A REVIEW AND ANALYSIS OF THE HUMANISTIC SCHOOL CONCEPT, EMPHASIZING THE DEVELOPMENT OF OPERATIONAL HUMAN OUTCOMES AND SCHOOL FACTORS

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ABSTRACT

A REVIEW AND ANALYSIS OF THE HUMANISTIC SCHOOL CONCEPT, EMPHASIZING THE DEVELOPMENT OF OPERATIONAL HUMAN OUTCOMES AND SCHOOL FACTORS

By

John C. Meyer

Out of the miriad of critical analysis existing today in the educational literature and dealing with the concern for what goals should be established in our schools for the 70's, has come one apparent consistent theme. This theme calls for schools that will be capable of "humanizing" the program of educational offerings for all students.

In analyzing the concept of this type of school, it was obvious that the focus of concern had to be with the 'product' that the school would turn out, the results, the students themselves. This end result of the school's educational efforts has been called the "more humane person" that would constitute the major objective of the humanistic school.

With the above as the focus of concern for the study, the humane person is described in terms of operational, behavioral goals that are considered to be definitive of that type of person needed in today's society. The description of the humane person is based upon three major aspects: (1) the development of intellectual competence; (2) the acquisition of psychological strength; and (3) the development

of skills for optimum human relationships. These three aspects of the humane person are presented first in general discussion and review of the literature, then with a basic operational definition, followed by behavioral outcomes that might be sought and observed.

The concept of the humanistic school is interpreted to be based upon at least one fundamental assumption as it pertains to the process of education. This is, that the school, given certain factors and conditions deemed "humanistic", can indeed effect changes towards humaneness on behalf of students. In seeking support of this assumption, Chapter III presents a review of social-psychological research and theory, as it might relate to the humanistic school and goals it would seek to achieve. It was concluded that this field of theory particularly, would be contributory and would compliment efforts to humanize the educational and instructional processes of the humanistic school.

The thesis also deals with the describing of the humanistic school, as an institution, as it has been written about in the literature and described as that type of school that might educate for more humane persons. The description of the school is presented by a general review of the pertinent literature. Also presented are several basic concepts offered as definitive of the humanistic

school, followed by specific conditions and factors which might be observed in assessing the efforts of the school towards humanistic goals.

In conclusion, the thesis offers fifteen hypothesis for further study as they relate to the humanistic school and its effectiveness in humanizing the educational process. Also made available as an Appendix to the study, is a self-assessment check-list, containing the major school factors, conditions, and characteristics of the humanistic school, as reported in the study.

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By

John C. Meyer

A THESIS

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DEDICATION

To Jane, who shares my faith in education, and in our schools, and my interest in humanistic school concepts; and to Cheryl, Yvonne, Michael, Vicki, and Patrick, who constantly are my challenge to practice at home, what I preach at school.

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A final, but most important note of appreciation must be expressed to my wife and children, who tolerated the frequent absences, lapses of fatherly attention and patience; who shared the sacrifices without complaint, and without whose cooperation and understanding, this task could not have been completed.

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CHAPTER I

INTRODUCTION

Introduction to the Problem

Personal reading of professional literature during the past year has covered a broad range of educational concerns and special interest. Throughout this time of concentrated study, it has become increasingly obvious that no matter in what special field one was reading, be it that of social-psychology, curriculum, school administration, or philosophical foundations, a predominant theme was threaded throughout all of the contemporary literature dealing with education today.

This constant theme expresses a concern for what the schools of today are doing, or not doing, to develop in our youth, the specific types of skills needed for today's society. With notable consistency, the term "humanistic" is used to describe the type of school that is needed today in America. The youth that would be educated in such

a school would, ideally, be a person that could be considered, and known as a "more humane person". This is, of course, to suggest that our schools have not been concerned with turning out such a person from our schools, and that such is a desirable, if not necessary, goal for education today.

To some critics, this theme would at first analysis seem to be nothing more than old song lyrics, with perhaps a different tune; more innovations and ideas for the school to carry out ineffectively. The concern, however, seems to take on new meaning, of greater significance, as the skills that are being considered as necessary, are held up to the test of meeting the growing and seemingly crucial problems of our fast changing and complex society.

Different than in so many past periods of concern with our educational institutions, today's emphasis on a more "humanistic school" and more "human persons", does not deal with any single new innovative idea, educational tool, or practice. Rather, it is an attempt to analyze more precisely, all that we think we know and understand about the social-psychological, emotional, and physical needs of youth, with special attention to both the cognitive and the affective skills needed. More precisely, these needs are being analyzed as they may be uniquely affected by the complex society of <u>today</u>; a society noted for its great polarization on civil, racial, and other social issues; a society concerned with the problems of cybernation,

growing international problems, and questionable changes in the personal values of its people.

It has been pointed out that the problem of "humanizing the school" is not a problem revolving around the restructuring of the curriculum; rather it is a matter revolving around the restructuring in the school of interpersonal relationships in such a way as will compliment the maximum growth, in all human aspects, of each individual.[1] The emphasis of the "humanistic school" should be on the people in the school, and upon what happens to those people as a result of their social interaction within the school environment.

The personal concern of the writer for these problems in our society, and a rather firm belief that our schools must play, and can play, a vital role in preparing future citizens that can face, analyze, and seek solutions to those problems, has provided the motivation for this study. It has been undertaken because of the belief that our schools stand to gain on behalf of students, if they can be helped to an understanding, and perhaps led to a self-examination, based on the "humanistic school" concept. Acceptance by the schools of the values inherent in the concept, may lead to a greater possibility that the citizen of the future will indeed be better prepared and equipped than he has been in the past, to meet the problems he encounters in our American society and the total world.

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[1]William E. Doll, Jr., "Humanizing Schools: A Problem of Curriculum or Personal Relations", Phi Delta Kappan, Vol. 51, No. 6, February, 1970, pp. 332-33

Purpose of the Study

The primary purpose of this study has been to examine the concept of the humanistic school, as it relates to that type of school and school program which would be seeking to educate and develop in the student, those qualities of person that would classify them as "humane persons".

Directly related to the primary purpose of the study, the major focus of concern has been to define the "humanistic school" and the "humane person", in terms which would be operational; operational, that is, to the extent that there are presented observable and measurable definitions, outcomes, conditions, and factors, for consideration and possible applications to the school evaluation process.

At the outset of this study it was felt, and proposed, that the intended investigation of the "humanistic school" could be directed toward the development of an instrument which could then be utilized for conducting a survey as an integral part of the problem. The purpose of such a survey would have been to examine the extent that certain factors and conditions of the "humanistic school" existed in selected secondary schools.

As the study and review of literature pertinent to the concepts being considered progressed, however, it seemed increasingly obvious, that although such a measurement instrument as suggested was still feasible, the significance

of carrying out the originally proposed survey was becoming lost to the more important task of operationally defining the concepts of the "humanistic school", and the "humane person". As a result of this deliberation, it was decided to proceed with the development of the survey instrument, but only as a secondary purpose of the problem, and to not conduct the intended survey within the scope of this study.

Limitations of the Study

Like most other research efforts, this study also has certain limitations which must be recognized at the outset. First, this study may be considered limited to the extent that it does not include a systematic account, or review of past curricular movements as defined by specific goals and objectives, or in terms of the type of school that may have existed at any particular time in our country's educational history. The study was not intended to be a comparative analysis, either historically or philosophically, but rather the major effort has been to analyze a contemporary concept in such a manner as might lead to greater likelihood of future implimentation, aided by defining the concept in operational terms.

Certain restrictions are imposed upon any effort to operationalize definitions as they relate to the human person and human growth, as well as to verify school conditions and factors that can be accepted as valid agents for change

in human behavior. This is no less true of the effort of this study, as it pertains to the concepts of the "humanistic school" and the "humane person". The inherent limitations of that effort leave ample room for the individual reader to seek greater refinement and testing of the operational school factors presented, and to study further the humane person characteristics offered, so as to enhance their capability for post-instructional assessment.

