

Wilhelms' (1971) definition of a humane school is similar to the ideas of Glasser and Erikson who suggested that school should help each youngster establish his own self-identify. Wilhelms insisted that: "The humane school primarily focuses on the youth themselves, and guides them in the kind of activities and experiences that enable all of them individually to attain optimum self-actualization, self-realization, self-dignity and self-respect" (p. 54).

Myers (1972) suggested that the full meaning of a humanistic school concept is needed to secure the wider view. He described the following conceptions of the humanistic school as being parochial positions:

Naturalists (Neill) want it to be a student-centered or more accurately a student-dominated school. The "Third Force Psychologists" (Rogers, Maslow) would see it dominated by an interpersonal or human relations curriculum. Humanists (Lowenfeld, Reed) emphasize increased sensitivity to the fine arts. Social scientists (Fenton, Morissett) would have the social studies move front and center. The "mankind advocates" (Hirschfeld, Eisner) envision an educational program that emphasizes mankind in contrast to narrow provincialism. (p. 53-54).

Myers (1972) suggested that the humanistic school should have five essential components: "Conventional content with a mankind perspective, interpersonal relations, teacher action and Geist" (p. 55).

Weller (1977) indicated that most educators probably would accept a broad definition for humanistic education such as: Is it "education designed to increase the dignity and quality of life for all people?" (p. 3). According to Weller, such a definition offers little in the way of clarification. He argued that the problem is: "Any discussion of humanistic education raises difficult questions of definition and perspective. The concept has itself become so broad and complex that one could almost argue that all education is fundamentally humanistic in intent" (p. 4).

#### Major Studies by ASCD and Leading Educators

Many educators seem to embrace the idea of humanistic education. However, literature indicates that despite its goals, humanistic education has been more often honored in theory rather than in practice.

According to the ASCD's studies, one of the major barriers to practicing humanistic goals in schools is that goals, stated in very general terms, are difficult to measure, and this fact has impeded the extension of humanistic thought and practice into our public schools. In dealing with this issue, the ASCD's studies suggested that: "For humanistic education to become a reality rather than a pie in the sky

theory, it must be clearly defined, the goals must be stated, and assessment must be made" (Combs, 1978, p. v). To investigate the problem, ASCD's Working Group on Humanistic Education directed its studies toward three major needs:

1. A need for a clear definition of humanistic education, and a need to define some of the most significant humanistic objectives, were assigned to a task force under the leadership of Morrel J. Clute.
2. The need for appropriate and workable techniques for the assessment of humanistic objectives. Combs (1978) provided a set of general considerations about assessment of humanistic goals. Aspy and Hicks led a task force exploring ways to assess humanistic objectives for research.
3. The need for a simple device by which interested parents, teachers, citizens and educators might judge the humaneness of their local schools. Responsibility for the development of such a checklist for humanistic schools was assigned to Doris M. Brown.

The ASCD's Working Group on Humanistic Education suggested a series of seven major goals. These goals may be captioned as follows:

1. Learner's needs and potentials.
2. Student self-esteem.
3. Student skill acquisition.

4. Student involvement in learning.
5. Student value development.
6. Qualities of learning environments.
7. Developing respect for others. (See p. 47-48 below.

Also see Appendix A, p. 122 and Appendix C, p. 128.)

As guides for action, the working group listed, under each of the goals mentioned, some specific objectives suggested by research and experience through which humanistic goals may be achieved.

As one of the solutions for removing barriers to humaneness in the school, the ASCD studies suggested:

If education is to place priority on the development of humane people, it must utilize and expand those methods and practices that are known to facilitate positive growth and eliminate those administrative structures, policies, and teaching procedures that make the achievement of humanistic goals difficult. (Combs, 1978, p. vii).

Macdonald (1971) analyzed some of the barriers that work against freedom developing in the school. He argued in the Minneapolis Fourth Conference on the Humane School that the schools are not organized around philosophical commitments about the nature of humaneness or even human condition, but on the basis of the ideology of scientific measurement and achievement. According to Macdonald, the essence of a humane school is freedom of choice and freedom from the constraints of others. He stated the following distinction between a humane school and an inhumane one:

If the school exists and if its program is so shaped as to make the individual subservient to the collective group and to carry out the roles it

assigns, schooling becomes a sham, an empty, inhumane enterprise: but if the school enables the individual to exercise his own free choice, to develop his own potentialities for their own sake alone, to serve the social group collectively because he has freedom to do so rather than because of pressure to conform, or to achieve for the group's sake, then humaneness pervades the school. (p. 23)

Macdonald's (1971) paper suggested the following ways of enhancing freedom in the school:

1. School should focus upon the fundamental goals of freeing persons for self-responsibility, and self-directed fulfillment of their own emerging potential and involvement.
2. School must look to the humanities for broadened freedom through self-development of individual potentiality, because the humanities promise freedom to man's aesthetic or qualitative relation to the world as well as his quantitative scientific bent.
3. School should make strenuous efforts encouraging students to take things seriously, making free choices and assuming the responsibility for these choices and trying to find the greatest meaning out of their living in schools, to be a vital and energetic person in their activity.
4. The school system should shift its focus from a way of relating to things to a way of relating to people.
5. School should have a commitment to humaneness rather than the quantitative ideology of achievement.



6. School programs must face up to the contradiction between humaneness and the press of our technological society.
7. School's activities should be focused on the creative potential of feeling and thinking human beings, rather than on objective assessments, because, the intellectual power of achieving our goals is useless without the directions of our feelings.
8. We must deliberately encourage and support the aesthetic approach to curriculum criticism because, it may well be a more natural way for people to enter into the reality of schooling.

Leonard (1968) also emphasized the concept of free-learning in schools. He advocated a "free-learning situation" in which the student is free to go anywhere within the school and do anything he pleases in a rational and responsible manner. Leonard reported that the children he observed on West Fifteenth Street in New York City displayed a tremendous expression of joy while learning. According to the principal of the school, in the free-learning environment, the children often help each other, and assume responsibility of the best teaching. Leonard believed that education in the free-learning situation is more efficient and someday in the future, may be easier to handle than the traditional classroom.

Hitt (1973) suggested the following methods for the development of objectives for a humanistic school system:

1. Looking at the barriers to humaneness.
2. Discussing the fundamental problem underlying these barriers.
3. Outlining a description of the effective human being.
4. Listing indicators of humaneness. (p. 51-58)

According to Hitt (1973), we must deal with these major psychological problems that serve as barriers to humaneness:

1. Lack of identity
2. Lack of authenticity
3. Closed-mindedness
4. Fear of freedom
5. Lack of responsibility
6. Poor communication
7. Irrationality
8. Lack of coping
9. Lack of concern for others
10. Lack of commitment to the everyday (p. 51-58)

Hitt (1973) indicated that these ten characteristics represent barriers to achieving a partial model of the effective human being. In addition to these traits, he suggested that we must integrate the world of reason with the world of feeling to form a fully human person that manifests balance of all the traits described above.

The ASCD Council on Secondary Education (1971) asked participants from schools, state departments, and educational agencies to help general session speakers identify the "barriers to humanizing the secondary schools" and to discuss how to overcome such barriers. The participants identified the following as barriers to humanizing the secondary schools:

1. Prohibiting the teacher from humanizing by the department chairman.
2. Prohibiting the department chairman from humanizing by the principal.
3. Prohibiting the principal from humanizing by the central office.
4. Prohibiting the central office from humanizing by the state department.
5. Excessive emphasis on achievement as exemplified by the College Board Examinations, laws and policies external to the school such as tenure, union policies, parental groups, board of education, American Civil Liberties Union, budgetary problems, and inadequate teacher training programs.

The participants believed that the barriers described above are external because they seem to refer to someone or something outside one's control, but in reality the vast majority of the problems rest inside the school itself, and can be resolved if the educators set their minds to it. At the end of the conference, the discussion groups suggested that:

Basic to any change bringing about a greater humanization of the schools, the faculties must begin with human relations between teacher and pupil, teacher and teacher, where each human relationship is cherished. School personnel tend to look elsewhere and outside themselves for the barriers to promoting a more humane school, but the blame and the resolve can be placed right inside and much can be done if persons would stop saying "if only" and begin planning. (Scully, 1971, p. 72-73)

Goodlad (1983) conducted a major research project called "A Study of Schooling." The project was an inquiry into 38 elementary, junior high, and senior high schools selected from urban, suburban and rural populations in seven states in the United States. Interviews, questionnaires, observations and collection of documents in the curriculum domain were used to gather data. The purposes of the project were as follows:

1. To examine schooling goals, teaching practices, curriculum content, school and classroom organization, material used, problems and issues, rules and regulations and so on.
2. To view schools from the perspectives of students, teachers, parents, principals and others.
3. To gain some insight into the satisfactions, dissatisfactions, values and attitudes of the respondents with regard to their schools.
4. To understand schools clearly in our minds so we might be more successful in improving them. (8-17)

Findings of Goodlad's (1983) study may be summarized as follows:

1. The study reveals that both parents and professionals believe that schools ought to be concerned with a wide range of goals -- not merely with narrow, 3 R's based academic achievement.
2. The study reveals that despite this wide range of stated goals, the schools studied are emphasizing a narrow academic curriculum, while largely ignoring broader goals.
3. The study reveals that a great amount of teaching practices used by the vast majority of teachers in the school studied are: reading, writing, arithmetic, textbooks, workbooks, dittoed sheets, quizzes and teacher-dominated talk as the prime teaching techniques.
4. The study reveals that the schools studied are not concerned with academic goals such as: "developing the ability to communicate ideas through writing and speaking." Evidence from the data shows: students passively listening, reading textbooks, completing assignments and rarely initiating anything -- at least in the academic subjects.
5. The general conclusion from the data indicates that the schools studied did not place a high premium on experiencing democratic processes, independent thinking, creativity, personal autonomy, and learning for the sake of learning. (p. 8-17)

Goodlad (1983) argued that there is a discrepancy between our idealistic expectations for students and actual classroom practice. He suggested that:

The goals set for schools are particularly idealistic in the social, civic, cultural, and personal domains. It is here that we find the most altruistic expectations for understanding differing value systems, developing productive and satisfying relations with others based on respect, trust, cooperation, and caring; developing a concern for humanity; developing the ability to apply the basic principles and concepts of the sciences, fine arts, and humanities to the appreciation of aesthetic matters; and developing an understanding of the necessity for moral integrity. And it is here that we find statements about developing the ability to use leisure time effectively, to perceive self positively to deal with new problems in original ways, and to enjoy and be willing to experience a range of imaginative alternatives. (p. 17)

Goodlad (1983) concludes that the schools in his sample were contributing minimally to the attainment of such goals. Therefore, if we are seriously interested in improving the quality of our educational systems then it appears that profound changes in the conduct of schooling are required.

Tyler (1983) described the contribution of "A Study of Schooling" to educational research. He stated that "John Goodlad and his associates have enlarged our understanding of schools in America and their findings provide a more comprehensive basis for understanding U.S. schools than any previously published study" (p. 33-34).

### Document and Dissertation Studies

Literature indicates that governmental bodies such as the White House Conference on Children (1970) and the Joint Committee on Educational Goals and Evaluation of the California Legislature (1970) have always included humanistic goals such as: worthy home membership, good citizenship, commitment to democratic ideas, self-esteem, a healthy mind in a healthy body, concern for other people, responsibility, creativity, intelligent behavior, effective use of leisure time and many more.

In a report to the president, the White House Conference on Children and Youth (1970) described what goals of education for a twenty-first century person should be:

We ask first, then, not what kind of education we want to provide but what kind of human being we want to emerge. What would we have twenty-first century man be?

We would have him be a man with strong sense of himself and his own humaneness, with awareness of his thoughts and feelings, with the capacity to feel and express love and joy and to recognize tragedy and feel grief. We would have him be a man who, with a strong and realistic sense of his own worth, is able to relate openly with others, to cooperate effectively with them toward common ends, and to view mankind as one while respecting diversity and difference. We would want him to be a being who, even while very young, somehow senses that he has it within himself to become more than he now is, that he has the capacity for lifelong spiritual and intellectual growth. We would want him to cherish that vision of the man he is capable of becoming and to cherish the development of the same potentiality in others. (p. 78)

Kalunion (1974) studied the effects of a humanistic education curriculum on attitude, self-concept, anxiety and

achievement level of primary school children and teachers. The research was structured to determine whether:

1. Teachers who present a humanistic education curriculum to students will experience a significantly greater increase in positive attitude towards students than teachers who do not present a humanistic education curriculum to students.
2. Students who experience presentations of a humanistic education curriculum will experience a significantly greater increase in positive self-concept change than students who do not experience presentations of a humanistic education curriculum.
3. Students who experience presentations of a humanistic education curriculum will experience a significantly greater reduction in test anxiety than students who do not experience presentations of a humanistic education curriculum.
4. Students who experience presentations of a humanistic curriculum will experience a significantly greater increase in school achievement than students who do not experience presentations of a humanistic education curriculum.

Kalunion (1975) administered four major criteria: Self-Appraisal Inventory, Test Anxiety Scale for Children, Stanford Achievement Test and Minnesota Teacher Attitude Inventory.

Findings of Kalunion's (1975) study indicated that:



1. The treatment process did not influence the development of enhancing positive teacher attitudes toward students.
2. Students who experienced the presentation of the humanistic education curriculum did experience a significantly greater increase in positive self-concept for all three grade levels, and did experience a significant reduction in test anxiety for grades two and three.

No significant positive change in school achievement was found. Based on the findings, the researcher suggests that the inclusion of a humanistic education curriculum within the school curriculum can play an important role in enhancing positive self-concept, and can assist in helping students reduce test anxiety.

In a quasi-experimental study, Clausell (1974) investigated the effect of a humanistic teacher training program as compared to the effect of traditional teacher training methodology on: (1) teacher attitudes, (2) pupil affective learning and (3) classroom climate. Instruments used to study the problem were the Minnesota Teacher Attitude Inventory (MTAI) as a measure of teacher attitude change, the Focus Inventory (FI) for pupil affective learning, and the Openness of Classroom Climate (OCC) and a classroom climate indicator for teachers.

Results of the study indicated: First, teacher attitudes were influenced not only by the training program method, but

also by the individual teacher's prior educational experience and their individual personality disposition. Humanistically-trained teachers scored significantly higher on the MTAI than did the traditionally-trained teachers. Second, pupils taught by humanistically-trained teachers scored higher on the Faces Inventory than did pupils taught by traditionally-trained teachers. Third, humanistically-trained teachers maintained statistically significant different (greater) openness of classroom climate than did traditionally-trained teachers.

In conclusion, the study suggested that humanistic education should be adopted by schools to enhance the attitudes of teachers and pupils toward more stimulating learning environments and greater interest and pleasure in schooling.

Howard (1977) studied student's perceptions of the value of humanistic practices in public school education. He surveyed 188 students at a school in an industrial city in Michigan. This sample involved 100 ninth-graders and 88 eighth-graders. The major purpose of the study was to discover what students liked and disliked about the traditional school practices, and to test them to ascertain their feelings about humanistic ideals in education. The study used a Likert-type research instrument to collect data.

The major findings of Howard's (1977) study revealed:

1. Ninth-graders made more humanistic choices than eighth graders. They were especially more humanistic on matters such as planning what they

would study, freedom of movement within the classroom, opposition to memorization, not being punished for forgetting to bring their textbooks to class, being doubtful of the infallibility of teachers, being on their own responsibility, more uncertain that what they were learning now would be of value to them after graduation, and that there could be student talking and learning in the same classroom.

2. Boys and girls were both highly humanistic in their attitudes toward school life and no significant difference was found in attitude between the sexes.
3. All ages within the same grade level were highly humanistic, and no significant difference between different age groups was found.
4. The A-B students tended to be more humanistic in their choices than the C-E group.
5. Far more students favored humanistic practices of education than were satisfied with the traditional policies and data showed only 15 of the 88 students chose to return to traditional approaches to school.  
(p. 1168A)

#### Humanistic and Behavioristic Approaches to Education

Humanism and behaviorism are among the prominent psychological theories in contemporary education. Most methods of teaching and patterns of curriculum are based on one or

another (or both) of these theoretical approaches. In professional literature, many educators have both advocated and condemned humanistic and behavioristic education.

### Purpose of Humanistic Education

Proponents of humanistic education believe that the purpose of education should be the development of a fully-functioning human being. They emphasize that curriculum should be seen as a liberating process that can meet the need for growth and personal integrity. Humanists suggest that education should not be primarily focused on the heritage or the material that is to be learned, but that the primary focus should be on the student himself as a person with freedom, value, worth, dignity and potentials.