No effort has been made in this study to suggest strategies for implementation of humanistic factors or for effecting necessary or desired change. Although there are implicit directions suggested throughout the discussion dealing with the concept, it is left for further study the determination of answers to such questions as creating climates for change, appropriate leadership strategies, and similar concerns.[2]

It has been assumed for the purpose of this study, that those factors and conditions identified in the literature as descriptive of a humanistic school, can be accepted as valid descriptive elements of that concept, based as they are on the best professional judgement and experience of the many writers and scholars cited. This must, however, still be a delimiting factor of the study, inasmuch as many

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[2]The reader is referred to the following study that does give attention to the process of change in the school as it deals with the humanistic concept.

Leland W. Howes, "Towards a Humanistic Model of School Organization Development",(Unpublished doctoral dissertation, Michigan State University, College of Education, 1969)

of these factors remain to be tested and evaluated as to their effectiveness in producing humane persons through the educational process. Although there is bound to be debate as to which such factors and school conditions will lead to the development of humane persons, if any, the writer accepts for the purpose of the immediate study, that those factors cited will have humanizing influences on the students.

For some, various aspects of the "humanistic school" concept will seem radical and a questionable departure from current and traditional practices. As stated above, others will question either the basic value of the concept, or its feasibility. Any resolution of such contrasting views will be resolved only through a careful analysis involving, not only psychological-social concerns, but also philosophical deliberations.

Background of the Problem

The concept of having a more "humanistic school", aimed at the development of a more "humane person", as a goal to be achieved on behalf of the secondary school student, is not entirely new. At least two years ago, those whose professional interest centered on secondary education and curriculum, emphasized "humaneness" as the most critical need of youth in American secondary education.[3]

This entire publication expressed its concern for youth as the prime focus of attention by devoting the issue

[3]Association for Supervision and Curriculum Development, Nea, Perceiving, Behaving, Becoming, 1968 Yearbook, Wash. D.C.

to a search for new social-psychological insights into education needed for today. Muriel Crosby, President of ASCD for 1968-69, suggested at that time that if schools were to "survive the student revolution for relevancy, the teachers insurrection for professional status and welfare rights, and the social revolution which would take the direction of the school away from professional educators, then secondary educators had better be amongst the first to understand and implement in their schools, the humanizing forces that must change the way we attempt to educate our youth."[4]

Although professional educators may debate and not always agree on how, or at what levels, to meet the challenge of accountability, few would deny that the schools must be accountable for what they achieve as institutions serving society today. From such self-examination has come the concern for and expression of need to "humanize" our schools. At least some of the impetus that has lead to this analysis of educational needs may be considered to be the abundance of criticism being levied at our educational institutions today.

Even though educators themselves have increasingly placed much emphasis on assessing school accomplishments, recent years, and in particular the past year, has seen our educational systems exposed to exceptionally harsh indictment, such as a recent critic who noted that unless schools

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[4]Muriel Crosby, Humanizing the Secondary School, ASCD Washington, D. C., 1969

make drastic changes fast, they won't need to bother because the students will have torn them down anyway. The broad scope of the criticism of the school's service to society has been summarized by Rubin[5] as follows:

> 1. Critics allege that the schools lack a rigor, clarity of purpose, efficiency, and a prudent economy.
>
> 2. The charge is also levied that schools are a monolithic bureaucracy, preoccupied with convenience and tradition, depersonalized and uninterested in each child's life environment, unable to provide for the child who is in any sense unusual, and concerned more with herding youth than with their nurturing.

Such criticism, if not totally with merit, at least has been considered by most educators to be a valid point for consideration and further study. Recognition has been accorded the fact that schools need to give greater attention to the particular educational needs of their local clientele. This analysis must center more on the unique needs of each student in the school as an individual person.

It must be noted here that this reference to the unique needs of the individual student should not be interpreted to imply or mean that within the humanistic school concept, each student is considered to have unique abilities. To submit that view would be to assume a position that some students have a different potential for learning, or innate limitations on their ability to learn. Although it is

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[5]Louis J. Rubin, "Prologue: New Skills for a New Day", Life Skills in School and Society, (Assoc. for Supervision and Curric. Development, 1969 Yearbook, Wash. D.C., p.4)

recognized that a small percentage of students display learning difficulties for which previous social experiences offer no explanation, the basic position that a majority of students have the ability to learn at a common level of achievement is one which the writer finds in harmony with the humanistic school concept, as it is being defined by the many scholars that have been reviewed.

As further clarification of any future reference in this thesis to the concept of "meeting the unique and individual needs of each student", it is submitted that this principle arises from the recognition that as the schools realistically deal on a day-to-day basis with each student, there exists today in our schools a wide disparity in the extent to which each student has already acquired certain basic skills, has developed certain attitudes, values, and in general is ready to meet any learning expectations which the school society might impose on him.

It is to these needs, which are generally found to be different for each student, that the reference is made in calling for an education which will help each student to grow to the maximum extent possible, during the time he may be influenced by the school as an institution and society of which he is a part.

Much criticism that seems to have validity is that which says that our approach to developing intellectual skills is irrelevant, in that it shows a lack of concern for the personal development of the student and the overall

betterment of society, plus the fact that his education is too far removed from the real community life and world in which he lives. We are further charged with making knowledge too compartmentalized, narrow, and disjointed, so that such never becomes a part of the student's ability to deal with his real world.

Some educators have noted that "education is a thoughtless reflection of our culture, perpetuating the prevailing economic and social errors and being victimized by ingrained prejudices which it does not, but should itself recognize."[6] Another indictment would say that the schools are hopelessly rigid and as such, any innovative ideas which might have educational value and merit are predestined to fail.

To the extent that the criticisms have validity, there may be some clues regarding the kinds of skills that we should try to produce, and the way in which we seek to produce them. Rubin[7] suggests that we should determine essential skills needed by looking "not at the abstractions and artifacts of subject matter, but at the way people live". He also suggests that better opportunity should be made of the opportunities for skill development outside the school, in the regular activities of the students' community. In judging our success in producing people who are properly skilled, we should look more at the way they respond to their life circumstances, rather than attempt to measure their ability solely on how they accomplish a specific school assignment.[8]

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[6] Ibid., pg. 4; [7] Ibid., p.5; [8] Ibid.

All of the criticism seems to have said, in one way or another, that our schools have plainly failed to identify, and meet, the real needs of youth as they are related to the society of today. It has been noted that the mere acquisition of skills that will allow the student to eventually become gainfully employed has always been a chief concern in our schools, but no longer will suffice as the major concern and objective for our schools. A recent national news service article typlifies this reaction in stating:

> Education seeks to provide children with knowledge and skills to compete in a modern world, but most scholars submit that this is no longer enough.
>
> They argue that schools now must concern themselves with the qualities that make life meaningful in an impersonal urban society, and enable people, freed of drudgery, to live creatively.[9]

Attention is called to the fact that schools are now preparing youth for a different world, one which never will exist again, at least not as we know it now. Throughout the many commentaries on schools and society today are frequent references to the human difficulties we see in (1) tolerating social change, (2) the public's tendency to polarize its views on social problems, (3) the decline of puritan values, (4) the lack of involvement in civil concerns, and (5) the many signs of the individual citizen's uncertainty with his personal way of life. Having dealt with the age of rapidly advancing technology, we now find ourselves in the position of fighting the problems created by

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[9]United Press International, Michigan State News, (East Lansing, Mich.), January 7, 1970, p. 5

that same technology.

Concerned with such criticisms, and responding with their own self-analysis of education as it exists today in our schools, contemporary writers in the field of secondary education have notably focused attention on what the school should be in terms of the youth it serves, and on that youth as a "humane person".

With the student in mind, the school is then discussed in terms of it being a more "humanistic" institution. Clearly, the writers are stating that humanizing the entire educational process would do more than we are presently doing to better prepare youth who are capable of facing and solving the problems of self and society.

The school's tasks are defined on one hand as the development of life's skills considered necessary for the youth of today, in order for him to take his place in our rapidly changing society. The 1969 Yearbook of ASCD, discusses these basis skills as: (1) Cognitive skills of productive thinking, (2) Skills of emotional management, (3) Skills of being (knowing one's self, others, and one's relation to others), and (4) Skills of compassion (also referred to throughout the literature as the "skills of caring") and competence. In the view of the contributors to that publication, the development of such skills would lead to the development of a more "humane person".

Thelen[10] includes two basic themes in his discussion of the concept of a "humane person". He defines these as

(1) Enlightment, and (2) Compassion. He further describes one who is enlightened, as one "who acts with wit, wisdom, openness to ideas, and one who inquires, appreciates, and knows man by his achievements, accomplishments, and aspirations." The second aspect of the humane person, which he entitles the skill of compassion, may be summarized as that characteristic that involves caring for others.

Macdonald[11] elaborates on the school in relationship to the humane person, suggesting that a curriculum design for a school should be focused directly upon the "creation of conditions for fostering the development of better human beings, and that such a school would, by definition, be a humanistic school." He characterizes the humane persons that would be developed in this school as people who:

1. Are committed to the value and worth of each and every human being--as central to the value of existence.

2. Are aware of the potentiality which lies within themselves and others, and the social, intellectual, physical, and emotional possibilities of their environment for furthering and creating potentiality,

3. Are aware of the possibility of improving their present personal and social situations, and are skilled in the processes of seeking and bringing about such improvements.

The preceding material has attempted to sample the concerns and criticisms that have provided much of the impetus

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[10] H. A. Thelen, "The Human Person Defined", (From a paper presented at the Leadership Conference on "Humanizing the Secondary School", Assoc. for Supervision and Curric. Development, November, 1967

and led to the greater emphasis in the field of secondary education upon the concept of humanizing our schools. It has also attempted to briefly show the efforts being made to define and describe what the schools might do to meet the needs of youth today, and the type of schools that should be developed to meet these same needs.

At this point, one could critically observe that this emphasis towards a more humane approach for education, has a familiar ring. The endorsement of teaching that develops critical thinking skills, the capacity to interact effectively, and individuality of instruction, is not a new theme in the professional literature. While it is recognized that many schools will speak to such aims and concerns, in their formal statements of philosophy, aims, and objectives, the assumption is made in support of this study, that most schools have not incorporated such instructional objectives and purposes into practice. It is further assumed that effort directed toward greater "humanizing" of our schools, and the development of humane persons, is worthy of our attention, if we believe that our schools, and the role they fulfill in our society, are important to the development of properly educated youth for today and for the future.

Significance of the Study

The previously discussed criticism of education today, and the resultant reaction to that criticism, does serve

[11] James B. Macdonald, "The High School in Human Terms: Curriculum Design", Humanizing the Sec. School, ASCD, NEA, Washington, D. C. 1969, pp. 35-54

some useful purpose in that it has focused attention on assessment of the school more directly as it relates to youth.

At least some of the significance of this study lies in the very fact that it deals with a most important question facing the schools of today, "To what end do we now educate?" More broadly, the concepts which are studied, are basically concerned with that type of person to be sought, the directions the school will take to produce such persons, and the types of human goals that should guide the school in modern day society.

It is felt that this study, by providing an extensive but consise review of what many scholars and professional writers have set forth as the needs of youth today, as it relates to the tasks of the schools, can provide greater understanding and clarity of purpose for those who have the responsibility for curriculum development and instructional improvement in our schools.

This study should be useful to curriculum workers, administrators, and teachers for several reasons. First, the concepts of the humanistic school and the humane person, suggest new directions, new emphases in the learning processes, and new priorities, for consideration. Secondly, the stating of desired school conditions, and human outcomes in operational, observable terms, should provide a basis for future implimentation of the studied concepts, into school practice.

Third, by focusing attention upon these concepts, set forth as worthy and desirable for inclusion in secondary school programs, schools may be encouraged to explore the concepts as they apply to local school conditions, and to indulge in self-evaluation, focusing on humanistic school concepts. Fourth, the information presented may help a school to identify and capitalize, on features already existing in their school that may be considered humanistic in nature.

Finally, focusing the attention on the humanistic characteristics of a school should lead to greater interest and further study in assessing the effects of schools on behalf of their clientele, in terms of humane person behavorial traits.

The Goals to be Sought

Literature reviewed pertinent to this study has repeatedly emphasized that the "humanistic school" can be defined and considered only in terms of the student, or that person whom would be called the "humane person". It is correctly noted that the school is to be considered "humane" only if indeed, it does produce "humane persons". Also noted is the point that when the question "to what end do we educate for modern society", is asked, the only acceptable response can be that which focuses on the outcomes and results of education. More specifically, the concern must be with the type of person that our students

must become as a result of their exposure to the educational process. As far as that process is concerned, and any evaluation that deals with that process and the schools themselves, such examination must be made based on a criteria that has as a basic foundation, desired student behavior set forth as the goals to be achieved.

As it pertains then, to our concern for a humanistic school, it seems desirable to begin the analysis with a more thorough definition of the type of person, the humane person, whom we are seeking. Chapter II will be devoted to this effort.

CHAPTER II

THE HUMANE PERSON DEFINED

Introduction

The major thesis of this study deals with the concept of humaneness as it pertains to human beings, and humanism as it applies to our schools. The humanism with which we are concerned has often been referred to as "social humanism". Essentially, social humanism reflects the concept of man's making himself, in the process of being made in history. In this process, man is supposedly free from absolutes to become almost unlimited in potentiality. Because of this unlimitedness, man is looked upon as being remolded in each generation into newer, more human beings; shaped by history, influenced by his social interaction experiences but yet capable of shaping history himself and making decisions affecting his own personal life.[12]

Most of the writers reviewed agree that the humane person cannot be defined apart from his society and personal situation. In this view, humaneness is basically a quality of experienceing or interacting. Therefore, to observe humaneness, one can only look at a person in the context of

[12]James B. Macdonald, "The High School in Human Terms: Curriculum Design", Humanizing the Secondary School, Assoc. for Supervision and Curric. Develop., NEA, 1969, pp. 35-53

the society in which he finds himself. As it pertains to the school, humanism then can be sought in seeking to provide those social conditions which will foster the development of desirable humane behavior traits, such as will be presented in the following pages.

General Characteristics

Efforts to describe the humane person have taken on a variety of forms by the different writers discussing possible goals for education in today's society. Some have to do with a student's becoming intellectually autonomous and willing to trust his own judgement. Others stress the acceptance of responsibility for one's own actions, plus the importance of having certain skills which deal with how to use knowledge, draw inferences from it, while seeking better solutions to social and personal problems. Hamilton[13] suggests that these are the truly humanizing goals of education. "These", he states, "are the things that make an educated, self-sufficient person able to deal confidently and insightfully with the ever-increasing complexities the future holds for all of us".

An initial analysis of this interpretation of the current "humanism" could lead to the conclusion that there exists a contradiction between the individual being developed as a product of his social environment and interactions,

[13]Norman K. Hamilton, "Alternatives in Secondary Education", Humanizing the Secondary School, Op. Cit., pp 1-5

as previously suggested, and the humane concept of his development as a self-sustaining, autonomous person. Such a conflict is entirely possible, unless it can be accepted that there can be a balance or reconciliation between the two positions.

It is the premise of this study that there can be this balance. This is to say, that while it is recognized that a person is a product of his social environment and personal interactions with others, he must also be a person who has a mind of his own. He must, in spite of being influenced towards certain behaviorial norms by his social group and the norms of that group, learn to make intelligent decisions regarding his own behavior. This does not negate the possibility or desirability, that these personal decisions regarding "right" behavior, will be heavily influenced by the larger group of which he is a part.

Unless he does develop this individuality, he may well conform to the group norms, but may do this passively, even unwillingly or resentfully. As such, his membership in the group will be of little value, to him or to the group; he will likely be a non-contributing member; he will be a member in name only.

It is submitted that any group made up of such non-thinking persons must be questionable as to it's social value. It also must be questioned then, who will make decisions regarding the group norms and behavior which will be accepted and retained in the face of contemplated change. Such

a question can lead one to speculate on the potential for undesirable influences to be brought to bear upon a group by a few, dominant (dictatorial) personalities.

As is emphasized later in this study, the humane person, while developing and protecting his self-autonomy, will participate in his social group and will be influenced by that group towards participating in desirable group goals, behavior, and norms. He will be effective as a group member because he is capable of sharing in the group decisions, as well as making personal decisions based on his own perceptions of his role in the group and the interrelationships involved.

Ideally then, the humane person will be self-sustaining to the extent that he will make his own decisions regarding his own behavior and actions. Hopefully, these decisions will be those which are compatible with those of the social group of which he is a member. It is submitted that such self-determined decisions will have greater lasting influence on his future behavior and life, than will a passive conforming to group norms.