### Criticisms of Behaviorists Regarding Humanistic Education

Behavioristic educators have raised the following criticisms:

1. Objectives of humanistic education are vague and cannot be observed, measured or tested through a scientific method.
2. Humanistic psychology fails to explain such things as love, purpose, or meaning; or self-concept, self-determination, and self-actualization in behavioristic terms.
3. The humanist's recommendations for educational reform are too fuzzy, too idealistic, too

sentimental, too impractical, too romantic, and too unscientific to be of any use. (Kolesnik, 1975, p. 82-83)

4. The humanistic assumptions of freedom are likely to do more harm than good to the individual as well as society.
5. The behaviorists believe that it is not enough for a teacher to be a warm, friendly person, she or he must also be a skilled technician -- a behavioral engineer.

#### Purpose of Behavioristic Education

According to the behavioristic view, the purpose of education is to teach students certain specific predetermined concepts, skills, values, or attitudes for new and better ways of behaving internally as well as externally. Skinner (1978) indicated that experimental analysis of behavior has improved education by clarifying its objectives, suggesting new practices in classroom management, and introducing instructional programming texts and other materials. As a result, according to Skinner, students learn better in less time and with less effort.

#### Criticisms of Humanists Regarding Behavioristic Education

Opponents of the behaviorist approach have pointed out the following criticisms:

1. Behavioristic education ignores consciousness, feelings, and states of mind.
2. It formulates behavior simply as a set of responses to stimuli and treats a person as an automaton: a robot, a puppet, or a machine.
3. It limits itself to the prediction and control of behavior and ignores the essential nature of being a human.
4. It has no place for intention or purpose.
5. It neglects the cognitive processes.
6. It is concerned only with general principles and ignores the uniqueness of the individual who must live in a social cultural context.
7. It regards ideas such as morality or justice as fiction.
8. It cannot explain creative achievement in art, literature, science, or mathematics.

#### Characteristics of Humanistic and Behavioristic Education

Literature indicates that humanistic and behavioristic education are separately (or both) applied in most schools to achieve desired goals. Table 2.1 shows the characteristics of humanistic and behavioristic education identified by Kolesnik (1975).

Table 2.1

Characteristics of Humanistic and Behaviorist Education

<u>Humanistic Education</u>	<u>Behavioristic Education</u>
The need for more student freedom	The need to regulate or restrict student freedom
Student-centered classroom	Teacher-centered classroom
Democratic classroom management	Authoritarian classroom management
Teaching of children	Teaching of subject matter
Discovery methods	Programming
Emphasis on the processes of learning	Emphasis on the products of learning
Learning how to learn	Giving the correct answer
Fostering self-actualization	Passing on the cultural heritage
Psychological organization	Logical organization of material
Informal instruction	Formal instruction
Meaning and relevance	Desired response
Student responsibility	Teacher accountability
Teaching as an art	Teaching as a science
Subjective tests	Objective tests
Teacher regarded as a facilitator	Teacher regarded as technician or engineer
Aims at producing the free happy person	Aims at producing the good citizen

Research indicates that both humanistic and behavioristic education have strengths and limitations. A study done by Hitt (1973) suggested that, "The most urgent need in education at this time is for a unified educational model that builds on the strengths of both the human and the technological model" (p. 12). Hitt also offered a unified model of education that he believes is designed to meet the needs of students in a changing society. However, he indicated that developing and implementing such a unified model will not be an easy task.

The last section in this chapter focuses on schools' practices and programs in humanistic education. The applications of behavioristic education will not be included in the discussion which follows.

#### Humanistic Education Practices and Programs

Throughout their research papers, lectures and conferences on education, humanistic educators have emphasized the need for applying humanistic curriculum in school. Goodlad (1984) stated that, "There is much to be done in humanizing knowledge through curriculum development and creative teaching so that more and more students will make it on their own" (p. 271).

Gardner (1970), head of "Common Cause," also reported that the people now want a society that, "puts human values above materialism, commercialism, technology and the success ethic" (p. 129).



Keller (1972), a former director of the John Hay Fellows Program, also suggested that, "When education is humanized, young people learn not only to read and really understand and to write and really say something, but also to look and really see, to listen and really hear, to feel and really be involved, to learn about creativity and really create" (p. 19).

Strong evidence in research indicates that the applications of humanistic programs in some American schools have been achieved with great success and have produced desirable outcomes. The research also revealed that some humanistic projects and practices can be found in public schools, in private camps, in community centers, universities and colleges, and in school districts.

A task force of the ASCD Working Group on Humanistic Education devised a checklist in 1978 (see Appendix E) for assessing the humanistic orientation of a local school or classroom. The study indicated that the checklist can be and has been used to assess teacher perception of the effectiveness of humanistic classroom practices and for implementing humanistic goals. The task force suggests that the checklist is useful for achieving the following objectives:

1. Observing the degree to which school systems, schools, teachers and students are operating in humanistic ways.

2. Getting teachers, administrators and other school personnel to examine their own practices, then setting and pursuing goals for improving them.
3. Helping parents, board members, legislators and the general public better understand and support humanistic endeavors of schools. (Combs, et al., 1972, p. 45)

A study by Aspy and Roebuck (1978) indicated that, "There is research evidence from 42 states and seven foreign countries clearly showing that not only will achievement gains be significantly higher with humanistic teaching, but there will also be greater gains in intelligence measures" (Coombs, 1972, p. 5).

The Louisville Public Schools developed one very impressive set of humanistic projects to deal with the problem of their students drop-out rate which was the highest among large U.S. cities in 1963. The objectives of the Louisville Public Schools were as follows:

1. Replacing the self-contained classroom with an open learning environment organized around groups of students assigned to a teaching team.
2. The programs are keyed to flexibility, individualized instruction, self-directed humanistic learning processes, and daily team critiquing and planning.
3. The traditional role of teacher as an authority is to be replaced by a new role of teacher as a helping

or facilitating person. (Walter, et al., 1970, p. 111-120)

The Louisville schools required the humanistically-oriented teachers to develop six areas of personal growth such as awareness, identity, commitment, involvement, meaning and becoming. The applications of humanistic programs by the Louisville schools produced desirable outcomes in terms of enhancing students' interest in schooling, drastically decreasing the drop-out rate, and turning over the control of the schools to administrative councils consisting of parents, teachers and students.

Brown conducted an important exploratory study of the ways in which affective techniques can be applied to school curriculum. The project involved elementary school teachers, junior high social studies teachers and senior high English teachers. The goals of the project were as follows:

1. To collect, describe and organize available approaches to learning in the affective domain.
2. To select from these approaches those that can be adapted for the public school curriculum.
3. To develop sample lessons and units based on these including special materials where necessary and to try these out in the classroom.
4. To examine how these can fit into the conventional curriculum, or how the curriculum can be modified to include them with an end toward better integration of the affective and cognitive domain.

5. To make a face evaluation of these changes.
  6. On the basis of the results of this pilot project, to plan broader model programs such as subject area and school-wide or district-wide curriculum improvement including a more vigorous evaluation.
- (Brown, 1970, p. 5-12)

The project was designed around a series of workshops in which the teachers studied theories and experienced methods of humanistic psychology and planned how to integrate some of these affective experiences with cognitive learning in the classroom. The teachers then applied these plans in their individual classrooms and assessed the outcomes. The project was a success in terms of offering the opportunity for classroom teachers from various levels to gather periodically to develop and experience various affective techniques which had classroom application, and then to try out what they had developed in their classrooms. Then they would gather again to share experiences of success and failure from their classroom experimentation.

### Summary

This chapter was devoted to the review of literature related to humanistic education and its implementation in school. The main purpose of the review was to gain needed insights and direction for this study.

The review indicates that the term "humanistic education" has a variety of meanings and purposes, however, the general

focus of the term seems to be on education for human beings -- in contrast to educational practices thought to be dehumanizing to deal with limited aspects of human capability or to focus only on learner's intellectual achievement. Review of studies on humanistic education revealed that some successful humanistic teaching and learning has occurred.

Chapter III addresses the methodology and procedures used in collection and analysis of data for this study.

## **CHAPTER III**

### **DESIGN OF THE STUDY**

#### **Introduction**

This chapter contains information about research design, population of the study, data collection procedures, the pilot study, data collection instruments, and statistical techniques and procedures used to analyze the data. The primary concern of this study was to examine the problem of apparent discrepancies between desired goals and actual practice in education with regard to seven goals selected from the ASCD's 1978 task force on humanistic education. The study has also attempted to achieve the following purposes:

First, the overarching issue is why it may be that though many educators appear to agree on overall goals such as freedom and humaneness, the actualities in the schools often appear to be far from humane as defined by humanists? Where do the breakdowns occur? What are the major barriers? What are the key elements that may facilitate the formulation and achievement of more humane goals? Within this large issue the specific purpose of this study has been to inquire into the degree to which teachers' values and perceptions tend to concur with humanistic values.

Second, perceptions of graduate students in the field of curriculum were studied with regard to what is and what ought to be practiced for each of seven goals (Combs, 1978).

Third, concrete instances from graduate students' experiences with regard to success or failure to achieve particular goals were also described and analyzed.

Finally, the degree to which the graduate students agree or disagree with 42 propositions of educational practices was ascertained. The propositions had been derived from ASCD's 1978 task force statements of seven goals.

#### Research Methods

The researcher used the following methods to study the problem:

1. Graduate students' perceptions of actual practice and what practices ought to be with regard to achieving each of the seven ASCD goals were measured and reported using a 0 to 10 scale.
2. Flanagan's (1954) Critical Incident Technique was used to analyze respondents' examples from their experiences of failure or success to achieve particular goals.
3. An opinion survey of educational goal statements was developed to gather the degree to which graduate students agree or disagree with 42 propositions of educational practices.

4. The respondents' relative agreement with each of the seven ASCD goals were analyzed. The 42 propositions were grouped into three pairs of contrasting propositions for each goal, but were randomly presented in the instrument. Responses were subsequently regrouped for purposes of comparative analysis.

#### Population of the Study

The target population for this study consisted of 125 graduate students enrolled in the Fall of 1988 curriculum seminars at Michigan State University. These seminars were held under the leadership of Professors Charles Blackman, Roy Wessleman, Carol Hatcher and Robert Hatfield. Most of the participants in the this study were females between the ages of 30 and 45, had between 2 to 11 years of teaching experience and held educational leadership positions in the State of Michigan. The response rate for this study was 22.4 percent which is considered too much below the desired objectives of this study. However, in spite of the low percentage of return, the collected data were examined for information about how the problem of discrepancy between goals and practice in education might be researched employing the instruments designed for the study.

#### Data Collection Instrument

The data for this study were collected by three instrumental forms (see Appendices A and B). The first asked



respondents to indicate how they perceive each of the seven goals by marking both an A and an O for each on a scalar line where A equals the degree to which the goal is perceived to be "actually" achieved, and O equals the degree to which respondents perceive the goal "ought" to be achieved. The second form asked respondents to cite bad and good examples from their experiences in education of achievement of selected goals, along with their descriptions of the barriers and facilitators that caused the failure or success to occur. The third form asked respondents to indicate on a four point scale (strongly agree, moderately agree, moderately disagree, strongly disagree) their degree of agreement or disagreement with 42 propositions about educational practice.

### Instrument Development

The instruments for this study were developed to study the problem of discrepancy between goals and practice in education. A descriptive study method was selected as stated by Babbie (1973):

Surveys are frequently conducted for the purpose of making descriptive assertions about some population: discovering the distribution of certain traits or attributes. In this regard, the researcher is not concerned with why the observed distribution exists, but merely with what that distribution is. (p. 57-58)

Borg and Gall (1979) also indicated that, "Survey research in education often yields a normative description which may provide important leads in identifying needed emphases and changes in school curricula" (p. 286).

Another study by Good and Scates (1954) defined the questionnaire as:

A form prepared and distributed to secure responses to certain questions. As a result, these questions are factual, intended to obtain information about conditions or practices of which the respondent is presumed to have knowledge. The questionnaire has been used increasingly, however, to inquire into the opinions and attitudes of a group. . . . it is a major instrument for data-gathering in descriptive survey studies. (p. 254).

The researcher reviewed numerous surveys, questionnaires or instruments. None of them appeared to be appropriate for the purposes of this study. Therefore, with help from academic advisors, the researcher developed his own instruments to inquire into the status of seven goals suggested by the ASCD's Working Group on Humanistic Education in 1978. They are as follows:

1. Education today should accept the learner's needs and purposes and develop experiences and programs around the unique potentials of the learner.
2. Education today should facilitate self-actualization and strive to develop a sense of personal adequacy in all persons.
3. Education today should foster acquisition of basic skills necessary for living in a multi-cultured society, including academic, personal, interpersonal, communicative and economic survival proficiencies.
4. Education today should personalize educational decisions and practices. To this end it should

include students in the processes of their own education via democratic involvement in all levels of implementation.

5. Education today should recognize the primacy of human feelings and utilize personal values and perceptions as integral factors in education processes.
6. Education today should strive to develop learning environments which are perceived by all involved as challenging, understanding, supportive, exciting, and free from threat.
7. Education today should develop in learners genuine concern for the worth of others and skill in conflict resolution.

The instruments for this study asked participants for background information about themselves and asked for information concerning their perceptions of the seven goal statements. The development of the instruments went through four stages:

1. The instruments were discussed with the Office of Research Consultation at Michigan State University whose observations and feedback were taken into consideration.
2. The researcher's committee chairperson reviewed the instruments thoroughly and made vital revisions for their improvement.

3. The instruments were pilot tested on volunteers from Michigan public schools and members of the local Chapter of the American Humanist Association. Their comments and recommendations were then taken into consideration.
4. The final, more efficient formats were developed with the help of the researcher's committee chairperson.

The 42 propositions formulated for the ASCD's goals are presented in Appendix C and are also reiterated in Chapter IV where the responses to each of the sets of propositions are examined in detail.

#### Pilot Study of the Instrument

Two groups of volunteers served as pilot-participants for this study. The reasons for this pilot test were:

1. To examine the clarity of items in the instruments.
2. To validate the groupings of the propositions as presented in Appendix C and to test participants' responses against a criterion grouping of the 21 contrasting pairs of grouped goal statements (please see Appendix D).
3. To estimate the length of time needed to complete the instrumental forms (please see Appendices A and B).

The first group of volunteers in the pilot study consisted of 13 teachers in public schools. The second group

was seven members of the local chapter of the American Humanist Association. The instruments were given to a total of 20 volunteers. The results of this pilot study suggested few changes; however, these changes were incorporated in the final formats of the instruments. About 35 to 45 minutes were needed to complete the instrumental forms.

#### Data Collection Process

The researcher received generous help from Professors Charles Blackman, Roy Wessleman, Carol Hatcher, and Robert Hatfield in collecting the data for this study. A total of 125 copies of the instrument and pre-addressed envelopes were distributed by the professors to their students in the seminar sessions.

Two weeks later the researcher began receiving a few responses each day. By the middle of October, a total of 20.8 percent of the responses was collected. Two weeks then went by in which no responses were received. Then the researcher began to express his concern about the low outcomes to Professor Blackman who suggested that he and the other professors remind their students to fill out and mail the instrumental forms. One week later, two more responses were received. When no more responses were received after November 26, the researcher decided to send follow-up letters to participants through the help of their professors. However, no additional responses were received. At the end of

December, 1988, the total number of responses collected was 28 or 22.4 percent of the 125 potential participants.

### Statistical Analysis Procedures

Descriptive statistics were used to analyze the responses to the instruments. The data were organized and recorded on computer data cards and programmed into the Michigan State University computer. The Statistical Package for the Social Sciences (SPSS) was used to tabulate and analyze the data by frequency, percentage, mean, median, standard deviation, and a t-test for comparing mean differences. The level of significance was set at .05. The reason five percent (.05) was chosen for this study was the small sample size. Detailed descriptions and analyses of the data are included in Chapter IV.

### Summary

The primary objective of this study was to examine the perceptions of selected graduate students in education with regard to seven goal statements suggested by the ASCD's Working Group on Humanistic Education in 1978. The study tried to inquire into the problem of discrepancy between desired goals and actual current practices. The research methods that were used to study problem were:

1. A measuring scale of 0 to 10 to examine the perceptions of graduate students with regard to each of the seven goals.

2. Flanagan's (1954) Critical Incident Technique to analyze respondent's examples of experiencing success or failure to achieve goals.
3. An opinion survey of educational goal statements to examine the degree to which graduate students agree or disagree with 42 chosen propositions.

The population for this study consisted of 125 graduate students that were enrolled in curriculum seminars in the Fall of 1988 at Michigan State University. Out of the total 125 instrumental forms distributed, only 28 were returned.

Responses to the instruments were recorded on computer data cards and processed at the Michigan State University Computer Center using SSPS. The statistical techniques used to analyze the data included: means, frequencies, percentages, standard deviations, and t-test results.