Macdonald[14] also emphasizes the importance of the "social conditions" as being significant for the development of the "humane person". He points out that in order to become at least minimally humane, an individual must learn to interact with others; in the process, he learns to see himself and

[14]Macdonald, Op. Cit.

his world as others see him. Implied here is the fact that most students will require greater help and guidance in understanding and analyzing such self-perceptions of one's person in relationship to the larger group of which they are a part. Opportunities for students in our schools to study such social phenomenon as group dynamics and group influence on individual behavior, should not be considered beyond the scope of our educational programs of the future.

Monez and Bussiere list what they consider to be desired traits and characteristics that would typlify the developing humane person as he moves through the high school and which would be valued in those individuals who "are to a high degree healthy, self-actualizing, contributing members of society".[15] General qualities which they consider to be of value for the humane person are: (1) Autonomy and sensitivity to experience; (2) Open-endedness and responsbility; (3) Objectivity and involvement; (4) Complexity and perfection' and (5) Spontaneity and creativity.

In addition to the above general statement of humane person characteristics, Monez and Bussiere provide some indications of specific behavorial traits that might be observed in the humane person. These are summarized as follows:

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[15]Thornton B. Monez and Norman L. Bussiere, "The High School in Human Terms", Humanizing the Secondary Schools, Op. Cit., pp. 8-16

1. The student displays a real curiosity for knowledge.

2. The student shows a willingness to try learning experiences that he has not tried before.

3. The student is willing to venture into new things without being overly concerned with making mistakes.

4. The student is flexible and tolerant of conflicting answers as solutions to problems; he is able to adapt as he sees a course of action for which he can be personally responsible develop.

5. The student displays the ability to be objective; he is able to view situations or conditions in a detached way.

6. The student has sufficient self-confidence in his decisions regarding issues that he is able to become involved personally in those which affect him.

7. The student shows signs of being able to take the initiative in involving himself and others toward bettering the human situation.

8. The student does not frustrate easily when confronted with new knowledge and facts, even when such facts grow in complexity.

9. The student is not afraid to take a chance on his intutition, spontaneity, and imagination, as he draws upon his thinking processes within various learning situations.

10. The student indicates by his behavior that he has self-respect and an appreciation for his own abilities and potential.

11. The student shows by his actions that he is able to accept others as they are, seeing that their unique differences add to each persons worth.

In contrast to these "humane person" characteristics that are submitted as desirable for development in our youth,

Monez and Bussiere also suggest some alternate traits of behavior that may be considered less desirable than those just presented. One might evaluate these as to whether they are not more typical of the students that we have been turning out of our schools in the past. Such undesirable traits might find students who:

.....depend on others to lead them to ready-made conclusions, and to mechanically dispensed information and knowledge.

.....have as their major interest, just the obtaining of good grades and scoring well on tests.

.... show reluctance to cope with the unknown; to risk a response that might be in error.

.... fail to recognize and seek possible alternate solutions as correct.

.... shrink from taking responsibilities for the consequences of their own thoughts and actions.

.... tend to be passive, neutral, or indifferent, rationalizing their unwillingness to become involved when situations call for direct engagement.

.... are inclined to be unimaginative, lacking in creativeness and spontaneity of ideas.

.... tend to be distrustful, indicating a belief that human conduct is motivated generally by self-interest; is basically cynical towards the world.

.... generally lack faith in themselves; have a poor self-image.

.... are awkward in interacting with others; have little respect for others.

Thus we have available contrasting views of what a humane person, in part, might be, compared with one who

might be considered as less than a complete, or humane person.

Like most others writing on this subject, Montague stresses the importance of the student, as a humane person, "setting himself in order".[16] What is suggested is that before one can mean much to someone else, he must first mean something to himself. In Montague's words:

> Setting oneself in order is basic for practicing good human relations, ... it is personal influence that determines the size of a life, not words or even deeds. The educator stands in a critical position in relation to the making of humanity and humane persons.

Presented for consideration is the thought that the schools should be concerned with teaching youth to become persons who: (1) recognize that it is not external values that matter so much as internal ones, at least that external values must be supported by internal ones (which Montague cites as love, integrity, and courage); (2) have the ability to think clearly and soundly so as to know what knowledge is for; and (3) possesses the necessary skills, techniques, and knowledge which would enable one to realize himself through his relationships with his fellow men.

Brameld suggests that we would, if we met our responsibilities in the school, help the youth of our time to move towards "social-self-realization". To accomplish this, the person needs the opportunity to develop his own personality. Particularly this is so, he states, as the

personality is integrally related socially to other human beings. Social self-realization involves "maximizing the potential powers of creativity and fulfilling the individual person, in relationship to mankind as a whole."[17]

Theobald sets forth four major purposes in life for the human being of the future. First, there is that of self-development, both physical and mental. Second, persons would become involved in human relationships. Thirdly, the person would actively engage himself in human service to others (which he suggests would dispose of any need to fear that there won't be enough things for people to do in the future). Lastly, persons would be involved politically in the creation of the good community, locally, nationally, and internationally.[18]

Rogers summarizes his discussion of "the fully functioning person" by presenting what he calls his "theoretical model of the person who would emerge from the best of education; the individual who has experienced optimal psychological growth".[19]

> .... a person functioning freely in all the fullness of his organismic potentialities; a person who is dependable in being realistic, self-enhancing, socialized, and appropriate in his behavior; a creative person, whose specific

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[17]Theodore Brameld, "A Philosopher Looks at the Changing Values and Needs of Youth", The Current Values and Changing Needs of Youth, Report on Conference on Youth, Connecticut Secondary Youth Project, 1966, pp. 31-41

[18]Robert Theobald, "A Socio-Economist Looks at the Current Values and Changing Needs of Youth", Ibid. pp 43-55

[19]Carl R. Rogers, Freedom to Learn, (Columbus, Ohio: Charles E. Merrill, Publ., 1969, pp. 295

> formings of behavior are not easily predictable; a person who is ever changing, ever developing, always discovering himself and the newness in himself in each succeeding moment of time.

A similar view of youth is taken by Gibson in stressing the affective domain of development (not to the exclusion of the cognitive skill development), which he cites as values, attitudes, commitment, and overt behavior. A person appropriately educated would in his judgement be:

1. ... a person who seeks to maximize all possible avenues for intellectual growth;

2. ... one who lives within the rules of the game of the governments under which he lives but also participates, in an enlightened manner, in shaping or changing the rules of the game; and

3. ... one who believes in, and enacts patterns of democratic intergroup relations, who accepts responsibility for most of his economic and social behavior, and who contributes wherever possible to the well-being of his fellow man.[20]

In reviewing the general characteristics of the humane person, as presented briefly in the preceding pages, repeated concern is expressed for the student having the opportunity to develop (1) cognitively, (2) psychologically, and (3) socially, as it pertains to his relationships with other persons. In addition to these general concerns for the humane person, frequently suggested or implied also has been the fact that if the student is going to properly educated for the 70's, certain skills must be acquired. If it can

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[20]John S. Gibson, "Needed: A Revolution in Civic Education", Secondary Education in an Environment of Change, (NASSP Bulletin, Vol. 337, May 1969, pp. 49-64

be accepted that students will need to have certain skills, then it behooves us to examine more specifically, what these skills might be for the humane person we seek.

Skills of Compassion

The basic question of concern for a humanistic school and the educational process deals with determining what goals and human results we wish to attain on behalf of youth. If any one facet of the humane person can be identified as having received the greatest emphasis, it is probably that having to do with that skill some have called "compassion", and the ability to relate comfortably without hesitation, with one's fellow human being. Brandwein points out that although education for "competence", as we have practiced it in the past (i.e. competence in mathematics, linguistics, science, and other subjects), is still needed, it is not enough. It is not enough, he says, because it too often neglects the importance of "feeling", which is also, or should be, an asset of the educated person. "The educated person", he emphasizes, "understands the humanness of human beings. He does not allow technical skill to destroy his compassion, neither does he equate rule and law with the toleration of man's inhumanity to man."[21] His basic position is that for the humane person to become a reality, we must educate for both "competence" and "compassion", which he maintains are learnable and therefore, teachable in the

[21]Paul F. Brandwein, "Skills of Compassion and Competence", Life Skills in School and Society, ASCD, 1969, Op. Cit. , pp. 131-151

school. If the school achieves this goal, the student would have those skills which are essential to the acquisition of knowledge (he would learn how to learn) and those which would enable him to replace old knowledge with new, and to use his experiences and insight to clarify previous misconception and error.

The student, in possessing skills of compassion, would have the ability to respond to all aspects of his environment as a sensitive human being; sensitive to himself, and to others. In total, he would have the skill which would permit him to translate his knowledge and beliefs into reasoned behavior, and to act with rational intelligence.[22]

Lack[23] also expresses concern for the student acquiring skills of compassion (termed as "love" and "caring" in his discussion) which he submits should be basis for organizing the curriculum of our schools. He states that these "aspects of love are basic to the learning that takes place to fill human needs. That is to say, learning experiences, in that they fulfill human needs, are structured by love."

Maslow too submits that the quality of love is a basic part of humaneness. "The need for love", he states, characterizes every human being that is born. Love exists as an

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[22] Ibid., p 133

[23] Clarance A. Lack, "Love as a Basis for Organizing the Curriculum", Educational Leadership, Vol. 26, April, 1969, pp. 293-5

essential core in humaneness and must be allowed to express itself as love, without which no psychological health is possible."[24]

Thelen, in considering a definition of the humane person, submits that there are two basic aspects of the concept. These he cites as (1) enlightment, and (2) compassion. As it pertains to the aspect of "enlightment", he defines the person with this attribute as one who "acts with wit, wisdom, and openness to ideas; he inquires, he appreciates knowledge, and he knows man by his accomplishments."[25] These constitute, in his judgement, the cognitive skills needed by the humane person.

Like many other writers, Thelen gives much emphasis to the skills needed for compassionate behavior and "caring" for others. In discussing this, he points out the abundance of inhumanity that exists today in our society because of people not truly caring for or about each other. People are, he submits, caught up in self-concern for their own well-being, to the exclusion of concern for the well-being of their fellow man. He cites the inhuman considerations brought to bear on persons through the bureaucratic, impersonal, and inconsiderate aspects of large organization, as found in almost every man's life. Most people, he suggests,

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[24]Abraham H. Maslow, "Some Basic Propositions of a Growth and Self-Actualization Psychology", Perceiving, Behaving, Becoming, 1968 Yearbook, ASCD, p. 35

[25]Herbert A. Thelen, "The Human Person Defined", Humanizing the Secondary School, Op. Cit., pp. 18-34

are to a large extent, directly affected by efficiency oriented, large organizations. These are characterized by patterns of operation which deprive persons of any real voice in his work as to how he does it and give the individual little recognition personally for what he does or accomplishes beyond his immediate task. One might read into such discussion of general concern with being just a member of the mass, some note of commonality with those criticisms of the school that note the depersonalizing impact that many bureaucratic school organizations impose on the individual students.

Although not explicitly listed, woven throughout Thelen's discussion of the humane person as a 'caring' individual, are behavioral traits that might be observed. This humane person would:

1. Openly profess a belief in equal opportunity for all men;
2. Show concern for the life condition of others and the common plights of man;
3. Put forth deliberate effort to make clear his acceptance and warmth of feeling towards others, regardless of their station in life;
4. Seek his own active involvement in any opportunity to be of help in bettering the circumstances in which others might find themselves.[26]

The importance of students developing the trait of caring for others is of major concern to Berman in her

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[26] Ibid.

recent book in which she sets forth what she considers to be new priorities for the curriculum.[27] Terming the desired traits as "loving" and "co-responding", she lists as the major facets (1) affection, (2) friendship, (3) eros, and (4) charity. Some aspects of the trait of loving which are considered significant are offered as:

> .... It increases with use, particularly with larger numbers of persons involved (which is to suggest that perhaps it is contagious);
>
> .... It is not always sought; it often just happens without awareness, a type of sharing;
>
> .... It involves a kind of 'caring' which asks nothing in return; it is self-fulfilling;
>
> .... It respects the integrity and freedom of the individuals of both parties;
>
> .... It is marked by a noteworthy tenderness; it is both empathic and detached;
>
> .... It is concerned primarily with the inner qualities of the human person.

Comparatively analyzed, Berman suggests that the trait of caring will normally be found at either of two behavioral levels, called superficial or fundamental. Regarding the interactive behavior of persons in a group, various forms of caring behavior might be noted as set forth in Chart No. 1, and as taken from Berman's discussion. It may be concluded from her presentation that those types of behavior which she catergorizes as 'fundamental', are those which might also be sought in the humane person.

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[27] Louise M. Berman, New Priorities in the Curriculum, (Charles E. Merrill Publ. Co., New York, 1968) pp. 63-77

CHART NO. I

DIFFERENCES BETWEEN CARING AT A FUNDAMENTAL AND A SUPERFICIAL LEVEL

	Item	Superficial Level	Fundamental Level
1.	Attention to group norms	Relates to others in terms of what he perceives to be norm of group.	Is aware of norms but behaves in terms of what seems best anyway.
2.	Attention to status and roles	Person shows awareness of the status and role of others and behaves in manner felt appropriate (depending on how other person is seen).	Although aware of status and role, major attention is upon displaying integrity and openness in relationships.
3.	Attention to social and economic symbols	Person is concerned with social, economic factors of others (clothes, financial status, etc.)	Person is more concerned with inner qualities of person; is interested in outward symbols only as they enhance inner qualities. Person is vitally interested in caring for others.
4.	Relationship to others	Person sees relationships with others primarily as self-fulfillment opportunity; as a way to benefit self.	Person sees relationship with other person as enhancing the other person first; self-gain is considered inwardly based on how much other person has benefited.
5.	Basis for the selection of associates.	Person selects others to whom he relates on basis of external symbols; normally limits self to close circle of associates.	Person selects others on basis of inner qualities as evidenced by outward behavior. Wide circle of friends is common.

Intellectual Skills

Some have attempted to define the humane person in terms of the skills of knowledge or intellectual skills needed in order for a person to live adequately in society today. Again turning to Berman[28] emphasis is upon a person becoming a "process-oriented being". This is described as one who "has it within his personality elements of dynamism, motion, and responsibility which enable him to live as an adequate and contributing member of the world of which he is a part."[29] All men are considered to be to some extent process-oriented, but through the school, students can enhance the skills involved. Some of the traits offered for such persons suggests that they would be those who:

.... are on-going, growing, developing beings;

.... are curious, searching;

.... are stable human beings, but not rigid;

.... have broad, rather than narrow or restricted fields of vision;

.... use a wide range of intellectual skills, such as comparing, analyzing, elaborating, and evaluation, in solving problems;

.... are reconcilers of conflict, rather than avoiders;

.... are interested in the <u>possible</u>, rather than the <u>probable</u>;

.... are interested in possibility of developing internal integrity, rather than outward conformity;

.... are often zealous, spontaneous, fervent, as opposed to deliberate and often moderate.

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[28] <u>Ibid</u>., pp. 79-98; [29] <u>Ibid</u>.

Furthermore, the process-oriented person is described as one who is able to handle himself and situations of which he is a part, with adequacy and ease; this person would be a contributor as well as a recipitent of societies resources; he would be a personally adequate and individually responsible person.

Several process skills may be considered important for emphasis in the humanistic school. The first is the skill that has to do with ways of perceiving. Berman notes the importance of this in stipulating that "one must have impressions, ideas, concepts, out of which to add to one's knowledge and life experiences, and from which to make sense of the past."[30] Others have also noted that the skill of perceiving is of great significance to many aspects of a persons life. How he perceives himself, and the extent to which he is able to do this honestly, will have a real impact on his developing personality.

How he sees and interprets the entire world about him (perceives it), will have an important influence on his developing values, attitudes, aspirations, and subsequent behavior in interaction with others, as well as those factors that directly affect his acquisition and learning of knowledge. There is much in the educational literature to suggest that the skill of perceiving is within the realm of those skills which can be developed and perfected and

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[30] Ibid.

therefore, are teachable. It will behoove the humanistic inclined school to note this important skill as it pertains to the student, and to seek ways throughout the entire program of helping students develop and analyze his own perceptive abilities.