**CHAPTER IV**  
**PRESENTATION OF DATA ANALYSES AND FINDINGS**

**Introduction**

This chapter presents the data analyses and findings of the research. The data presented here are based on responses given by one group of 28 graduate students (the "target" group), along with a group of 13 additional graduate students who responded initially as a "pilot" group. Combined data on the total group are presented. All of the students were studying education at Michigan State University.

This chapter is organized into four sections. The first reports the target group's demographic data. The second analyzes the respondents' perceptions of actual practices for each of the ASCD's seven goals, along with their perceptions of what practices ought to be achieved regarding each of these goals. The section also examines the respondents' citations of good and bad examples, in which they have witnessed one failure and one success in an effort to achieve one or another of the seven goals. The third section reports the respondents' level of agreement or disagreement with 42 chosen propositions concerning what educational practices ought to be. The propositions were derived from the ASCD's seven



goals. The fourth section compares data from the target group and the pilot group.

### Demographic Data

The first part of the research instrument elicited personal and demographic data regarding each respondents' age, gender, years of teaching experience, level of education, and current professional assignment. This information is reported by frequency and percentage as shown in Tables 4.1 through 4.5.

#### Age

Table 4.1 presents the distribution of respondents by age. The modal ages are in the 41-45 year range (28.6 percent), and in the 30 or younger range (21.4 percent).

Table 4.1

#### Age Distribution of Respondents Total Response = 28

<u>Age</u>	<u>N</u>	<u>%</u>	<u>Total</u>	<u>Percentage</u>
30 or younger	6	21.4	6	21.4
31 to 35 years	4	14.3	4	14.3
36 to 40 years	5	17.8	5	17.8
41 to 45 years	8	28.6	8	28.6
46 to 50 years	<u>5</u>	<u>17.8</u>	<u>5</u>	<u>17.8</u>
Total	28	99.9	28	99.9*

\*Percentages have been rounded and will not necessarily add to 100.

### Gender

As is shown in table 4.2, three of the respondents (10.7 percent) were males, while 25 respondents (89.3 percent) were females. Clearly, the responding group was not representative in terms of gender. In the general population, data on the gender distribution in the total of the 125 target respondents were not obtained.

Table 4.2

#### Gender Distribution of Respondents Total Response = 28

Gender	Frequency	Percentage	Total	Percentage
Male	3	10.7	3	10.7
Female	<u>25</u>	<u>89.3</u>	<u>25</u>	<u>89.3</u>
Total	28	100.0	28	100.0

### Years of Teaching Experience

The distribution of respondents according to years of teaching experience is shown in Table 4.3. More than 75 percent of the responding group had at least two years of experience, ranging up to 11 years. Few of the group were novice classroom teachers.

Table 4.3

#### Distribution by Years of Teaching Experience of Respondents Total Response = 28

Years	N	%	Total	Percentage
1 year or less	1	3.6	1	3.6
2 to 6 years	12	42.8	12	42.8
7 to 11 years	10	35.7	10	35.7
12 to 19 years	2	7.1	2	7.1
20 or more years	<u>3</u>	<u>10.7</u>	<u>3</u>	<u>10.7</u>
Total	28	99.9	28	99.9

\*Percentages have been rounded and will not necessarily add to 100.

Educational Level

The responses presented in Table 4.4 show that 50 percent of the responding group had Bachelor of Arts Degrees, 35.7 percent had Bachelor of Science Degrees and 14.3 percent had Master of Arts. It is to be remembered that all of the respondents were at the time enrolled in further graduate study. They were, therefore, a group who were engaged in upgrading their professional qualifications.

Table 4.4

Distribution by Level of Education  
Total Response = 28

<u>Level of Education</u>	<u>N</u>	<u>%</u>	<u>Total</u>	<u>Percentage</u>
Bachelor of Arts	14	50.0	14	50.0
Bachelor of Science	10	35.7	10	35.7
Master of Arts	<u>4</u>	<u>14.3</u>	<u>4</u>	<u>14.3</u>
Total	28	100.0	28	100.0

Current Professional Assignment

Table 4.5 presents data concerning the respondents' current professional assignment. As the table shows, there appears to have been widespread experience among the respondents in terms of current assignments. Except for those currently unemployed, however, most were involved in various ways in classroom teaching.

Table 4.5

Distribution by Current Professional  
Assignment of Respondents  
Total Response = 28

<u>Professional Assignment</u>	<u>N</u>	<u>%</u>
Kindergarten Teacher	1	3.6
Elementary School Teacher	5	17.8
Middle School Teacher	8	28.6
High School Teacher	2	7.1
Educational Resource Spec.	1	3.6
Graduate Assistant	1	3.6
Substitute Teacher	4	14.3
Unemployed	<u>6</u>	<u>21.4</u>
Total	28	100.0

Respondents' Perceptions for Each  
of the ASCD's Seven Goals

This section analyzes the respondents' perceptions of actual current practices and what practices ought to be for each of the seven goals. It also examines the respondents' citations of good and bad examples in which they have experienced one failure and one success regarding achievement of some particular goal. These inputs are reported by frequency, percentage, mean, standard deviation and t-test scores.

Goal One: Learner's Needs and Potentials

Table 4.6 presents the respondents' ratings of actual current practices and what practices ought to be for achieving this goal. As the table shows, the modal ratings of "actual" practices are 2 and 3; whereas, 8, 9 and 10 are the modal ratings for what "ought" to be. The standard deviations for

responses of actual current practices and what ought to be were 1.987 and 1.625. The means for actual current practices and what ought to be were respectively 3.7778 and 8.2222, respectively. An analysis of the data indicates that the mean for what ought to be (X8.2222) is significantly higher than the mean (X3.7778) for actual current practices (mean difference = 4.4444) (see Table 4.13 for a summary of t-test values). This mean difference suggests that Goal One: Learner's Needs and Potentials was not perceived as actually being achieved to the degree it should in the eyes of these respondents. According to the majority of the respondents (82.1 percent), this goal ought to be accomplished more effectively.

Table 4.6

Respondents' Perceptions of Goal One:  
Learner's Needs and Potentials  
 Total Response = 27

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	3	10.7	4	1	3.6
2	6	21.4	5	1	3.6
3	5	17.9	6	2	7.1
4	3	10.7	7	3	10.7
5	4	14.3	8	7	25.0
6	2	7.1	9	6	21.4
7	4	14.3	10	7	25.0
.	1	3.6	.	1	3.6
Total	28	100.0		28	100.0

SD = 1.987

SD = 1.625

Mean = 3.778

Mean = 8.222

(Mean Difference = 4.4444)

Valid Cases 27

Missing Cases 1

Note:

In no case did any respondent rate actual current practices higher than 7, nor any lower than 4 on what ought to be.

Goal Two: Student Self-Esteem

Table 4.7 presents the respondents' ratings of actual current practices and what practices ought to be for achieving goal two. As the table shows, the modal ratings of "actual" practices are 5 and 7; whereas, 9 and 10 are the modal ratings for what ought to be. The standard deviation for actual current practices and what ought to be were 2.024 and 1.450. The mean scores for actual current practices and what ought to be were 4.5926 and 8.4444, respectively (mean difference = 3.8519). An analysis of the data indicated that the mean for responses of what ought to be practices ( $\bar{X}=8.4444$ ) is significantly higher than the mean ( $\bar{X}=4.5926$ ) for actual current practices. This significant difference between the two means suggests that Goal Two: Student Self-Esteem was perceived as not actually being achieved as it ought to be. The majority of the respondents (89.3 percent) felt that this goal ought to be accomplished more effectively.

Table 4.7

**Respondents' Perceptions of Goal Two:**  
**Student Self-Esteem**  
**Total Response = 27**

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	2	7.1	5	2	7.1
2	3	10.7	7	5	17.9
3	3	10.7	8	4	14.3
4	4	14.3	9	9	32.1
5	7	25.0	10	7	25.0
6	2	7.1	.	1	3.6
7	4	14.3			
8	2	7.1			
.	1	3.6			
Total	28	99.9*		28	100.0

SD = 2.024

Mean = 4.5926

SD = 1.450

Mean = 8.4444

(Mean Difference = 3.8519)

Valid Cases 27

Missing Cases 1

\*Percentages have been rounded and will not necessarily add to 100.

Note: In no case did any respondent rate actual current practices higher than 8, nor any lower than 5 on what ought to be.

**Goal Three: Student Skill Acquisition**

Table 4.8 presents the respondents' ratings of actual current practices and what ought to be for achieving goal three. As the table shows, the modal ratings of "actual" practices are 5 and 7; whereas, 8, 9 and 10 are the modal ratings for what "ought" to be. The standard deviations for responses of actual current practices and what ought to be were 2.101 and 1.545, respectively. The means for actual current practices and what ought to be were 4.4815 and 8.1852 (Mean Difference = 3.7037). An analysis of the data reveals

that the mean for responses of what ought to be practices (X8.1852) is significantly higher than the mean (X4.4815) for actual current practices. This mean difference suggests that Goal Three: Student Skill Acquisition was perceived as not actually being achieved to the degree it should in the eyes of these respondents. According to the majority of the respondents (89.2 percent), believe this goal ought to be accomplished more effectively.

Table 4.8

Respondents' Perceptions of Goal Three:  
Student Skill Acquisition  
 Total Response = 27

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	2	7.1	5	2	7.1
2	4	14.3	6	3	10.7
3	4	14.3	7	2	7.1
4	3	10.7	8	7	25.0
5	5	17.9	9	7	25.0
6	2	7.1	10	6	21.4
7	6	21.4	.	1	3.6
8	1	3.6			
.	1	3.6			
Total	28	100.0		28	99.9*

SD = 2.101

SD = 1.545

Mean = 4.4815

Mean = 8.1852

(Mean Difference = 3.7037)

Valid Cases 27

Missing Cases 1

\*Percentages have been rounded and will not necessarily add to 100.

Note: In no case did any respondent rate actual current practices higher than 8, nor any lower than 5 on what ought to be.



Goal Four: Student Involvement in Learning

Table 4.9 presents the respondents' ratings of actual current practices and what ought to be for achieving goal four. As the table shows, the modal ratings of "actual" practices are 2 and 4; whereas, 7 and 8 are the modal ratings for what "ought" to be. The standard deviations for responses of actual current practices and what ought to be were 1.357 and 2.212, respectively. The means for actual current practices and what ought to be were 2.9259 and 6.7407 (Mean Difference = 3.8148). An analysis of the data reveals that the mean for responses for what ought to be practices ( $\bar{X}6.7407$ ) is significantly higher than the mean ( $\bar{X}2.9259$ ) for actual current practices. This significant difference in means suggests that Goal Four: Student Involvement in Learning was perceived as not being achieved to the degree it should in the eyes of the respondents. According to the majority of the respondents (75.0 percent), believe this goal ought to be more fully achieved.

Table 4.9

**Respondents' Perceptions of Goal Four:**  
**Student Involvement in Learning**  
 Total Response = 27

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	4	14.3	2	1	3.6
2	8	28.6	3	2	7.1
3	5	17.9	4	3	10.7
4	7	25.0	6	4	14.3
5	2	7.1	7	6	21.4
6	1	3.6	8	6	21.4
.	1	3.6	9	2	7.1
			10	3	10.7
			.	1	3.6
Total	28	100.0		28	99.9*

SD = 1.357

SD = 2.212

Mean = 2.9259

Mean = 6.7407

(Mean Difference = 3.8148)

Valid Cases 27

Missing Cases 1

\*Percentages have been rounded and will not necessarily add to 100.

**Note:** In no case did any respondent rate actual current practices higher than 6, nor any lower than 2 on what ought to be.

**Goal Five: Student Value Development**

Table 4.10 presents the respondents' ratings of actual current practices and what ought to be for achieving goal five. As the table shows, the modal ratings of "actual" practices are 4 and 5; whereas, 6, 8 and 9 are the modal ratings for what "ought" to be. The standard deviations for responses of actual current practices and what ought to be were 1.968 and 1.618, respectively. The means for actual current practices and what ought to be were 3.8889 and 7.1852 (Mean Difference = 3.2963). An analysis of the data reveals that the mean for responses for what ought to be practices

(X7.1852) is significantly higher than the mean (X3.8889) for actual current practices. This difference between the two means suggests that Goal Five: Student Value Development was perceived as not actually being achieved to the degree it should in the eyes of the respondents. According to the majority of the respondents, this goal ought to be better accomplished.

Table 4.10

Respondents' Perceptions of Goal Five:  
Student Value Development  
 Total Response = 27

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	4	14.3	4	1	3.6
2	3	10.7	5	2	7.1
3	4	14.3	6	9	32.1
4	6	21.4	7	3	10.7
5	6	21.4	8	5	17.9
7	3	10.7	9	5	17.9
8	1	3.6	10	2	7.1
.	1	3.6	.	1	3.6
Total	28	100.0		28	100.0

SD = 1.968	SD = 1.618
Mean = 3.8889	Mean = 7.1852
(Mean Difference = 3.2963)	
Valid Cases 27	Missing Cases 1

Note: In no case did any respondent rate actual current practices higher than 8, nor any lower than 4 on what ought to be.

**Goal Six: Qualities of Learning Environments**

Table 4.11 presents the respondents' ratings of actual current practices and what practices ought to be for achieving goal six. As the table shows, the modal ratings of "actual" practices are 4 and 5; whereas, 8, 9 and 10 are the modal ratings for what "ought" to be. The standard deviations for responses of actual current practices and what ought to be were 2.074 and 1.251, respectively. The means for responses of actual current practices and what ought to be were 4.0741 and 8.7778 (Mean Difference=4.7037). An analysis of the data reveals that the mean for responses for what ought to be practices (X8.7778) is significantly higher than the mean (X4.0741) for actual current practices. This significant difference in means suggests that Goal Six: Qualities of Learning Environments was perceived as not being achieved to the degree it should in the eyes of the respondents. A majority of the respondents (85.7 percent), believe that this goal ought to be better achieved.

Table 4.11

**Respondents' Perceptions of Goal Six:**  
**Qualities of Learning Environments**  
**Total Response = 27**

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	4	14.3	6	3	10.7
2	3	10.7	8	6	21.4
3	3	10.7	9	9	32.1
4	5	17.9	10	9	32.1
5	6	21.4	.	1	3.6
6	3	10.7			
7	2	7.1			
9	1	3.6			
.	1	3.6			
Total	28	100.0		28	99.9*

SD = 2.074

SD = 1.251

Mean = 4.0741

Mean = 8.7778

(Mean Difference = 4.7037)

Valid Cases 27

Missing Cases 1

\*Percentages have been rounded and will not necessarily add to 100.

**Note:** In no case did any respondent rate actual current practices higher than 9, nor any lower than 6 on what ought to be.

**Goal Seven: Developing Respect for Others**

Table 4.12 presents the respondents' ratings of actual current practices and what ought to be for achieving goal seven. As the table shows, the modal ratings of "actual" practices are 3 and 5; whereas, 8, 9 and 10 are the modal ratings for what "ought" to be. The standard deviations for responses of actual current practices and what ought to be were 2.173 and 0.909, respectively. The means for actual current practices and what ought to be were 4.1923 and 9.1154 (Mean Difference = 4.9231). An analysis of the data reveals that the mean for responses for what ought to be practices

(X9.1154) is significantly higher than the mean (X4.1923) for actual current practices. This mean difference suggests that Goal Seven: Developing Respect for Others, was perceived as not actually being achieved to the degree it should in the eyes of the respondents. According to the majority of the respondents (92.8 percent), this goal ought to be better achieved.

Table 4.12

Respondents' Perceptions of Goal Seven:  
Developing Respect for Others  
 Total Response = 26

<u>Actual Current Practices</u>			<u>What Ought to be Practiced</u>		
<u>Rating</u>	<u>Frequency</u>	<u>%</u>	<u>Rating</u>	<u>Frequency</u>	<u>%</u>
1	2	7.1	7	1	3.6
2	4	14.3	8	6	21.4
3	5	17.9	9	8	28.6
4	3	10.7	10	11	39.3
5	7	25.0	.	2	7.1
6	3	10.7			
9	1	3.6			
10	1	3.6			
.	2	7.1			
Total	28	100.0		28	100.0

SD = 2.173

SD = 0.909

Mean = 4.1923

Mean = 9.1154

(Mean Difference = 4.9231)

Valid Cases 26

Missing Cases 1

Note: In no case, one respondent rated actual current practice as high as 10 while no one rated this goal lower than 7 on what ought to be.

Summary of t-test Analyses

The data were examined to locate further differences between perceived actual current practices and perceptions of what ought to be practices, in any one of the seven goals.