Secondly, skills of communicating are considered essential because, what one perceives is only useful or meaningful to self and to others, to the extent that one has the means of sharing one's thoughts and ideas with those other persons. Again, many have submitted the suggestion that our problems of human relations could better be alleviated if all persons were skilled in the means of good communication and all of it's aspects. This skill too must be recognized as one which can be taught and therefore should receive deliberate attention in the school that would seek to attain humanistic goals.

A third skill that would be requisite for the process-oriented person is that dealing with the decision-making process. This is particularly important for several reasons pertinent to the nature of this human function. Decision-making is a complex process at times and can have far reaching implications for the individual. Because the decisions which one makes can affect considerably his future life, he needs to understand how to gather and use data to support his deliberations. He must learn to appreciate the relationship between goals, action, and decisions

and how to determine the qualities of a decision, as well as alternate paths and possible consequences.

A large share of the time, the decision-making process stems from relationships with other persons. The student needs to learn to consider his possible decisions as they affect not only himself, but also how others may influence his decision, or be affected by it. If the student is to develop competency in this skill he will also need an understanding of his role as a member of a larger social group and how group norms are established and how they affect himself as an individual. All of this seems to be closely related to the student's eventual development as a self-sustaining, autonomous person, a trait mentioned earlier as important for the humane person. Because the decision-making process involves specific phases and deliberate thought and knowledge, it would seem essential for the humanistic school to plan, throughout the entire curriculum, for learning activities that will maximize the opportunities for practicing this skill.

Basic intellectual and cognitive skills needed by the humane person are considered by Crutchfield to be those of (1) acquiring, (2) understanding, (3) creating, (4) using, (5) productive thinking, and (6) problem solving (closely related to decision-making). As it pertains to the acquisition of these skills, the following behavioral traits are offered by Crutchfield. They are summarized as they

might be observed on behalf of the student.[31]

> .... The student seeks to assimilate new information that fits into and reshapes his conceptual world--he makes the facts his own;
>
> .... The student shows evidence that, in assimilating new information into his total belief system, even when inconsistent with pre-existing beliefs, he is willing to change; he uses new information as basis for furthering inquiry and analysis of new knowledge;
>
> .... The student shows a sensitivity for unexplained, unaccounted for facts; he notices inconsistencies among several facts; he is adept at narrowing down and pinpointing sources of puzzlement;
>
> .... The student shows ability for identifying limitations of the problem;
>
> .... The student is able to develop an overview of facts and to put them into some orderly form; he is able to distinguish relevant facts from the irrelevant;
>
> .... The student is able to see possibilities for solutions, directions to be investigated;
>
> .... The student is able to gather and marshal evidence pertinent to ideas and in weighing evidence, come to a decision about the validity of his ideas.

If the various intellectual skills are to lead to worthwhile purposes, for self or others, Berman submits that the student must also develop the skill of 'valuing'. By definition, this involves the consideration of various ethical considerations, and attempting to establish some

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[31] Richard S. Crutchfield, "Nurturing the Cognitive Skills of Productive Thinking", Life Skills in School and Society, ASCD, Op. Cit., pp. 53-71

priorities among competing "goods".[32] The student needs help in this skill development, particularly at this time in our society where diverse values and value systems are particularly notable among different cultural and ethnic groups. In addition, many will attest to apparent changes in what once were considered traditional values, and which some certainly question as to the desirability for change. It is not necessarily suggested here that the student should be inculcated with any particular set of ethical values but rather that they learn to reason and deliberate on the development of their own system of values, as compared with those prevailing in society as a whole.

Considered to be important for one who has developed skills in valuing are the following traits that one might observe in such a person:[33]

> .... The student would have developed a considerable degree of personal integrity; he feels free to express his own thoughts and feelings;
>
> .... The student shows an awareness that human nature and behavior is an on-going and challenging element; he is cautious of making hasty judgements concerning his views of others;
>
> .... He is mindful of the individuality of others; he seeks opportunities to help others develop a favorable image of 'self';
>
> .... The student looks upon giving of himself as means of self-growth; he consistently seeks opportunities to help others;

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[32]Berman, Op. Cit. pp. 155-75; Ibid., pp. 165-69

Rogers, in his discussion of the valuing process for the individual, presents some value 'directions' which he feels the person will go as they move towards personal growth and maturity.[33] Such persons:

> .... tend to move away from 'facades'; pretense, defensiveness, putting up a front, are negatively valued;
>
> .... tend to move away from 'oughts', (I 'ought' to do this or be this);
>
> .... tend to move toward being themselves; being what they are, expressing what they feel, rather than what they think others want them to think and feel;
>
> .... value self direction; they have increasing pride and confidence in making their own decisions and choices that guide and direct their own life;

Skills of Creativity

One aspect of the humane person closely related to the intellectual skills to be acquired but considered important enough for special emphasis, is that having to do with man's creative potential. As it concerns the complex problems in today's society, some suggest that this may have the greatest implications for whether man has the ability for solving not only the many problems of the world, but also for finding personal satisfaction in his personal life. Much has been written regarding the enhancement of children's creative potential and how teachable this is as

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[33] Rogers, Op. Cit., pp. 242-257

a learned skill. A great deal of disagreement, in fact, surrounds the questions that seek to identify those factors which are considered to be causes of creativity as opposed to those which are actually the characteristics of a person considered to be a creative human being. For the humanistic school, however, little will be gained by indulging in this psychological debate. If there is accordance that creative persons are to be valued in today's society, and therefore have a place in our 'humane person' definition, then it becomes more important to use all of the knowledge that has been gathered, regarding the identification of creative potential and possible ways to enhance it's development. At least the humanistic school would seek such awareness if it is to avoid the oft heard criticism today that schools, more often, stifle creativity, rather than encourage it. A general review of some of the literature dealing with this concept may therefore, be helpful.

The creative person is described by Mackinnon[34] as having two fundamental traits; one intellectual, the other motivational or attitudinal. He further explains that such a person displays: (1) An unusual capacity to record and retain, and to have readily available the knowledge that

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[34] Donald W. MacKinnon, "The Courage to Be: Realizing Creative Potential", Life Skills in School and Society, Op. Cit., pp. 95-109

he has learned in his life's experiences, and (2) the relative absence of repression and suppression as mechanisms for the control of his impulses and imagery.

The creative person who does not suppress or repress is also one who is much more open as it concerns his own being. That is, he is open to what he personally is as a person. He sees his own weaknesses as well as his strengths. As MacKinnon states it, "the creative person not only tends to think well of his own being, but also, more often than his less creative peer, he has the courage to recognize and make public the less favorable aspects of his being."[35]

Another important dimension or behavior trait of the creative person has to do with his degree of open or closed mind; the open-minded person generally being one who is keenly perceptive, the closed-minded person strongly judgmental. One with a closed-mind is generally also one whose life is controlled, carefully planned, and very orderly. This type of person is inclined towards being not only judgemental, but is also prone to prejudging, often becoming the prejudiced type of person. The perceptive attitude of the creative person is more apt to depict a life that is receptive (open) to experiences from within and from without, and is characterized by flexibility and spontaneity.[36]

A creative person is also noted as one who tends to be disinterested in small details or facts for their own

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[35] Ibid., p. 102; [36] Ibid., p. 103

sake, and is more concerned with the meaning and implications of facts. MacKinnon points out that "they tend to be cognitively flexible, verbally skilled, interested in communicating with others accurately and precisely, intellectually curious, and relatively uninterested in policing either their own impulses and images, or those of others."[37]

Saylor and Alexander, reviewing numerous studies on persons of creative ability, summarize some of the more important characteristics of a truly creative person:[38]

1. He thinks with greater fluency; he has more ideas about associational relationships; he sees new categories of kinds of things.
2. He is original, flexible; his ideas are novel.
3. He has a high degree of sensitivity to problems; he more readily sees that something is wrong, that there are defects in a situation.
4. He is divergent in his thinking; he keeps an open mind in his search for a clear course of action.
5. He is not satisfied with things as they are; he seeks better ways of doing things.
6. He has self-confidence, self-assurance, social boldness; he is especially confident, almost egotistically so, about his own work and his judgement.
7. He is independent and resists pressures to conform to the group; he can be with people, or he can let them alone.
8. His values tend to be theoretical and esthetic, rather than social, economic, political, or religious.