For this purpose, a t-test was used at .05 level of significance. The results of the t-test comparing the mean scores of actual and what ought to be display significant differences for every one of the seven goals. As presented in Table 4.13, statistically significant differences were found at the 0.000 level of significance for all seven goals. The higher the difference, the higher the discrepancy between actual current practices and what ought to be practices. The preceding analysis suggests that in all seven goals, the mean scores for perceptions of what ought to be practices were significantly higher than the means for perceptions of actual current practices. As shown in Table 4.13, the three highest mean differences were found for goals 7, 6 and 1 which are, respectively: Goal Seven: Developing Respect for Others; Goal Six: Qualities of Learning Environments; and Goal One: Learner's Needs and Potentials.

#### Respondents' Perceptions as Rankings of the ASCD's Seven Goals

Table 4.14 presents the respondents' rankings of the seven goals with regard to what ought to be practices in achieving them. As the table shows, Goal Seven: Developing Respect for Others (X9.1154) was given the highest ratings. All "ought to be" means showed average ratings higher than 6.0.

Table 4.13

t-test Results of Comparing Actual Practices and  
What Ought to be Practices for Each of  
the ASCD's Seven Goals

Goal N	Mean of Actual Practices		Mean of What Ought to be Practices		Mean Diff.	t-value	2-Tail Prob.
	SD		SD				
1	3.7778	1.987	8.2222	1.625	4.4444	9.47	0.000
2	4.5926	2.024	8.4444	1.450	3.8519	8.29	0.000
3	4.4815	2.101	8.1852	1.545	3.7037	6.98	0.000
4	2.9259	1.357	6.7407	2.212	3.8148	7.37	0.000
5	3.8889	1.968	7.1852	1.618	3.2963	6.48	0.000
6	4.0741	2.074	8.7778	1.251	4.7037	10.05	0.000
7	4.1923	2.173	9.1154	0.909	4.9231	10.77	0.000



Figure 4.1

Graphic Display of Mean Differences  
Portrayed in Table 4.13

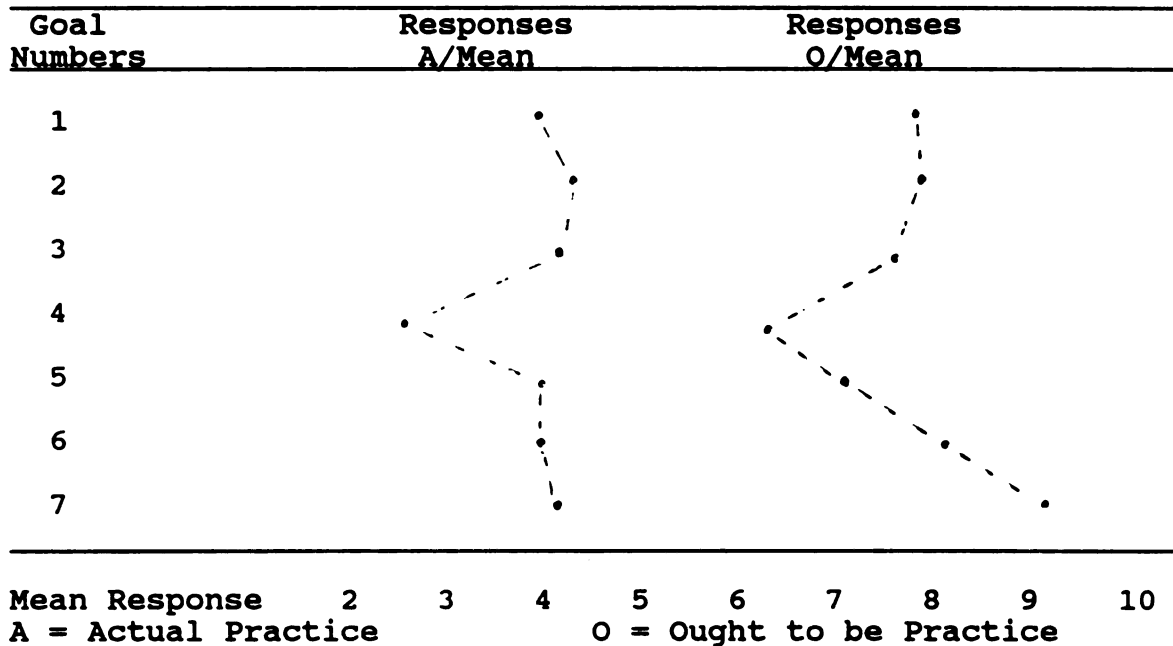


Table 4.14

Mean and Ranking of Respondents' Perceptions  
of What Ought to be Practices Concerning  
Each of the ASCD's Seven Goal Statements

Goal Statements	Mean (X)	Rankings
Goal One: Learner's Needs and Potentials	8.2222	4
Goal Two: Student Self-Esteem	8.4444	3
Goal Three: Student Skill Acquisition	8.1852	5
Goal Four: Student Involvement in Learning	6.7407	7
Goal Five: Student Value Development	7.1852	6
Goal Six: Qualities of Learning Environments	8.7778	2
Goal Seven: Developing Respect for Others	9.1154	1

**Respondents' Citations of Concrete Examples  
of Failure and Success to  
Achieve a Particular Goal**

Respondents were asked to cite concrete examples (Flanagan, 1954) of one bad example of failure and one good example of success which they had experienced with efforts to achieve one or another of the ASCD's Seven Goals. The responses are reported by frequencies and percentages in Tables 4.15 and 4.16

**Bad Examples of Failure.** Table 4.15 shows the frequencies among the seven goals selected by the respondents for their bad examples.

Table 4.15

Respondents' Citations of a Bad Example of  
Failure to Achieve a Particular Goal  
Total Response = 16

Goal No.	Frequency	Percent	Total	Percent
1	6	21.4	6	21.4
2	2	7.1	2	7.1
3	1	3.6	1	3.6
5	1	3.6	1	3.6
6	4	14.3	4	14.3
7	2	7.1	2	7.1
.	12	42.9	12	42.9
Total	28	100.0	28	100.0

---

Valid Cases 16  
Missing Cases 12

According to the respondents, the common barriers to goal achievement were:

1. Lack of developing experiences and programs dealing with learner's needs and purposes.

2. Lack of developing learning environments which are perceived by all students as supportive, exciting, and free from threat.
3. Lack of applying effective teaching methods that are tailored to enhance students' motivation and interest in learning.

For example, one of the respondents described an incident which she had witnessed as a failure to achieve goal one. She cited:

I know a teacher that began the school year by having the entire class read from the same basic reader at the same level, there was no allowance for individual levels of abilities. This teacher was new to the grade and thought this way was common practice.

Another respondent cited an example of failure to achieve goal six. She said:

The incident occurred in a math classroom. The professor introduced new materials, then called on students at random to answer questions applying the new information. Students who could not quickly assimilate the new materials and apply them were badgered for an answer. If a response was given, the professor would not relent, but continually pressed the student for some answers. This professor did not create a supportive learning atmosphere that was free from threat. Consequently, student morale declined. I do not believe this was a result of the school system, or administration and curriculum pressures, but simply this instructor's style of teaching.

Good Example of Success. Table 4.16 shows the frequencies among the seven goals for good examples.

According to the respondents who did respond with good examples (the majority, 53.6 percent did not respond), the common facilitators of goal achievement were:

Table 4.16

Respondents' Citations of a Good Example of  
Success to Achieve a Particular Goal  
Total Response = 13

Goal No.	Frequency	Percent	Total	Percent
1	2	7.1	2	7.1
2	4	14.3	4	14.3
3	2	7.1	2	7.1
4	2	7.1	2	7.1
6	2	7.1	2	7.1
7	1	3.6	1	3.6
.	15	53.6	15	53.6
Total	28	99.9	28	99.9*

Valid Cases 13

Missing Cases 15

\*Percentages have been rounded and will not necessarily add to 100.

1. Developing experiences and programs relevant to the learner's needs and purposes.
2. Providing students with a variety of learning options relevant to their personal values and aspirations.
3. Facilitating students' self-actualization and developing in them a sense of personal adequacy.

For instance, one of the respondents described an incident which she had witnessed as a success in achieving goal two.

She cited:

We had a student at the middle school who was on the verge of dropping out of school. Through the efforts of a very good counselor, the student began attending school every day. Improving her appearance improved her behavior, and she was able to pass to the next grade with satisfactory grades. The rest of the staff provided low level academic stress throughout the return and transition period. The student gained enormous self-confidence and the

ability to recognize her problems and deal with them rationally rather than give up -- a real success.

Another respondent had experienced a success with efforts to achieve Goal Four. She wrote:

Students in my class were to write a report as a part of a science laboratory. Then we wrote down as a class all the things we knew or thought we knew about the topic. Each student was to think up things that his or her research would be. The projects were very successful and students enjoyed research because the answers were meaningful to them. They really wanted to find the answers. They also could see how much they already knew about their subjects.

A summary of the preceding data indicates that Goal Two was most frequently cited by respondents for good examples of success to goal achievement, while Goal One was most frequently cited for bad examples. However, none of the respondents selected Goal Four for a bad example of failure, and not one respondent selected Goal Five for a good example of success. The data also indicated that responses for a bad example of failure to goal achievement (57.1 percent) were slightly higher than responses for a good example of success (46.3 percent).

It appears that it was not a task that almost half of the respondents were willing to try to perform.

#### Respondents' Assessments of 42 Chosen Propositions

An opinion survey of educational goal statements was presented to the participants. The respondents were asked to mark levels of agreement or disagreement with 42 selected propositions using the following scale:

Strongly Agree  
Moderately Agree  
Moderately Disagree  
Strongly Disagree

The 42 propositions had been derived from ASCD's 1978 Task Force Statements of seven goals. For each of the seven ASCD Humanistic Goals, three statements were formulated (based on the Task Force's discussions of their goals) which were intended to exemplify in more operational terms what the goals might mean in practice. Thus, 21 "humanistic" propositions were included in the survey. The next step was to formulate an opposing or contrasting "non-humanistic" proposition (21 in all) for each of the "humanistic" propositions (see Appendix C). Finally, all 42 statements were entered into the survey (see Appendix D) in random order. The first step of analysis was to examine degrees of agreement and/or disagreement with the 42 propositions on the part of the respondents.

As Table 4.17 indicates, degrees of agreement and/or disagreement regarding each of the 42 statements varied quite widely among the respondents. Some items the respondents marked with consistently high agreement; whereas, they consistently responded with disagreement to others. Responses to still other statements did not show consistency. In the following analysis, a criterion of 75.8 percent or more for consistent agreement and a criterion of 50.0 percent or more for consistent disagreement were used to select particular statements for attention.

Table 4.17 shows that the respondents tended to agree much more frequently than they tended to disagree. These tendencies are perhaps mere artifacts of the nature of the instrument, which was a "Forced Choice" instrument. For purposes of comparing groups of respondents who responded consistently, the criterion of 75.8 percent or more for consistent agreement sorted out a group of slightly more than half of the respondents (N=22).

The criterion of 50.0 percent or more for consistent disagreement sorted out a group of slightly less than one-quarter (N=10) of the total group of 42 respondents.

Table 4.17

**Respondents' Assessments of 42 Chosen Propositions\***

Item No.'s (H or N)	Strongly Agree		Moderately Agree		Moderately Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
1 N	9	32.1	19	67.9	--	--	--	--
2 H	7	25.0	19	67.9	2	7.1	--	--
3 H	4	14.3	16	57.1	8	28.6	--	--
4 N	2	7.1	16	57.1	8	28.6	2	7.1
5 N	3	10.7	8	28.6	13	46.4	4	14.3
6 N	1	3.6	13	46.4	13	46.4	4	3.6
7 N	4	14.3	14	50.0	6	21.4	3	10.7
8 H	9	32.1	12	42.9	7	25.0	--	--
9 H	5	17.9	16	57.1	6	21.4	1	3.6
10 H	15	53.6	12	42.9	1	3.6	--	--
11 H	4	14.3	13	46.4	11	39.3	--	--
12 H	16	57.1	12	42.9	--	--	--	--
13 N	6	21.4	5	17.9	12	42.9	5	17.9
14 H	24	85.7	4	14.3	--	--	--	--
15 H	20	71.4	7	25.0	1	3.6	--	--
16 N	--	--	3	10.7	17	60.7	8	28.6
17 H	24	85.7	4	14.3	--	--	--	--
18 N	11	39.3	17	60.7	--	--	--	--
19 H	5	17.9	17	60.7	5	17.9	1	3.6
20 N	2	7.1	11	39.3	13	46.4	1	3.6
21 N	6	21.4	11	39.3	10	35.7	--	--
22 N	2	7.1	4	14.3	12	42.9	10	35.7
23 H	4	14.3	14	50.0	9	32.1	1	3.6
24 N	16	57.1	12	42.9	--	--	--	--
25 H	13	46.4	14	50.0	1	3.6	--	--
26 H	18	64.3	9	32.1	--	--	1	3.6
27 N	14	50.0	9	32.1	5	17.9	--	--
28 N	1	3.6	12	42.9	14	50.0	--	--
29 H	17	60.7	10	35.7	1	3.6	--	--
30 N	10	35.7	11	39.3	5	17.9	2	7.1
31 H	13	46.4	12	42.9	2	7.1	1	3.6
32 N	15	53.6	10	35.7	2	7.1	--	--
33 H	18	64.3	9	32.1	--	--	--	--
34 H	14	50.0	11	39.3	1	3.6	--	--
35 N	--	--	4	14.3	12	42.9	11	39.3
36 N	7	25.0	16	57.1	4	14.3	--	--
37 H	10	35.7	13	46.4	4	14.3	--	--
38 N	3	10.7	7	25.0	12	42.9	4	14.3
39 H	--	--	--	--	20	71.4	7	25.0
40 H	17	60.7	8	28.6	2	7.1	--	--
41 H	13	46.4	9	32.1	4	14.3	1	3.6
42 N	19	67.9	7	25.0	--	--	1	3.6

\*The letters H and N indicate whether the item is intended as a "humanistic" or "non-humanistic" proposition)



**Agreement with Humanistic Statements**

Humanistic statements that respondents consistently strongly agreed with were 2, 12, 14, 15, 17, 25, 26, 29, 31, 33, 34, 37, 40 and 41.

Item 2: Children's needs and purposes have priority over demands of subject matter.

Item 12: Teachers should help students explore a variety of conflict resolution strategies.

Item 14: The school program should provide opportunities for students to discover themselves as individual persons of unique worth and dignity.

Item 15: Both the students and staff of a school should have the right to disagree.

Item 17: Teachers should regularly encourage students to attempt something new even though risks of failure may be involved.

Item 25: Teachers should help students to identify possible choices and justify their choices in terms of their personal views.

Item 26: High school graduates should clearly understand the principles and operations of our democratic society.

Item 29: Teachers should establish classroom climates that encourage full acceptance of children's feelings to help children understand the emotional qualities of living.

Item 31: Students can usually be expected to try to behave in an orderly way.

- Item 33: Children should feel secure that their teachers like them.
- Item 34: The curriculum should concentrate on developing students' skills for maintaining their optimal physical and mental health.
- Item 37: Teachers should arrange to have students learn at their own optimal rates using styles of learning which they prefer.
- Item 40: Schools should provide ample opportunities for students to develop personal and educational programs that are relevant to their needs and purposes.
- Item 41: The major function of educational evaluation is to aid in facilitating planning for future learning experiences.

#### Agreement with Non-Humanistic Statements

Non-humanistic statements with which respondents strongly agreed at levels of 78.5 percent consistency were 1, 10, 18, 24, 27, 32, 36.

- Item 1: Immature students need to be guided by mature adults in reaching solutions to problems that students may be facing.
- Item 10: Teachers should arrange to give students who fall behind special help to bring them to levels where they belong.

- Item 18: Teachers should help students to obey the law and to respect duly constituted authority.
- Item 24: Codes of conduct should be clearly stated and consistently enforced so as to maintain order in the school.
- Item 27: A common core of learning objectives and minimum achievement outcomes should be required of all students.
- Item 32: Teachers should regularly encourage students to develop through performing tasks that are highly likely to assure success.
- Item 36: Teachers should establish classroom climates that focus on firm discipline, good order and high productivity.
- Item 42: All students should be given an opportunity to develop skills necessary for their vocational and economic adequacy.

#### Disagreement with Non-Humanistic Statements

Non-humanistic statements that respondents disagreed with at levels of 50.0 percent or greater were 5, 13, 16, 20, 22, 28, 35 and 38.

- Item 5: Students can usually be expected to get away with anything if given a chance.
- Item 13: Children should understand that school is a place where they are expected to work hard and compete for success.

- Item 16: In productive classrooms, the greatest portion of time will be spent by students' listening to teachers.
- Item 20: In carrying out the school's program, conflicts should be avoided insofar as possible.
- Item 22: Questioning, doubting and challenging of teachers by students tends to undermine the teacher's authority.
- Item 28: Curriculum decisions should be derived from professionally determined and published objectives.
- Item 35: School should not be burdened with responsibility for instructing students in social and personal aspects of human sexuality.
- Item 38: Teachers should view students' mistakes as indicators that teaching has not yet been successful.