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[37] Ibid., p. 104

[38] J. Galen Saylor and William M. Alexander, Curriculum Planning for Modern Schools, (New York: Rinehart and Winston, Inc., 1966)

Many studies have been done about teaching students to be creative or to nurture what many consider a natural creative trait that all humans posess. Crutchfield sees as crucial for creative problem solving three factors---specific thinking skills, motivational dispositions, and a "master thinking skill".[39] MacKinnon suggests the addition of a fourth, a master being skill, or that of being fully, and honestly, oneself.[40] Crutchfield summarizes his discussion of teaching for creative thinking skills as follows:

> The training of creative problem-solving ability in the individual, necessitates both the strengthening of a variety of specific thinking skills which are central to the creative process, and the encouragement of creative attitudes and motivational dispositions which favor the effective use of these skills. Moreover, I believe that it also necessitates the strengthening of a master thinking skill, through which the specific skills and dispositions are organized and directed in attacking creative problems.[41]

Although emphasis is given to the importance of spontaneity and freedom, it has also been noted that discipline and self-control are essential ingrediants for the creative individual. In other words, there is a time and

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[39] R. S. Crutchfield, "Creative Thinking in Children: It's Teaching and Testing", Intelligence: Perspectives, 1965, O. G. Brim, R. S. Crutchfield, and W.H. Holtzman, ed. (New York: Harcourt, Brace & World, Inc., 1966), pp. 33-64

[40] Mackinnon, Op. Cit., p. 107

[41] Crutchfield, Op. Cit.

place for each of these qualities. The student, in developing his creative potential, must learn to identify these opposite factors and to reconcile them for his own purposes. MacKinnon notes in his summary on this point: "The actualization of one's creativeness requires a courage of mind and spirit which enables a person to give expression to all aspects of himself."[42]

Strom supports similar views of the creative person describing him as one who "has an absence of repression, he lives with himself, his past experience, all that he is and has done, the good and the bad of it."[43] Suggested throughout his discussion are some characteristics which typlify the creative person:

> .... He tends to consider popularity and group acceptance as less worthy objectives than the seeking after what he himself considers to be true and beautiful.
>
> .... He is neither compulsively conforming nor compulsively nonconforming, but is free to act according to his judgement of what is true, correct, aesthetic, etc.
>
> .... He is more interested in the meaning and consequence of ideas than in facts as such or the small details of an assignment.
>
> .... He is challenged by imbalance, by irregularity and the unusual; he sees challenge in disorder that would confuse or cause discomfort to others.
>
> .... He has the courage to stand alone in support of his judgement in the face of opposing consensus; he is willing to take risks.

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[42] MacKinnon, Op. Cit., p. 109

[43] Robert D. Strom, Psychology for the Classroom, (New York: Prentice-Hall, 1969) pp. 209-269

Of particular concern for the school, are the facts indicating that most children have a natural tendency for creativity which too often is stifled by closed and restrictive classroom conditions. Secondly, most of what has been learned about educating for creative behavior makes clear that creativity can be taught and learned in the classroom. The implication for the humanistic school seems clear. If this aspect of the humane person is to be enhanced, specific attention must be accorded this as an educational goal to be achieved on behalf of all students. Once accepted as a 'humane person' goal, all who share in the educational planning of the school must become familiar with all that is known about teaching for the development of this skill.

Skills of Being

Seemingly inherent as a prerequisite of most other skills for the "humane person", is that called the skill of being. Seeley suggests that the ultimate test of any skill's usefulness, lies in the degree to which it improves the life of it's possessor. He states:

> The child must acquire skills and he must use them purposefully, but his skills cannot be separated from what he is, or from his life style. It is the 'skills of being' which are crucial. People knowledge, knowledge of self and others, is what we must seek.[44]

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[44] John R. Seeley, "Some Skills of Being For Those in Service in Education", Life Skills in School and Society, Op. Cit., pp. 111-129

His major thesis is based on recognizing the importance of the interaction of people as significant to a person 'being'. Concerned with the school environment, he suggests that the first business of education for youth lies in empathy and interaction, in students learning to value both those who are like them, and those who are unlike themself. He mentions that knowledge of self, of relating, of loving, can only come in free interaction with teachers and others. For the skill of being to develop, all persons associating within a group must be aware of themselves as persons, honest with themselves, and basically humane as persons.[45]

Emphasized is the importance of seeing onself as he is, and helping the student in this self-analysis. Seeley suggests that "most human misery is caused by a lack of such self-knowledge."[46] The skill of understanding self and others, presupposes, according to Seeley, that one has himself experienced being loved. This implies that the teacher, as he gains insight into the nature of the child and helps the child to gain self-understanding and appreciation, will grow in such quality himself. In otherwords, the humanism of a school is not limited just to the qualities of the student but is a necessary characteristic for all persons within the school environment. As the student and the teacher gain in self understanding, Seeley suggests

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[45] Ibid.; [46] Ibid.

that "the classroom will become a place in which humanity, humaneness, and a bit of human kindness can be nourished."[47]

Skills of Emotional Management

Closely related to the skills of 'being' are those discussed by the writers as skills in emotional management, or those skills which lead to personal psychological health. Bettelheim addresses himself to the development of such skills as will "allow the person to possess an integrated personality."[48] To this end, he refers to inner freedom, personal autonomy, and the process of decision-making through which conflicts are resolved and anxieties relieved, as the crucial ingredients in the development of the integrated personality. He further suggests that as far as the school is concerned, this becomes a matter of attention to the goal of "socialization" of the student. As a frame of reference for this process, he points out that the school should look at the "total life situation of the child, of which the school is a significant part, rather than just the school experience, per se."[49]

"Socialization", he continues, "is a liberation of the spontaneity and creativity of the individual, although to some, it means developing conformity to a particular set of manners and mores."[50] For others, it might also mean such

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[48] Bruno Bettelheim, "Autonomy and Inner Freedom: Skills of Emotional Management", Life Skills in School and Society, Op. Cit., pp. 73-86

[49] Ibid., p. 74; [50] Ibid., p. 75; [47] Seeley, Op. Cit.

goals as achieving to assure future occupational security, or entrance into a particular college, and similar self-oriented objectives.

What is important, if not crucial, is his major point that we need to agree on the need to respect and enhance the uniqueness of each student in our care, and to strengthen his ability to function in his own best interests, as well as in the best interests of society. "As to the school's role", Bettelheim states, "it is the educative process, and the human encounters that characterize school life, which determine what kind of an individual is shaped."[51]

Considering the development of 'autonomy and inner freedom' for men, he indicates that even as social changes increase the conveniences of life and decrease human discomfort, they still do not totally eliminate the personal anxieties which confront man. For man to have psychological health, he needs psychological freedom and individual freedom. To accomplish this on behalf of students, the school needs to help the child develop a sense of identity, and provide the student opportunity to practice selecting personal behavior that protects his psychological freedom.

Important to the student is the development of skills which will enable him to (1) face his conflicts, rather than avoiding them, (2) diagnose his own social conditions, and (3) to understand the nature of his conflicts, to analyze

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[51] Ibid.

alternate behaviors, and to see the possible consequences of each. Ultimately, Bettleheim suggests that such skills enable the student to choose behavior patterns which help him to resolve his internal conflicts and find relief from his anxieties.

A connection is suggested between autonomy and inner freedom for the individual, and social problems which we face today such as discrimination, hatred and violence, and alienation. By our failure to help individuals gain personal satisfaction in life (inner freedom, autonomy, and an integrated personality), self-derogation, loss of self-esteem, and even self-hate, can and often does result. Retaliation against others in what seems to be an unfriendly world, results in his projecting his ill feelings upon others, often as a form of discrimination against them.

For the school, several responsibilities seem to be evident. First, potential members of such "hate groups" might well be identifiable early in life by looking for those that are failing to develop favorable self-esteem. By identifying them, the school can then work towards helping them develop a a realistic sense of purpose and worth, as well as help them to gain in the process, some respect for the authority which is one component of a functioning society.

Secondly, the school must recognize that violent behavior is psychologically a recognizable pattern of behavior

in all humans. Recognizing such to be the reality of life, the school might consider constructive or socially acceptable ways for students to channel and discharge their violent tendencies, and to understand and analyze this pattern of their own behavior. By helping our youth to learn about violence, we might also succeed in showing them the inadequacies of violence as a means of resolving problems, and lead them to consideration of better alternatives.