#### Disagreement with a Humanistic Statement

One humanistic statement that respondents disagreed with at levels of 50.0 percent or greater was item 39.

- Item 39: Given opportunities to decide for themselves, children can usually find answers appropriately satisfying to both themselves and to others.

#### No Clear Patterns of Agreement or Disagreement

The items for which there was no clear consistency of agreement or disagreement were item numbers 3, 4, 6, 7, 8, 9, 11, 19, 21, 23, and 30.

- Item 3: In productive classrooms, the greatest portion of time will be spent on teacher's listening to students.
- Item 4: The major function of educational evaluation is to assess prior success in having met objectives.
- Item 6: The curriculum should concentrate on developing students' optimal skills in the basic 3R's -- reading, writing and mathematics.
- Item 7: Responses to children's expressions of needs and purposes should channel students' energies toward meeting subject-matter demands.
- Item 8: Instruction in sex education, family life and parenting should be requirements for high school graduates.
- Item 9: Curriculum decisions should be made jointly by staff and students.
- Item 11: Students should be able to choose for themselves curriculum content and methodology from a range of approved available options.
- Item 19: Students may be allowed to act freely when they know that those around them accept them as they are.
- Item 21: Major emphasis should be placed on agreed on curriculum objectives established by the school.
- Item 23: Teachers should view students' mistakes as indicators that learning is progressing.

Item 30: The school program should provide opportunities for outstanding individuals to achieve recognition in the form of comprehensive awards and honors.

Table 4.18 is a summary table of the data discussed above.

Several comments may be made about the patterns as observed in Table 4.18.

There is no observable consistency of either agreement or disagreement among the population with respect to ten (less than 25 percent) of the 42 statements (5 humanistic, 5 non-humanistic).

The largest cell in the table (N=15) is for humanistic statements with which the population agreed to a high degree of consistency (78.5 percent or more).

Another large cell (on the lower right, N=8) is for non-humanistic statements, with which 50.0 percent or more of the population disagreed -- another relatively high degree of consistency on the pro-humanistic side.

Taking the previous two paragraphs together, there are 23 of the 42 statements (more than half) toward which this population took a consistently pro-humanistic stance. That is, they consistently agreed with 15 of the humanistic propositions and consistently disagreed with eight of the non-humanistic propositions.

To some degree, therefore, (to the degree displayed in Table 4.13) this population of educators has confirmed their strong and clear endorsement of ASCD's Seven Goals as shown

in Table 4.13 (see p. 68 above). However, their confirmation by way of the propositions is not nearly so strong or clear as are their endorsements of the seven general goal statements.

Table 4.18

Summary Table of Degrees of Consistency in Agreement or Disagreement with 42 Selected Humanistic and Non-Humanistic Propositions

Consistency	Humanistic Statements	Non-Humanistic Statements
Consistent Agreement (78.5% or more of the population)	Items: 2, 12, 14, 15, 17, 19, 25, 26, 29, 31, 33, 34, 37, 40, 41 (N = 15)	Items: 1, 10, 18, 24, 27, 32, 36, 42 (N = 8)
No Consistent Agreement or Disagreement	Items: 3, 8, 9, 11, 23 (N = 5)	Items: 4, 6, 7, 21, 30 (N = 5)
Consistent Disagreement (50.0% or more of the population)	Item 39 (N = 1)	Items: 5, 13, 16, 20, 22, 28, 35, 38 (N = 8)

What these findings appear to suggest is that when educators are presented with humanistic goals stated in very general and global terms, they readily concur even unanimously that actual practice falls far short of the degree to which the goals ought to be achieved. But when presented with propositions (some humanistic, some non-humanistic) which refer to more specific and concrete examples of attitudes and

practices, educators are much less strongly consistent in agreement with the humanistic propositions or in disagreement with the non-humanistic propositions. At more concrete levels of practice and attitude, there is much more ambiguity in the outlooks of educators about humanistic education. Further reflections on this key issue are presented in Chapter V below.

What appears to be the most anomalous cell in Table 4.18 is the cell in the upper right corner. It lists eight items which were propositions intended as "non-humanistic," but with which the respondents agreed with very high degrees of consistency. Intuitive inspection of these eight items as a group suggests that they all contain a common factor which might be called a factor of "external criteria": criteria of what constitutes "maturity" or "law and order" or "curriculum standards," etc. Impositions of external criteria are typically considered by humanists to be non-humanistic.

The single anomaly of item 39 (lower left corner in Table 4.18) may be worth noting. The item reads, "Given opportunities to decide for themselves, children can usually find answers appropriately satisfying for both themselves and others." This proposition would appear clearly to be in line with humanistic outlooks. Nevertheless, 27 of the 28 respondents (one not responding) marked disagreement with this proposition (see Table 4.17). How to understand this anomaly appears obscure, but it may suggest that teachers are not very confident about giving children opportunities to decide for



themselves, or perhaps they are not confident that children will make satisfactory decisions, or there may be some lack of confidence on both counts.

The ASCD's Seven Goals and 21  
Pairs of Contrasting Statements

Half of the 42 statements are intended as positive expressions of the ASCD's goals. Half are intended as negative or contrasting or opposite expressions of the intentions of the ASCD's goals.

It will be recalled that the 42 statements were also grouped into 21 pairs of contrasting statements. Hence, the agreement/disagreement patterns in Table 4.17 could be regrouped in pairs (three pairs for each of the seven goals).

The results were examined to see to what degree the respondents tended consistently to agree or disagree with each of the ASCD's goals. Responses were taken in seven sets of three pairs of contrasting statements. A t-test was used to compare two mean scores for members of each pair of the statements to assess if there was any significant difference in responses to the 21 paired statements. The following are the results of the pairing of responses. Beside each statement is a (+), a (o) or a (-). A (+) indicates consistent agreement as shown in Table 4.17, a (o) indicates no evidence of consistent agreement or disagreement, and a (-) indicates consistent disagreement.

In the following listings, pairs are presented goal by goal, three pairs at a time. In the case of each pair, the

humanistic statement is presented first with its contrasting non-humanistic statement beneath it.

The t-test of significant differences in the paired responses were all significant at levels less than .05, except in one case for Goal Three which will be noted below.

Goal One: Learner's Needs and Potentials

- (+) 17. Teachers should regularly encourage students to attempt something new even though risks of failure may be involved.
- (+) 32. Teachers should regularly encourage students to develop through performing tasks which are highly likely to assure success.
- (+) 37. Teachers should arrange to have students learn at their own optimal rates using styles of learning which they prefer.
- (+) 10. Teachers should arrange to give students who fall behind special help to bring them up to levels where they belong.
- (o) 11. Students should be able to choose for themselves curriculum content and methodology from a range of approved available options.
- (o) 21. Major emphasis should be placed on agreed on curriculum objectives established by the school community and state.

**Goal Two: Student Self-Esteem**

- (+) 14. The school program should provide opportunities for students to discover themselves as individual persons of unique worth and dignity.
- (o) 30. The school program should provide opportunities for outstanding individuals to achieve recognition in the form of comprehensive awards and honors.
- (+) 25. Teachers should help students to identify possible choices and justify their choices in terms of their personal values.
- (+) 18. Teachers should help students to obey the law and to respect duly constituted authority.
- (+) 19. Students may be allowed to act freely when they know that those around them accept them as they are.
- (+) 24. Codes of conduct should be clearly stated and consistently enforced so as to maintain order in the school.

**Goal Three: Student Skill Acquisition**

- (+) 26. High school graduates should clearly understand the principles and operations of our democratic society.
- (+) 42. All students should be given an opportunity to develop skills necessary for their vocational and economic adequacy.

- (+) 34. The curriculum should concentrate on developing student's skills for maintaining their optimal physical and mental health.
- (o) 6. The curriculum should concentrate on developing students' optimal skills in the basic 3R's, reading, writing and mathematics.
- (o) 8. Instruction in sex education, family life and parenting should be requirements for high school graduation.
- (-) 35. School should not be burdened with responsibility for instructing students in social and personal aspects of human sexuality.

Note: Responses to this pairing of items 8/35 were the only responses which failed to show a significant t-test difference.

Examination of Table 4.17 reveals, however, that responses to item 8 were almost sufficiently in agreement, but not quite, to meet the criterion used in these analyses. At the same time, the group's degree of disagreement with the non-humanistic proposition did meet the criterion used in this study.

As a result, this pairing is entered in Table 4.19, along with others, showing a pattern of having an "anti-non-humanistic tendency" which patterns are grouped in turn under the general headings of those displaying "humanistic dispositions." The issue in the item 8/35 pairing is whether

or not it is humanistic for schools to be burdened with providing sex education as a requirement for high school graduation. Perhaps while not agreeing to reject the burden of teaching about sexuality, this group of educators is not entirely clear that such instruction should be a requirement for high school graduation. In any case, in view of the t-test's failure to show a reliable difference, one cannot be confident of what the responses to this pairing mean.

Goal Four: Student Involvement in Learning

- (+) 41. The major function of educational evaluation is to aid in facilitating planning for future learning experiences.
- (o) 4. The major function of educational evaluation is to assess prior success in having met objectives.
- (o) 7. Curriculum decisions should be made jointly by staff and students.
- (-) 28. Curriculum decisions should be derived from professionally determined and published objectives.
- (+) 40. Schools should provide ample opportunities for students to develop personal and educational programs which are relevant to their needs and purposes.
- (+) 27. A common core of learning objectives and minimum achievement outcomes should be required of all students.

Table 4.19

**Tendencies and Dispositions in Paired Responses  
to Humanistic and Non-Humanistic Propositions**

Humanistic Dispositions (N = 12)	Patterns Displaying		Non-Humanistic Dispositions (N = 1)
	Indefinite or Contradictory Dispositions (N = 8)		
+/- Clearly Pro-H	+/+ Contradictory	-/+ Clearly Pro-N	
33/13, 15/22, 31/5, 12/30  (N = 4)	17/32, 37/10, 25/18, 26/42 40/27, 29/36, 19/24 (N = 7)	39/1  (N = 1)	
+/o Pro-H Tendency	o/o Indefinite	o/+ Pro-N Tendency	
14/30, 34/6, 41/4, 2/7 (N = 4)	11/21 (N = 1)	(N = 0)	
o/- Anti-N Tendency	-/- Contradictory	-/o Anti-H Tendency	
8/35, 7/28, 23/38, 3/16 (N = 4)	(N = 0)	(N = 0)	
Apprx 57%	Apprx 38%	Apprx 5%	

**Goal Five: Student Value Development**

- (+) 2. Children's needs and purposes have priority over demands of subject-matter.
- (o) 7. Responses to children's expressions of needs and purposes should channel students' energies toward meeting subject-matter demands.
- (+) 29. Teachers should establish classroom climates which encourage full acceptance of children's feelings to help children understand the emotional qualities of living.
- (+) 36. Teachers should establish classroom climates which focus on firm discipline, good order and high productivity.
- (-) 39. Given opportunities to decide for themselves, children can usually find answers appropriately satisfying both to themselves and to others.
- (+) 1. Immature students need to be guided by mature adults in reaching solutions to problems which the students may be facing.

**Goal Six: Qualities of Learning Environments**

- (+) 33. Children should feel secure that their teachers like them.
- (-) 13. Children should understand that school is a place where they are expected to work hard and compete for success.

- (o) 23. Teachers should view student's mistakes as indicators that learning is progressing.
- (-) 38. Teachers should view student's mistakes as indicators that teaching has not yet been successful.
- (+) 15. Both the students and staff of a school should have the right to disagree.
- (-) 22. Questioning, doubting and challenging of teachers by students tends to undermine the teacher's authority.

Goal Seven: Developing Respect for Others

- (o) 3. In productive classrooms, the greatest portion of time will be spent on teachers' listening to students.
- (-) 16. In productive classrooms, the greatest portion of time will be spent by students' listening to teachers.
- (+) 31. Students can usually be expected to try to behave in an orderly way.
- (-) 5. Students can usually be expected to try to get away with anything if given a chance.
- (+) 12. Teachers should help students explore a variety of conflict resolution strategies.
- (-) 20. In carrying out the school's program, conflicts should be avoided insofar as possible.



Patterns in the above pairings are classified and grouped in Table 4.19. Several comments may be made about Table 4.19:

At first glance, it seems anomalous that the largest cell (N=7) should be a cell for "contradictory" (+/+) patterns. This means that in these seven paired cases, the respondents marked strong agreement with both statements of the pairs. The humanistic members of the pairs (17, 37, 25, 26, 40, 29, 19) appear to have a common theme of the encouragement of individual choice on the part of students. The non-humanistic members of the pairs (32, 10, 18, 42, 27, 36, 24) are all present in the upper right cell in Table 4.18 which has already been discussed. They seem to have a common theme of acceptance of various external standards that children should meet. Hence, it might appear that this may be the chief ambivalence among teachers regarding humanistic practices: Which should prevail? The trusting and encouraging of students to make their own best choices? or requiring of students to meet standards set by society? This issue appears to be a perennial issue. It surfaces here perhaps in these seven pairs of items.

The paired items (11/21) in the middle of Table 4.19 perhaps show most succinctly the issue of whether students should have a major choice among curriculum options, or that instead, major emphasis should be placed on curriculum objectives decided by the school. It is interesting that this group of respondents did not go clearly for either one of

these alternatives. This ambivalence would seem to corroborate the comments in the paragraph immediately above.

There were no pairs of items for which the respondents clearly disagreed with both members of the pair, hence this sort of contradiction did not appear in the study.

Comments have already been made about item 39 (children can usually find answers for themselves) in connection with Table 4.18. Item 39 was paired in this study with item 1 (immature students need to be guided by mature adults in reaching solutions to problems that students may be facing). This is the only pairing for which this group of educators consistently disagreed with the humanistic proposition while simultaneously consistently agreeing with the non-humanistic proposition. Again, the issue appears to be whether children may be trusted to choose and decide for themselves. The study group of educators appear not to believe it, or at least to have doubts and ambivalences on the issue.

The other two cells under non-humanistic dispositions are void.

Humanistic dispositions in varying patterns add up to approximately 57 percent. Contradictory or indefinite dispositions total approximately 38 percent. But since about half of these latter were consistent votes for agreement with humanistic propositions, one may say this group of educators is disposed toward humanistic stances more than 75 percent of the time.

Assessments of the "consolidated responses" of paired items taken three at a time per each of the Seven ASCD goals are cited in Table 4.20. These indicate that the clearest humanistic support among these respondents appears to have been for Goal Six: Qualities of Learning Environments and Goal Seven: Developing Respect for Others.

These patterns tend to corroborate the rankings of the goals portrayed in Tables 4.13 and 4.14 as cited before.

Table 4.20

Pairs of Responses Taken Three at a Time and  
Combined Into "Consolidated" Responses

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Goal One:	Each of the sets of responses to the three pairs for Goal One were either: "Contradictory" or "Indefinite" Consolidated response: <u>unclear</u> .
Goal Two:	Two sets of responses were contradictory, while one set showed a pro-humanistic tendency. Consolidated response: <u>slightly pro-humanistic</u> .
Goal Three:	One set was contradictory, one set showed an anti-humanistic tendency and the third set showed a pro-humanistic tendency. Consolidated response: <u>unclear</u> .
Goal Four:	The same pattern as for Goal Three: <u>unclear</u> .
Goal Five:	One set was non-humanistic, one set was contradictory, and one set showed a pro-humanistic tendency. Consolidated response: <u>unclear</u> .
Goal Six:	Two sets were pro-humanistic and one set showed an anti-non-humanistic tendency. Consolidated response: <u>strongly humanistic</u> .
Goal Seven:	The same pattern as for Goal Six. Consolidated response: <u>strongly humanistic</u> .

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Table 4.21

Individual Responses to Non-Humanistic Statements:1, 4, 5, 6, 7, 10, 13, 16, 18, 20, 21, 2224, 27, 28, 30, 32, 35, 36, 38, 42

<u>Respondents</u>	<u>Agreement</u>	<u>Disagreement</u>	<u>No Response</u>
1	10	11	0
2	16	5	0
3	15	6	0
4	10	11	0
5	15	6	0
6	12	9	0
7	17	4	0
8	14	7	0
9	18	3	0
10	12	9	0
11	8	13	0
12	13	8	0
13	16	5	0
14	10	11	0
15	10	8	3
16	13	8	0
17	16	5	0
18	6	9	6
19	15	5	1
20	8	13	0
21	15	6	0
22	12	9	0
23	13	8	0
24	15	6	0
25	14	7	0
26	15	6	0
27	16	5	0
28	13	8	0
<b>Totals:</b>			
28	367	211	10

Several comments may be made about Table 4.21:

The total responses of agreement on non-humanistic statements was 367, while 211 was the total for disagreement, and 10 was the total for no response.

The results suggest that the majority of respondents (78.5 percent) agreed with non-humanistic statements by a 3 to 2 ratio of agreement/disagreement.

Note that only five respondents (1, 4, 11, 14, 20) disagreed with non-humanistic statements more than half of the time. Only two respondents (7 and 9) agreed with non-humanistic statements more than 75 percent of the time.

The total responses of agreement on non-humanistic statements was 367, while 211 was the total for disagreement, and 10 was the total for no response.

The results suggest that the majority of respondents (78.5 percent) agreed with non-humanistic statements by a 3 to 2 ratio of agreement/disagreement.

Table 4.22

Individual Responses to Humanistic Statements:1, 4, 5, 6, 7, 10, 13, 16, 18, 20, 21, 2224, 27, 28, 30, 32, 35, 36, 38, 42

<u>Respondents</u>	<u>Agreement</u>	<u>Disagreement</u>	<u>No Response</u>
1	21	0	0
2	17	4	0
3	18	3	0
4	19	2	0
5	19	2	0
6	18	3	0
7	19	2	0
8	21	0	0
9	16	5	0
10	19	2	0
11	21	0	0
12	19	2	0
13	18	3	0
14	20	1	0
15	19	1	1
16	18	3	0
17	19	2	0
18	12	3	6
19	19	2	0
20	19	2	0
21	15	6	0
22	19	2	0
23	19	2	0
24	19	2	0
25	17	4	0
26	19	2	0
27	15	6	0
28	17	4	0
Totals:			
28	511	70	7

Several comments may be made about Table 4.22:

The total responses of agreement on humanistic statements was 511, while 70 was the total for disagreement, and a total of seven items had no response. The respondents had a much higher ratio of agreement/disagreement (about 7 to 1) for the humanistic statements than they had with the non-humanistic statements. Only three of the respondents (9, 18, and 21) disagreed with fewer than 75 percent of the humanistic statements.

The total responses of agreement on humanistic statements was 511, while 70 was the total for disagreement, and a total of 7 items had no response.

These results suggest that the majority of the 28 respondents agreed with the humanistic statements by a 7 to 1 ratio of agreement/disagreement.

Looking at Tables 4.21 and 4.22 together, one might see that the respondents appear to display patterns of contradictory dispositions by agreeing with both humanistic and non-humanistic statements. However, if we take out the votes of the six respondents who disagreed with the non-humanistic propositions and add them to the votes of the humanistic statements, there would be 15 statements of agreement (35.7 percent) with non-humanistic propositions, versus 27 statements of agreement (64.3 percent on the humanistic side).

Non-humanistic Statements:  $21 - 6 = 15$  (35.7 percent)

Humanistic Statements:  $21 + 6 = 27$  (64.3 percent)

Or, if the six votes of disagreement are discarded for being humanistic or non-humanistic statements, the results would be 22 respondents (78.5 percent) agreeing with non-humanistic statements versus all 28 respondents (100.0 percent) agreeing with the humanistic propositions.

Non-humanistic Propositions: 22 respondents agree (78.5 percent)

Humanistic Propositions: 28 respondents agree (100.0 percent)

In either of the two cases above, the respondents tended to express a stronger agreement with the humanistic statements rather than non-humanistic ones.

#### Comparison Between Responses of the Research and Pilot Groups

The content validity for the instrument of this study may be estimated by comparing responses of the research group with responses from the pilot study. The reason for the comparison was to find out whether the responses of these two groups were similar to each other, or conversely, were different from each other. The comparison may also reveal the degree to which the instrument items in the study represent the content that the instrument was designed to measure.

Table 4.23 indicates that the responses of both the research and pilot groups were very similar on six of the ASCD's Seven Goals.



Table 4.23

**t-Test Results Comparing the Research and Pilot Groups Concerning  
What Ought to be Practices to Goal Achievement for  
Each of the ASCD's Seven Goals**

Goal No.	Group	N	Mean Diff.	SD	f-value	Probability	t-value	Probability
1	Research	27	4.4444	2.439	1.02	0.917	0.63	0.536
	Pilot	13	3.9231	2.465				
2	Research	27	3.8519	2.413	1.05	0.880	-0.43	0.365
	Pilot	13	4.6154	2.468				
3	Research	27	3.7037	2.757	1.40	0.549	-1.03	0.285
	Pilot	13	4.6154	2.329				
4	Research	27	3.8148	2.690	1.42	0.441	2.84	0.015
	Pilot	13	1.0769	3.201				
5	Research	27	4.7037	2.431	1.06	0.959	-0.27	0.784
	Pilot	13	3.5385	2.570				
6	Research	27	4.7037	2.431	1.33	0.532	1.71	0.119
	Pilot	13	3.2308	2.803				
7	Research	26	4.9231	2.331	1.09	0.821	-0.14	0.852
	Pilot	13	5.0769	2.431				

As the table shows, in response to Goal One: the mean difference between actual current practices and what ought to be practices for the research group was 4.4444 while the mean difference for the pilot group was 3.9231. These two mean scores produced a t-value of only 0.63, and an f-value of 1.02, indicating that no significant differences could be found at the 0.05 level between these two groups of respondents regarding their means for actual and what ought to be practices for goal achievement.

In response to goal two, the mean difference between actual current practices and what ought to be, for the research group was 3.8519, while for the pilot group, the mean difference was 4.6154. These two mean scores, produced a t-value of -0.93 and an f-value of 1.05, indicating that these differences also could not be considered significant at the 0.05 level.

In response to goal three, the mean difference for the research group was 3.7037, while for the pilot group the mean difference was 4.6154. These two mean scores produced a t-value of -1.03 and an f-value of 1.40 indicating again that no significant differences at the 0.05 level could be found between responses of the two groups.

In response to goal four, the mean difference for the research group was 3.8148, while for the pilot group the difference was 1.0769. These two mean scores produced a t-value of 2.84 and an f-value of 1.42 suggesting that significant differences existed at the 0.05 level between the

research and pilot groups with the pilot group perceiving a smaller gap between actual and what ought to be practices. However, an analysis of variance produced an f-value of 1.42 indicating that no significant differences at the 0.05 level could actually be found between the two groups.

In response to goal five, the mean difference between actual and what ought to be for the research group was 3.2963, while for the pilot group the mean difference was 3.5385. These two mean scores produced a t-value of -0.27 and an f-value of 1.06 indicating no significant differences could be found at the 0.05 level between the responses of the research and pilot groups.

In response to goal six, the mean difference between actual and what ought to be for the research group was 4.7037, while for the pilot group the mean difference was 3.2308. These two mean scores produced a t-value of 1.71, and an f-value of 1.33 indicating that no significant differences could be found at the 0.05 level between these two groups.

In response to goal seven, the mean difference between actual and what ought to be for the research group was 4.9231, while for the pilot group the mean difference was 5.0769. These two mean scores produced a t-value of only -0.19 and an f-value of 1.09 indicating that no significant differences could be found at the 0.05 level between responses of the research and pilot groups.

The preceding results of the t-test analysis suggest that in general, no significant mean differences could be found between responses of the research and pilot groups.

The responses of these two groups appeared to be very similar with regard to their consistent agreement that each of the ASCD's Seven Goals ought to be achieved more than they actually are.

#### Discussion of the Small Response

The researcher for this study is aware that his data are vulnerable to criticism because of the low percentage sample from the original population. It is quite possible that several of the findings of this study might have been altered if more non-respondents had answered, and had they answered in a markedly different manner than the responding group.

Borg and Gall (1979) indicated that several studies have investigated whether personality and intellectual differences exist between respondents and non-respondents. The general findings of these studies is that respondents and non-respondents do not usually differ on any significant personality dimensions. However, non-respondents tend to have achieved less academic success than respondents.

In an effort to increase the percentage of the responses, the researcher made several attempts, sending many follow-up letters. However, unfortunately, no responses other than those reported were received. Reasons for not receiving more responses may have included the following:

1. The collecting procedures of responses turned out not to be an effective approach for increasing subject responses. Therefore, these procedures are not recommended for future research.
2. The non-respondents maybe did not have the time or interest to reply. Therefore, they preferred working on something else more important to them.
3. The non-respondents may have had negative attitudes toward surveys in general or the survey format and its complexity may have been a turn off, and therefore, they tended to discard any survey they received.

### Summary

This chapter presents the findings of the study and provides a brief discussion of the results. The following elements were examined in the study:

1. The respondents' perceptions of what is and what ought to be levels of practice for achieving each of the 1978 ASCD Task Force Seven Goals in humanistic education.
2. The respondents' examples of one failure and one success with particular goal achievements drawn from their own experiences.
3. The respondents' expressions of agreement or disagreement with 42 propositions, half of which

were intended as humanistic and the other half as non-humanistic.

The findings of the study revealed that the respondents consistently perceived current practice far below what ought to be on all of the seven ASCD goals. The majority of the respondents ranked Goal 7 (Developing Respect for Others) first, followed by Goal 6 (Qualities of Learning Environments) as second in importance.

Based on the findings of this study, the majority of the respondents appeared to at least moderately agree with the humanistic statements. The conclusion is that in general, respondents recommended that all of the ASCD's Seven Goals ought to be achieved more effectively.

The data for this study were collected from 28 graduate students enrolled in curriculum seminars at Michigan State University during the Fall Term of 1988.

To analyze the data, statistical techniques used were frequencies, percentages, means, medians, standard deviations, f-values, and t-test scores.

Perhaps the most interesting finding of the study is the appearance of inconsistencies in agreements. In those cases of contrasting statements, many of the respondents strongly agreed simultaneously with both members of the pair (see Table 4.19 and comments following). It is suggested that these evidences of inconsistency represent instances of ambivalence among the respondents over the perennial curriculum issue as to whether learners can be trusted to make their own best free

choices, or whether the society is required to impose criteria and standards from outside.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

Contained in this concluding chapter are a summary of the study, conclusions drawn on the basis of the findings and recommendations for future research.

#### Summary of the Study

Educators often express great concern about the problem of discrepancy between schools' actual practices and the goals that they ought to be achieving. Goodlad (1983) indicated that the discrepancy between our idealistic expectations for students and actual classroom practice is particularly troublesome because American schools claim to educate broadly, but in practice emphasize a narrow academic curriculum and teacher-dominated talk as the prime teaching techniques.

Goodlad (1983) suggested that we must be concerned with more idealistic goals in schools such as: thinking rationally and creatively; understanding others with differing value systems; interacting with others in cooperative, caring and trusting ways; and developing a concern for humanity.

Other educators, including MacDonald, Combs, and Saylor also suggested goals that ought to be achieved such as: (1) removing barriers to humaneness in the school; (2) gaining



freedom from the constraints of others; and (3) making free choices and assuming the responsibility for these choices.

The primary purpose of this study was to examine the problem of discrepancy between teacher perceptions of current actual practices and desired achievement of goals with regard to seven goals selected from the ASCD's 1978 Task Force on Humanistic Education. These goals may be captioned as follows:

1. Learner's needs and potentials.
2. Student self-esteem.
3. Student skill-acquisition.
4. Student involvement in learning.
5. Student value development.
6. Qualities of learning environments.
7. Developing respect for others.

The data for this study were collected through the use of: a rating scale; Flanagan's Critical Incident Technique; and an Opinion Survey of Educational Goal Statements.

The data were collected from 28 graduate students enrolled in Curriculum Seminars during the Fall Term of 1988 at the College of Education, Michigan State University. Most of the participants in this study happened to be female students between the ages of 30 and 45 years of age, had two to 11 years of teaching experience, and held educational leadership positions in the State of Michigan. Copies of the research instruments were distributed among the participants at their seminar sessions.

The gathered data for this study were analyzed at the Michigan State University Computer Center using SPSS (The Statistical Package for Social Science).

To analyze the data of the study, several statistical techniques were used including frequencies, percentages, means, medians, standard deviations, rankings, f-values and t-test scores.

The major findings of the study were as follows:

1. Respondents were generally favorably disposed toward humanistic goals and practices.

The results of t-tests revealed that in all seven goals, the mean scores for perceptions of what ought to be practices were significantly higher than means for perceptions of current actual practices.

2. A majority of the respondents ranked Goal 7 (developing respect for others) first, followed by Goal 6 (qualities of learning environments) as second in importance.
3. Respondents cited Goal 2 (student self-esteem) most frequently for good examples of success to goal achievement while Goal 1 (learner's needs and potentials) was most cited for bad examples.
4. Respondents perceived the common barriers to goal achievement as lack of developing experiences and programs around the unique potentials of the learner, lack of developing learning environments perceived by all students as supportive and free

from threat, and lack of applying effective teaching methods for enhancing student interest in learning. Respondents also perceived the common facilitators to goal achievement as: developing experiences and programs relevant to the learner's needs and purposes, providing students with a variety of learning options relevant to their personal values and aspirations, and facilitating student's self-esteem and developing in them a sense of personal adequacy.

5. Degrees of agreement and/or disagreement regarding each of a developed set of 42 goal statements varied quite widely among the respondents. Some items that respondents marked with consistently high agreement; whereas, they consistently responded with disagreement to others. Responses to still other statements did not show consistency.

In the following sections, conclusions and implications of the findings of this study are provided and recommendations for further studies are made.

### Conclusions and Limitations

Based on the results of this study, the following conclusions are drawn, and related implications are presented.

The results of a t-test comparing the mean scores of actual and what ought to be practices indicate statistically significant differences were found at the 0.000 level of significance for all of the ASCD's seven goals.

The t-test analysis suggests that in all seven goals, the mean scores for perceptions of what ought to be practices were significantly higher than the means for perceptions of actual current practices. Therefore, there is to some degree a disposition for this population to confirm their strong endorsement of ASCD's goals.

The findings of this study also reveal that responses for a (bad) example of failure to achieve a goal (57.1 percent) were slightly higher than responses for a (good) example of success (46.3 percent). Writing out examples was not a task that almost half of the respondents were willing to try to perform.

Degrees of agreement and/or disagreement regarding each of the 42 goal statements varied quite widely among the respondents. Some items the respondents marked with consistently high agreement; whereas, they consistently responded with disagreement to others. Responses to still other statements did not show consistency.

What these findings appear to suggest is that when educators are presented with humanistic goals stated in very general and global terms, they readily concur, even unanimously, that actual practice falls far short of the degree to which the goals ought to be achieved. But when presented with propositions (some humanistic, some non-humanistic) that refer to more specific and concrete examples of attitudes and practices, educators are much less strongly consistent in agreement with the humanistic propositions or

in disagreement with the non-humanistic propositions. At more concrete levels of practice and attitude, there is much more ambiguity in the outlooks of educators about humanistic education. However, based on the findings of this study, the majority of the respondents appeared at least to tend moderately to agree with the humanistic statements.

Perhaps the most interesting finding in the study is the appearance of inconsistencies in agreement in those cases of contrasting statements for which the respondents simultaneously agreed strongly with both humanistic and non-humanistic members of the pair.

It is suggested that these evidences of inconsistency represent instances of ambivalence among the respondents over the perennial curriculum issue as to whether learners can be trusted to make their own best free choices, or whether the society is required to impose criteria and standards from outside. If a teacher is (unconsciously?) ambivalent regarding contrary goals, maybe this is one way that discrepancies arise between what is and what ought to be practices in schools.

One of the limitations of this study is that the researcher does not know the school contexts out of which the respondents came. These respondents surely came from different professional settings and were, therefore, probably sharing perceptions from different data bases. If this is the case, then one might say that ambiguities about goals in perceptions of this population of educators may not be

confusion related, but related instead to degrees to which they have thought carefully about goals, and degrees to which they have developed understandings or insights about how specific practices relate to particular goals.

Another explanation for this ambiguity may be because the term Humanism itself is undefined and in conflict with other educational philosophies. As a result of this conflict, the respondents may not have been consistently clear in their outlooks about humanistic education.

Concerning the issue of ambiguity, Yatvin (1983) argued that schools must be consistently clear about goals and practices. He suggested that:

If schools are to become healthy, they must provide opportunities for teachers to read, think and talk about what it is they are trying to do. Teachers need to look critically at their goals and figure out how they can be loyal to their employer and still true to their students and themselves. Then they need assistance in turning goals into classroom living and objectives into lessons and materials.

Is it possible (or likely?) that humanistic goals in education are too idealist/or unrealistic?

Behavioristic educators claim that humanistic goals are too idealistic and too impractical. They base their criticisms on the following issues:

1. Objectives of humanistic education are vague, and cannot be observed, measured or tested through a scientific method.
2. Humanistic psychology fails to explain such things as love, purpose, meanings, or self-concept, self-

determination, and self-actualization in behavioristic terms.

3. The humanists' recommendations for educational reform are too fuzzy, too idealistic, too sentimental, too impractical, too romantic, and too unscientific to be of any use.
4. The humanistic assumptions of freedom are likely to do more harm than good to the individual as well as society.
5. Behaviorists tend to believe that it is not enough for a teacher to be a warm, friendly person. She or he must also be a skilled technician -- a behavioral engineer.

According to the behavioristic view, the focus in education should be on teaching students certain specific predetermined concepts, skills, values, or attitudes for new and better ways of behaving internally as well as externally.

However, humanistic educators deny charges that humanistic goals are unrealistic or impractical.

They insist that The Humanistic Education is an effort to achieve a better balance in emphasis between humanistic goals and the more easily measured behavioral objectives. The humanists claim that a primary example of this imbalance can be observed in the hundreds of millions of dollars poured into programs and research on behavioral objectives and the comparatively small amounts devoted to the exploration of humanistic goals.

According to the humanistic views, the focus in education should be on utilizing programs and practices designed to meet the needs and purposes of the learner, helping each individual develop skills, attitudes and understandings necessary for individual self-fulfillment and making students free so that they may make wise choices from the options open to them and decide their own best choices and potentials in learning.

This study does not favor either side of the arguments above. Research indicates that both humanistic and behavioristic education have strengths as well as limitations.

However, if educators choose to endorse a humanistic approach, is it not crucial that the teachers of children be consistently clear about what it means to create free self-reliant, self-esteeming young persons?

Based on the findings of this study, the majority of the respondents selected Goal Two (student self-esteem) for good examples of goal achievement. However, consistent disagreements appear among responses for Item 39 (Given opportunities to decide for themselves, children can usually find answers appropriately satisfying to both themselves and to others.), while consistent agreements show in responses for its contrasting statement, Item 1 (Immature students need to be guided by mature adults in reaching solutions to problems that students may be facing.)

This is the only pairing in the study for which this group of educators consistently disagreed with the humanistic



proposition while simultaneously agreeing with the non-humanistic proposition.

How to understand this anomaly appears obscure, but it may suggest that teachers are not very confident about giving children opportunities to decide for themselves, perhaps they are not confident that children will make satisfactory decisions, or there may be some lack of confidence on both counts. In any case, the study group of educators does not appear to believe that children may choose and decide for themselves, or at least those educators have doubts and ambivalences on the issue or maybe this group of educators has never thought about the matter of inconsistency.

Is it not crucial that a society which espouses freedom be prepared to support learning environments that provide learners with experiences in freedom? The findings indicate no evidence of agreement or disagreement in responses. With regard to the issue of whether students should have a major choice among curriculum options, or that instead major emphasis should be placed on curriculum objectives decided by the school, it is interesting that this group of respondents did not go clearly for either one of these alternatives.

This ambivalence among teachers regarding humanistic practices would seem to corroborate the comments made earlier about the trusting and encouraging of students to make their own best free choices or the requiring of students to meet criteria and standards set by society.

MacDonald (1971) argued that, "Contrary to Rousseau's famous opening sentence, 'Man is born free and everywhere he is in chains.' Man is born in chains and everywhere he tends to remain so" (p. 2-7). According to MacDonald, it becomes easy to keep our focus upon the achievement of learning goals and to forget the fundamental goal of freeing persons for self-responsible and self-directed fulfillment of their own emerging potential. Macdonald's statement relates to the difficulty involved in moving from a general goal to particular learning objectives. Perhaps not enough time is spent thinking about what it means to translate global goals to particular goals. Setting aside the issue of humanistic goals, this general lack of thinking may be a basic and pervasive problem.

MacDonald (1971) suggested that, "Schooling must be for the benefit of individuals, not the collective society within which it takes place." In other words, it would seem he wants a society to espouse freedom and support learning environments in which the individual is able to exercise his own free choice and to develop his own potentialities for their own sake alone, and to serve the social group collectively because he has freedom to do so rather than because of pressure to conform or to achieve for the group's sake.

Feinberg (1975) also called for more freedom and humaneness in the society. He suggested that:

If one is concerned to establish a more humane society, then he ought to work to establish that society in the very places where people live and

work. If the child is ignored or dehumanized at home and on the block, it is unlikely that the school will save him. If the parents are treated like slaves at work, it is unlikely that they will demand that schools treat their children as free and intelligent human beings.

Yatvin (1983) demanded that society should be concerned with these two major school problems:

1. There is not enough philosophy in schools nor enough help in creating good practice.
2. There is too much reverence in schools for authority and too much fear.

Yatvin (1983) suggested the following recommendations for schools to become healthy:

1. If schools are to become healthy, they must provide opportunities for teachers to read, think and talk about what it is they are trying to do. Teachers need to look critically at their goals and figure out how they can be loyal to their employer and still true to their students and themselves. Then, they need assistance in turning goals into classroom living and objectives into lessons and materials.
2. If schools are to become healthy, they must also free themselves from the tyranny of tradition, textbooks, and test scores. For too long, they have let the past define them, faulty tools measure them, and self-appointed authorities judge them.
3. Schools need to stop being afraid of making mistakes, learning something by trying out new ways,

trusting their own knowledge and experience, but most of all they need to stop being afraid of incurring public displeasure. Fear is neither a good motivator nor a reliable guide. It cripples the ability to act, numbs judgement and kills joy. How can anyone teach or administer a school by acting on fear?

The conclusions above have important implications for those involved in the task of bringing more humanistic goals and practices into school systems. Freedom and involvement of students, teachers, parents and administrators are important components in creating learning environments which are supportive, exciting and free from threat.

Finally, it must be remembered that the findings of this study, unfortunately, cannot be generalized with very great confidence. The study only included 28 graduate students in education and dealt only with seven selected goals of humanistic education. As a result, its power to offer generalizable data must be considered very limited.

#### Recommendations for Future Research

The following recommendations are offered for future studies:

1. Data gathering methods used here are not recommended for future studies because of the need for more reliability and validity. Nevertheless, the concept appears promising (a) of employing a population to

record its perceptions of important educational goals typically stated in general, global terms, and then (b) asking the population to indicate its agreement with sets of relatively more specific, operational propositions, embodying the goals.

2. The procedures used here, assuming they are valid and reliable, render patterns of findings which would not have been predicted, and thus they shed fresh light and ideas for research procedures.
3. The issue of relationships between statements of philosophical goals, operational formulations of them and actual practices aimed at them, is an issue much in need of study, since discrepancies in these relationships are likely to be crucial if we are to hope for coherence in our educational practices.
4. The study included only seven goals of humanistic education. For greater insights into the problem, future research should include a greater number of goals in humanistic or other educational philosophies.
5. The findings of this study are based on respondents' feelings about humanistic goals in education, which create complications for measurements because researchers can never be sure of the degree to which the subject's responses reflect their true attributes. Therefore, future studies should also

6. Further research needs to be done with regard to the relationships between teachers' involvement in setting goals and the improvement of their classroom achievements.
7. Further research is also needed to study the relationships between teachers' applications of desired educational goals and their content and satisfaction with current actual practices.
8. It would be valuable to study the relationships between teachers' exposures to humane goals and practices and improvement in their attitudes toward students.
9. The members of the research population in this study, by chance, happened to be mostly female students. Further studies should include even numbers of male/female students based on more valid and reliable sampling procedures.
10. To find out the effectiveness of humanistic practices in education, future studies should be done to compare schools which appear to enhance the concept of freedom and humaneness with those which appear to work against them.
11. Further research is needed to contrast responses from persons in schools marked by lots of faculty dialogue about goals and practices, and those from schools with little dialogue.

**APPENDIX A**

**EDUCATORS' PERCEPTIONS OF WHAT IS  
AND WHAT OUGHT TO BE**

The following seven goals were suggested in 1978 by the ASCD's Working Group on Humanistic Education.

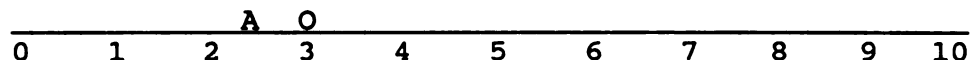
Please indicate how you perceive each one of them by marking both an A and an O on each scalar line.

A = degree to which goal statement is actually being achieved.

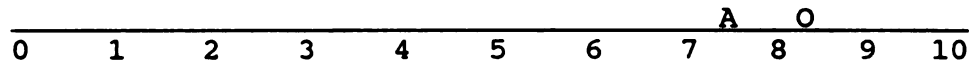
O = degree to which goal statement ought to be achieved.

Examples of how you may enter an A and an O on the scalar lines below:

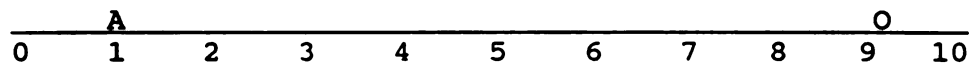
If you enter A close to O, but both low on the scale, then you are indicating that the actual achievement is low, but the goal is not important and actual achievement though low is close to where it ought to be.



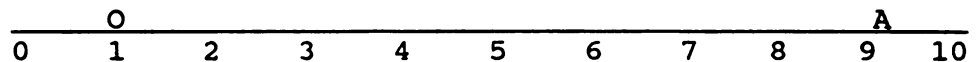
If you enter A close to O, but both high on the scale, then you are indicating the goal is actually being achieved at high levels and that it also ought to be achieved at high levels.



If you enter A and O with a sizeable gap between them and A is entered below O, then you are indicating actual achievement is significantly below where it ought to be.



If you enter A and O with a sizeable gap between them and O is entered below A, then you are indicating actual high achievement which may be costing more energy than should be expended on that goal.





**Goal One: Learner's Needs and Potentials**

Education today should accept the learner's needs and purposes and develop experiences and programs around the unique potentials of the learner.

0—1—2—3—4—5—6—7—8—9—10

**Goal Two: Student Self-Esteem**

Education today should facilitate self-actualization and strive to develop in all persons a sense of personal adequacy.

0—1—2—3—4—5—6—7—8—9—10

**Goal Three: Student Skill Acquisition**

Education today should foster acquisition of skills necessary for living in a multi-cultured society, including academic, personal, interpersonal, communicative and economic survival proficiencies.

0—1—2—3—4—5—6—7—8—9—10

**Goal Four: Student Involvement in Learning**

Education today should personalize educational decisions and practices. To this end it should include students in the processes of their own education via democratic involvement at all levels of implementation.

0—1—2—3—4—5—6—7—8—9—10

**Goal Five: Student Value Development**

0	1	2	3	4	5	6	7	8	9	10

Education today should recognize the primacy of human feelings and utilize personal values and perceptions as integral factors in educational processes.

**Goal Six: Qualities of Learning Environments**

0	1	2	3	4	5	6	7	8	9	10

Education today should strive to develop learning environments that are perceived by all involved as challenging, understanding, supportive, exciting, and free from threat.

**Goal Seven: Developing Respect for Others**

0	1	2	3	4	5	6	7	8	9	10

Education today should develop in learners genuine concern for the worth of others and skill in conflict resolution

A. Please describe in anecdotal form, based on your own personal experience in education, a flagrantly bad example when one of the above goals clearly failed to be achieved. In your anecdote, include: (a) What happened, and (b) What barriers or breakdowns caused the failure to occur.

**Bad Example of Goal \_\_\_\_\_:** (Please specify goal number)

B. Please describe in anecdotal form, based on your own personal experience in education, a markedly good example when one of the above goals was clearly successfully achieved. In your anecdote include: (a) What happened, and (b) What factors facilitated the success.

Good Example of Goal \_\_\_\_\_: (Please specify goal number)

To help you prepare your anecdotes, here are two models which you might wish to follow:

Bad Example:

When I was a student in high school, teachers gave priority to subject matter disciplines over students' needs and purposes. I was frustrated and my interest in learning went down. I complained to the teachers several times about the difficulties that I had in memorizing class materials, but their responses were always the same: "There is nothing we can do." "It is your problem." "If you want to pass the final examination, then you must memorize your textbooks." This was a bad learning experience for me. My perceptions of the barriers that caused the failure to achieve the above goal are as follows:

1. The school system had not given teachers enough responsibility nor freedom to place priority on student's needs and purposes over subject matter disciplines.
2. Teachers had not been given time or authority to explore student's needs and purposes because the school requires accomplishment of prescribed curriculum by a definite date; otherwise, teachers will receive poor reports about their performance.
3. Evaluation had been used as a punitive measure, rather than as a diagnostic tool to facilitate planning for future needs and purposes.

Good Example:

Years ago I was a participant in a college seminar concerning qualities of learning environments. The seminar was conducted by two instructors who devoted most of their time to developing a learning environment that was perceived by all participants as challenging, supportive and free from threat. The major emphases of the seminar were freedom, value, worth, dignity and integrity of all participants. This seminar gave me a good experience in learning how to express my own feelings, how to communicate with others, and how to care for others. In my opinion, the factors that facilitated the success of the above goal are:

1. Teachers and students were free to design their own learning environment and find operational procedures for achieving the goals that were important to them.
2. Students perceived their teachers as facilitators of the learning processes, rather than as imposers or authoritarians in the learning environment.
3. Students were treated as people with dignity and integrity. They were seen by their teachers as trustworthy and responsible in all phases of the seminar activities.

**APPENDIX B**  
**AN OPINION SURVEY OF EDUCATIONAL**  
**GOAL STATEMENTS**

As experienced professional educators, please draw a circle around an X for each item to indicate your degree of agreement or disagreement with the following propositions.

		Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
1.	Immature students need to be guided by mature adults in reaching solutions to problems that students may be facing.	X	X	X	X
2.	Children's needs and purposes have priority over demands of subject matter.	X	X	X	X
3.	In productive classrooms, the greatest portion of time will be spent on teacher's listening to students.	X	X	X	X
4.	The major function of educational evaluation is to assess prior success in having met objectives.	X	X	X	X
5.	Students can usually be expected to try to get away with anything if given a chance.	X	X	X	X
6.	The curriculum should concentrate on developing students' optimal skills in the basic 3R's -- reading, writing and mathematics.	X	X	X	X
7.	Responses to children's expressions of needs and purposes should channel students' energies toward meeting subject-matter demands.	X	X	X	X
8.	Instruction in sex education, family life and parenting should be requirements for high school graduation.	X	X	X	X
9.	Curriculum decisions should be made jointly by staff and students.	X	X	X	X
10.	Teachers should arrange to give students who fall behind special help to bring them up to levels where they belong.	X	X	X	X
11.	Students should be able to choose for themselves curriculum content and methodology from a range of approved available options.	X	X	X	X
12.	Teachers should help students explore a variety of conflict resolution strategies.	X	X	X	X
13.	Children should understand that school is a place where they are expected to work hard and compete for success.	X	X	X	X
14.	The school program should provide opportunities for students to discover themselves as individual persons of unique worth and dignity.	X	X	X	X

		Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
15.	Both the students and staff of a school should have the right to disagree.	X	X	X	X
16.	In productive classrooms, the greatest portion of time will be spent by students' listening to teachers.	X	X	X	X
17.	Teachers should regularly encourage students to attempt something new even though risks of failure may be involved.	X	X	X	X
18.	Teachers should help students to obey the law and to respect duly constituted authority.	X	X	X	X
19.	Students may be allowed to act freely when they know that those around them accept them as they are.	X	X	X	X
20.	In carrying out the school's program, conflicts should be avoided insofar as possible.	X	X	X	X
21.	Major emphasis should be placed on agreed on curriculum objectives established by the school.	X	X	X	X
22.	Questioning, doubting and challenging of teachers by students tends to undermine the teacher's authority.	X	X	X	X
23.	Teachers should view students' mistakes as indicators that learning is progressing.	X	X	X	X
24.	Codes of conduct should be clearly stated and consistently enforced so as to maintain order in the school.	X	X	X	X
25.	Teachers should help students to identify possible choices and justify their choices in terms of their personal values.	X	X	X	X
26.	High school graduates should clearly understand the principles and operations of our democratic society.	X	X	X	X
27.	A common core of learning objectives and minimum achievement outcomes should be required of all students.	X	X	X	X
28.	Curriculum decisions should be derived from professionally determined and published objectives.	X	X	X	X
29.	Teachers should establish classroom climates that encourage full acceptance of children's feelings to help children understand the emotional qualities of living.	X	X	X	X
30.	The school program should provide opportunities for outstanding individuals to achieve recognition in the form of comprehensive awards and honors.	X	X	X	X

		Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
31.	Students can usually be expected to try to behave in an orderly way.	X	X	X	X
32.	Teachers should regularly encourage students to develop through performing tasks that are highly likely to assure success.	X	X	X	X
33.	Children should feel secure that their teachers like them.	X	X	X	X
34.	The curriculum should concentrate on developing students' skills for maintaining their optimal physical and mental health.	X	X	X	X
35.	School should not be burdened with responsibility for instructing students in social and personal aspects of human sexuality.	X	X	X	X
36.	Teachers should establish classroom climates that focus on firm discipline, good order and high productivity.	X	X	X	X
37.	Teachers should arrange to have students learn at their own optimal rates using styles of learning which they prefer.	X	X	X	X
38.	Teachers should view students' mistakes as indicators that teaching has not yet been successful.	X	X	X	X
39.	Given opportunities to decide for themselves, children can usually find answers appropriately satisfying to both themselves and to others.	X	X	X	X
40.	Schools should provide ample opportunities students to develop personal and educational programs that are relevant to their needs and purposes.	X	X	X	X
41.	The major function of educational evaluation is to aid in facilitating planning for future learning experiences.	X	X	X	X
42.	All students should be given an opportunity to develop skills necessary for their vocational and economic adequacy.	X	X	X	X



## **APPENDIX C**

### **THE ASCD'S SEVEN GOALS AND 21 PAIRS OF STATEMENTS**

The following seven goals were suggested in 1978 by the ASCD's Working Group on Humanistic Education.

Goal One: Learner's Needs and Potentials

Education today should accept the learner's needs and purposes and develop experiences and programs around the unique potentials of the learner.

Goal Two: Student Self-Esteem

Education today should facilitate self-actualization and strive to develop in all persons a sense of personal adequacy.

Goal Three: Student Skill Acquisition

Education today should foster acquisition of skills necessary for living in a multi-cultured society, including academic, personal, interpersonal, communicative and economic survival proficiencies.

Goal Four: Student Involvement in Learning

Education today should personalize educational decisions and practices. To this end it should include students in the processes of their own education via democratic involvement at all levels of implementation.

Goal Five: Student Value Development

Education today should recognize the primacy of human feelings and utilize personal values and perceptions as integral factors in educational processes.

Goal Six: Qualities of Learning Environments

Education today should strive to develop learning environments that are perceived by all involved as challenging, understanding, supportive, exciting, and free from threat.

Goal Seven: Developing Respect for Others

Education today should develop in learners genuine concern for the worth of others and skill in conflict resolution.

Please try to match the following 21 paired statements in sets of three with the seven goals on the attached chart.

- 1A. High school graduates should clearly understand the principles and operations of our democratic society.
- 1B. All students should be given an opportunity to develop skills necessary for their vocational and economic adequacy.
- 2A. Schools should not be burdened with responsibility for instructing students in social and personal aspects of human sexuality.
- 2B. Instruction in sex education, family life and parenting should be requirements for high school graduation.
- 3A. Children should feel secure that their teachers like them.
- 3B. Children should understand that school is a place where they are expected to work hard and compete for success.
- 4A. Teachers should view students' mistakes as indicators that learning is progressing.
- 4B. Teachers should view students' mistakes as indicators that teaching has not yet been successful.
- 5A. The major function of educational evaluation is to aid in facilitating planning for future learning experiences.
- 5B. The major function of educational evaluation is to assess prior success in having met objectives.
- 6A. Teachers should regularly encourage students to attempt something new even though risks of failure may be involved.
- 6B. Teachers should regularly encourage students to develop through performing tasks which are highly likely to assure success.
- 7A. Teachers should arrange to give students who fall behind special help to bring them up to levels where they belong.
- 7B. Teachers should arrange to have students learn at their own optimal rates using styles of learning which they prefer.

- 8A. Curriculum decisions should be made jointly by staff and students.
- 8B. Curriculum decisions should be derived from professionally determined and published objectives.
- 9A. Children's needs and purposes have priority over demands of subject matter.
- 9B. Responses to children's expressions of needs and purposes should channel student's energies toward meeting subject-matter demands.
- 10A. The school program should provide opportunities for students to discover themselves as individual persons of unique worth and dignity.
- 10B. The school program should provide opportunities for outstanding individuals to achieve recognition in the form of competitive awards and honors.
- 11A. In productive classrooms, the greatest portion of time will be spent on teachers' listening to students.
- 11B. In productive classrooms, the greater portion of time will be spent on students' listening to teachers.
- 12A. The curriculum should concentrate on developing students' optimal skills in the basic 3R's -- reading, writing and mathematics.
- 12B. The curriculum should concentrate on developing students' skills for maintaining their optimal physical and mental health.
- 13A. Teachers should establish classroom climates which focus on firm discipline, good order and high productivity.
- 13B. Teachers should establish classroom climates which encourage full acceptance of children's feelings to help children understand the emotional qualities of living.
- 14A. Students can usually be expected to try to get away with anything if given a chance.
- 14B. Students can usually be expected to try to behave in an orderly way.
- 15A. Teachers should help students to identify possible choices and justify their choices in terms of their personal values.

- 15B. Teachers should help students to obey the law and to respect duly constituted authority.
- 16A. Codes of conduct should be clearly stated and consistently enforced so as to maintain order in the school.
- 16B. Students may be allowed to act freely when they know that those around them accept them as they are.
- 17A. Schools should provide ample opportunities for students to develop personal and educational programs which are relevant to their needs and purposes.
- 17B. A common core of learning objectives and minimum achievement outcomes should be required of all students.
- 18A. Immature students need to be guided by mature adults in reaching solutions to problems which the students may be facing.
- 18B. Given opportunities to decide for themselves, children can usually find answers appropriately satisfying both to themselves and to others.
- 19A. Both the students and staff of a school should have the right to disagree.
- 19B. Questioning, doubting and challenging of teachers by students tends to undermine the teacher's authority.
- 20A. In carrying out the school's program, conflicts should be avoided insofar as possible.
- 20B. Teachers should help students explore a variety of conflict resolution strategies.
- 21A. Major emphasis should be placed on agreed curriculum objectives established by the school, community and state.
- 21B. Students should be able to choose for themselves curriculum content and methodology from a range of approved available options.

Paired Statements Grouped by Goals

**Instructions:** Please match the following 21 paired statements into sets of three with the seven goals below. Put one pair number in each parenthesis until all 21 pair numbers have been placed somewhere on the chart.

**Goal 1: Learner's needs and potentials**

Pair Nos. ( )  
( )  
( )

**Goal 2: Student self-esteem**

Pair Nos. ( )  
( )  
( )

**Goal 3: Student skill acquisition**

Pair Nos. ( )  
( )  
( )

**Goal 4: Student involvement in learning**

Pair Nos. ( )  
( )  
( )

**Goal 5: Student value development**

Pair Nos. ( )  
( )  
( )

**Goal 6: Qualities of learning environments**

Pair Nos. ( )  
( )  
( )

**Goal 7: Developing respect for others**

Pair Nos. ( )  
( )  
( )

**Thank you! Please return this form to:**

Ibrahim ElSheikhi  
1518 J Spartan Village  
East Lansing, Michigan 48823

## **APPENDIX D**

### **21 CONTRASTING PAIRS OF GROUPED GOALS STATEMENTS**

**Goal One: Learner's Needs and Potentials**

- 6A. Teachers should regularly encourage students to attempt something new even though risks of failure may be involved.
- 6B. Teachers should regularly encourage students to develop through performing tasks which are highly likely to assure success.
- 7A. Teachers should arrange to give students who fall behind special help to bring them up to levels where they belong.
- 7B. Teachers should arrange to have students learn at their own optimal rates using styles of learning which they prefer.
- 21A. Major emphasis should be placed on agreed on curriculum objectives established by the school, community and state.
- 21B. Students should be able to choose for themselves curriculum content and methodology from a range of approved available options.

**Goal Two: Student Self-Esteem**

- 10A. The school program should provide opportunities for students to discover themselves as individual persons of unique worth and dignity.
- 10B. The school program should provide opportunities for outstanding individuals to achieve recognition in the form of competitive awards and honors.
- 15A. Teachers should help students to identify possible choices and justify their choices in terms of their personal values.
- 15B. Teachers should help students to obey the law and to respect duly constituted authority.
- 16A. Codes of conduct should be clearly stated and consistently enforced so as to maintain order in the school.
- 16B. Students may be allowed to act freely when they know that those around them accept them as they are.



Goal Three: Student Skill Acquisition

- 1A. High school graduates should clearly understand the principles and operations of our democratic society.
- 1B. All students should be given an opportunity to develop skills necessary for their vocational and economic adequacy.
- 2A. Schools should not be burdened with responsibility for instructing students in social and personal aspects of human sexuality.
- 2B. Instruction in sex education, family life and parenting should be requirements for high school graduation.
- 12A. The curriculum should concentrate on developing students' optimal skills in the basic 3R's -- reading, writing and mathematics.
- 12B. The curriculum should concentrate on developing students' skills for maintaining their optimal physical and mental health.

Goal Four: Student Involvement in Learning

- 5A. The major function of educational evaluation is to aid in facilitating planning for future learning experiences.
- 5B. The major function of educational evaluation is to assess prior success in having met objectives.
- 8A. Curriculum decisions should be made jointly by staff and students.
- 8B. Curriculum decisions should be derived from professionally determined and published objectives.
- 17A. Schools should provide ample opportunities for students to develop personal and educational programs which are relevant to their needs and purposes.
- 17B. A common core of learning objectives and minimum achievement outcomes should be required of all students.

Goal Five: Student Value Development

- 9A. Children's needs and purposes have priority over demands of subject matter.

- 9B. Responses to children's expressions of needs and purposes should channel students' energies toward meeting subject-matter demands.
- 13A. Teachers should establish classroom climates which focus on firm discipline, good order and high productivity.
- 13B. Teachers should establish classroom climates which encourage full acceptance of children's feelings to help children understand the emotional qualities of living.
- 18A. Immature students need to be guided by mature adults in reaching solutions to problems which the students may be facing.
- 18B. Given opportunities to decide for themselves, children can usually find answers appropriately satisfying both to themselves and to others.

#### Goal Six: Qualities of Learning Environments

- 3A. Children should feel secure that their teachers like them.
- 3B. Children should understand that school is a place where they are expected to work hard and compete for success.
- 4A. Teachers should view students' mistakes as indicators that learning is progressing.
- 4B. Teachers should view students' mistakes as indicators that teaching has not yet been successful.
- 19A. Both the students and staff of a school should have the right to disagree.
- 19B. Questioning, doubting and challenging of teachers by students tends to undermine the teacher's authority.

#### Goal Seven: Developing Respect for Others

- 11A. In productive classrooms, the greatest portion of time will be spent on teachers' listening to students.
- 11B. In productive classrooms, the greater portion of time will be spent by students' listening to teachers.
- 14A. Students can usually be expected to try to get away with anything if given a chance.
- 14B. Students can usually be expected to try to behave in an orderly way.

- 20A. In carrying out the school's program, conflicts should be avoided insofar as possible.
- 20B. Teachers should help students explore a variety of conflict resolution strategies.

## **APPENDIX E**

### **ASCD'S CHECKLIST FOR HUMANISTIC SCHOOLS**

Items are listed in rank order as arranged by Educators, Teachers, and High School Students.

1. Teachers who are genuine, warm, and empathic.
2. Student mistakes not resulting in a damaged self-concept.
3. Policies aimed directly at maintaining personal worth, dignity, and rights of students.
4. Staff treating students with same courtesy and respect accorded peers.
5. Students listening to each other.
6. Necessary disciplinary treatment tempered with compassion and understanding.
7. Staff emphasizing positive rather than negative consequences in guiding behavior.
8. A library with an abundance of books and other materials.
9. Principal truly using the staff and students in making decisions which affect them.
10. Teachers conveying through action that they trust the students.
11. At least once a day, teachers finding the time and incident to indicate to each student "I care who you are."
12. Activities which encourage divergent thinking and other forms of creative effort.
13. Teachers using objectives for humane teaching rather than against it; student choice, pacing; teacher time management for greater individual attention.
14. Teachers showing competence in subject matter control.
15. Developmental characteristics of students taken into consideration more than age and grade when planning learning experiences.
16. Staff able to detect and respond appropriately to signs of personal problems of students.
17. Free access to counselors, nurses, tutors, and other special personnel.

18. Teachers making verbal or nonverbal responses to students to indicate "I hear you."
19. All students receive some "ego-builders," honors status, roles, "happy grams," positive comments by others.
20. Teachers giving observations as feedback, not judgment.
21. Small group field trips and excursions which make in-school learning relevant.
22. Students readily assisting and sharing with other students.
23. Students involved in discovery and "hands on" activities.
24. A school philosophy, including values and attitude concerns, being used by teachers in planning classroom activities.
25. Free discussion of questions and issues not covered in the text.
26. Teachers motivating students with intrinsic value of ideas or activity.
27. Teachers having greater concern for the person involved than for task achievement.
28. Curriculum materials accurately reflecting our multiethnic society and varying family structures.
29. Evidence of well-planned lessons.
30. Access to activities regardless of sex, age, personality, and other characteristics.
31. Interest or learning centers being used with purpose.
32. Students talking enthusiastically about what they are doing in school.
33. Teachers making comments during a dialogue with students: for example, "tell me more," "that sounds interesting."
34. New students and family members given a tour of the building and an explanation of the program.
35. A student attitude of, "I've chosen this hard thing. Learning is challenging, stretching, sometimes hard, but oh so worth it!"

36. Wide variety of courses and special events from which to choose.
37. Staff seeking training in communications and human relations.
38. Evaluation of student work emphasizing correct responses instead of errors.
39. Planned school interactions which foster appreciation of human differences.
40. Students questioning accuracy, applicability, and appropriateness of information.
41. Spontaneous discussions being encouraged.
42. Principals and teachers seeking suggestions from parents.
43. An entrance area with a friendly decor which displays students' work.
44. Students involved in self-evaluation.
45. Students, teachers, and parents displaying symbols of school pride.
46. Students sharing classroom and school responsibilities.
47. Teachers knowing specific things each student likes and dislikes, as well as personal tragedies and successes.
48. Adults laughing with students; lots of smiling.
49. Learning organized around students' own problems or questioning.
50. Community volunteers assisting in learning centers, libraries, teaching technical skills, and serving as special resources.
51. Opportunities for students to be involved in career exploration or job location through out-of-school work.
52. A resource center in which students are free to use projectors, filmstrip viewers, and cassette tape recorders.
53. Teachers who view teaching as "freeing" rather than controlling.
54. Class meetings held to discuss solutions to problems which arise.

55. Space outside where people can run.
56. Teachers seeking parents' evaluation of child's progress.
57. Student records which note student's strengths and interests more than limitations.
58. Playground with grass as well as asphalt.
59. Teacher stopping to talk to parents in the school.
60. Teachers questioning misconceptions, faulty logic, and unwarranted conclusions.
61. Teachers working, playing, learning along with the students.
62. Evaluations as important in areas of personal-social development as in academic progress.
63. Spontaneous laughter.
64. Representative student governments dealing with relevant school problems.
65. Utilization of available non-classroom space for activities, learning centers, tutors.
66. Teachers building student ideas into the curriculum.
67. TEacher disclosing aspects of own experience relevant to the teaching-learning.
68. System for students accepting responsibility for movement within the school, and to other places of learning.
69. Outsiders feeling welcome in the classroom.
70. Classes working outdoors when it is appropriate to the experience.
71. Student access to materials for on-going projects.
72. Principal spending some of his or her time working with students.
73. Space to "move around" in every classroom.
74. Availability of tools and scientific instruments for use by the students.
75. Staff and students sharing resources.



76. Student sub-groupings based on special interests, social preferences, as well as skill needs.
77. Parents welcomed as a member of instructional team.
78. Classwork evolving from out-of-school events in the lives of students.
79. A brief period each day to do "fun things."
80. Teacher talk supplemented with some friendly physical gestures.
81. Presence of alternatives to traditional grading systems.
82. "I'll help with that" actions by teachers.
83. Students working independently on what concerns them.
84. Secretary providing a positive greeting when meeting visitors, students, and faculty.
85. Presence of human development and study of humankind as a regular part of the curriculum.
86. Teacher not always expecting students to come up with answer he or she has in mind.
87. An absence of negative comments to students by teachers.
88. Students working independently in small groups.
89. Teachers getting students entering and leaving classroom.
90. A setting for student dramatic and musical production.
91. A setting for students to sit, think, and mull things over.
92. All students evaluating the classroom and school instructional program.
93. Senior citizens involved with students, at school, in their home, and in care homes.
94. Students doing some of the teaching and other leadership tasks.
95. Student task-oriented committees.
96. Students able to go to the school resource center whenever needed.

- 97. Teachers spending some of their unscheduled time with students.
- 98. Libraries, laboratories, shops, and recreational areas available to students after school hours.
- 99. Surprise exhibits such as a litter of pups, white rabbits, unusual type plants.
- 100. Students engaged in community service.

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