Summarizing the discussion of inner freedom and autonomy for better personal psychological health, it might be submitted that a student that has developed such an integrated personality would be recognized as one who:

.... relates successfully to other human beings,

.... is able to analyze his past experiences and make inferences regarding his future behavior;

.... has sufficient understanding of himself so that he can develop and maintain his own sense of identity;

.... responds to life's situations in accordance with his own interests, values, and beliefs, <u>but</u>

.... still has a concern for the best interests of others and society as a whole;

.... has a basic understanding of his personal emotions as they exist in his total environment, and a basic ability to analyze and deal with his problems accordingly;

.... shows by his personal actions that he understands the importance of maintaining a <u>balance</u> between conformity and independence.

Summary -- The Humane Person

In the preceding pages, various authors have been reviewed as they addressed themselves and speculated on the skills necessary for one to become a more humane person, skills necessary for personal survival and skills necessary for being an effective person in society. Bettelheim emphasizes the importance of a healthy personality; MacKinnon is concerned with developing the creative potential of the individual; Crutchfield signifies the importance of not overlooking the skills that lead to the higher-level of thinking; while Seeley speaks to the need for authenticity in the educational process and of the importance of the humane qualities of caring and loving, for students and all others comprising the school setting. Collectively, all of these seem to encompass the skills of compassion and competence for the student, of which Brandwein speaks.

Throughout all of the literature dealing with the type of person our 'humane person' would be, and which speaks to the various skills needed by, and characteristic of such a person, there seems to be a notable centrality of themes to which we can look and focus our attention. These seem well summed up in Meade's five-fold statement of needed skills:[52]

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[52] Edward J. Meade, Jr., "The Changing Society and It's Schools", Life's Skills in School and Society, Op. Cit., p. 156

1. The ability to think about self and society analytically; skills of critical thinking; skills of knowing;

2. The ability to remain open as a person; flexible, and tolerant of social change;

3. The ability to exploit one's personal creativity in responding to life and in the use of leisure (also catergorized as self-realization, or self-fulfillment);

4. The ability to interrelate effectively with other humans; and

5. The ability to retain one's individuality and autonomy within the larger group.

Further examination of these five basic skills has led this writer to the conclusion that, included within the five, are three major elements that can be set forth as most significant and definitive of the 'humane person'. Our concern, previously stated, that the humanistic school can only be evaluated in terms of the "results" or "outcomes" achieved on behalf of students, amplifies the necessity for observing the student in behavioral terms. As a final refinement, then of our definition of the "humane person", consideration will be be given to those dimensions which will be called (1) relationships with others; (2) knowledge of self; and (3) intellectual competence. Again, reviewing the literature previously discussed, a summary of behavioral traits that are descriptive of the person we seek to educate can be presented. This is done in the following outline:

RELATIONSHIPS WITH OTHERS

General Characteristics: He is, as a humane person, one who believes in the value and worth of every human being; he is a person who is involved with people and interacts freely; he cares for others.

Specific Traits: The humane person.....

.... is comfortable with and enjoys the opportunity to interact with others in any so-social setting, with groups of varying composition;

.... respects differences in others and freely interacts irregardless of such differences as ethnic, socio-economic status, or immediate group membership;

.... seeks opportunities to be of service and to become involved in activities that will benefit others without concern for how he will benefit;

.... shows signs of personal commitment to enhancing the welfare of others;

.... is able to initiate, continue, and comfortably participate in conversational behavior;

.... is concerned with practicing good communication skills; he is aware of the significance of this skill in human relations;

.... displays obvious feelings of caring for others;

.... puts forth deliberate effort to make clear his acceptance, warmth of feeling towards others; places no reservations on who the beneficiaries of this behavior might be;

.... shows his concern primarily with the inner qualities of others, rather than external;

.... expects nothing in return from others for his giving of himself, considering such behavior as opportunity for self-growth;

.... takes the initiative in involving himself and others towards bettering the human situation;

.... is mindful of the individuality of others and accepts opportunities to help others develop their 'self'.

KNOWLEDGE OF SELF

General Characteristics: The humane person is a self-sustaining person; he is psychologically strong because he understands and has the ability to deal with his emotional self; although autonomous and protective of his own individuality, he understands and respects the rights of the larger group.

Specific Traits: The humane person.....

.... displays a high degree of personal integrity, rather than outward conformity;

.... practices being himself, maintaining his own sense of identity; freely expresses his own thoughts and feelings;

.... does not show anxiety over personal errors and is not overly concerned in relation to to his school work as to whether he might make mistakes; has minimal concern for 'grades' as such.

.... has a low frustration level in dealing with new and complex ideas and problems;

....is willing to venture into new things and ideas of learning;

.... is interested in his own behavior and emotions as they exist in his total environment; he has a basic ability to analyze and deal with his problems based upon such emotional understandings and management;

.... displays feelings of self-confidence in his own decisions and becomes involved in those which personally affect him;

.... is willing to take a chance on his intuition and imagination; he is willing to trust his own judgement;

.... relates well with, and respects others because he has personal self-respect;

.... is aware of his own potential and has confidence because he understands this factor in his life, and how he can increase and develop it;

.... shows concern for protecting his self-autonomy but accepts responsibility for his own behavior as it may affect others;

.... retains a cooperative spirit without succumbing to conformity;

.... lives within the rules of the game of the government of which he is a part, but participates actively in shaping and changing the rules as he feels it may be desirable;

.... displays an understanding of the need and function of leisure time and seeks such activities as are consistent with his personal goals.

INTELLECTUAL COMPETENCE

General Characteristics: The humane person possesses a basic source of personal knowledge, as well as formal established knowledge; he is able to think critically about self and society; he is able to use knowledge to enhance his own well-being and that of others; he is an open, flexible person, tolerant of change; he is a creative person, seeking and capable of arriving at solutions to both personal and social problems.

Specific Traits: The humane person.....

.... has a fundamental store of knowledge upon which to build his own future learning experiences and for enhancing his own and the well-being of others;

.... enjoys and actively seeks the acquisition of new knowledge;

.... displays ability to be objective and to view situations in a detached way;

.... enjoys the confrontration with new facts and knowledge, even though they are complex and confounding;

.... takes personal pleasure in seeking unity of diverse elements of facts and knowledge;

.... looks for and takes advantage of any opportunity to enhance his own intellectual growth;

.... is sensitive to unexplained, unaccounted for facts and is adept at narrowing down sources of puzzlement; is naturally curious;

.... demonstrates knowledge of data gathering tools (like reading, listening, viewing);

.... practices a wide range of intellectual skills such as classifying, analyzing, discriminating, recording, and evaluating information;

.... is interested in the <u>possible</u>, rather than the <u>probable</u>;

.... is spontaneous, flexible, zealous, fervent, in his behavior, <u>but</u> still practices self-discipline and control;

.... is largely disinterested in facts for their own sake; he is more interested in meaning and implications of facts;

.... is a verbally skilled person and practices skills of good communication in his relations with others;

.... has a receptive, open mind; a willingness to listen and consider the opinions of others;

.... tends to indulge in aloneness without being anti-social; he is not concerned with popularity or conforming to group norms and beliefs.

Conclusions

It has already been pointed out that future concerns regarding the type of education that will be emphasized by schools in today's society and for the 70's must focus on the results or outcomes of that education. It could also be suggested in stronger terms that any form of educational innovation and instructional practice, whether it is considered to be new or old in origin, will have no value for its own sake. It will instead, only find value to the extent that it does effect desired changes in the student.

For the humanistic school, such desired changes in the student have been interpreted in the form of specific skills and behavioral characteristics that are felt to be necessary in order for youth to be appropriately and sufficiently educated today. It is from an analysis of that complex society we live in today, in relationship to the persons who are participating members of that society, that the various authors reviewed have determined those human needs and personal traits which they consider to "humane" in nature. It is these traits which they have submitted must constitute the goals and objectives of our schools.

If such outcomes are significant and have value as educational goals, then it becomes obligatory for schools to consider the evaluation of their educational programs by assessing the extent to which students can be measured as "humane persons", using criteria based on behavioral

outcomes, traits, and characteristics, such as presented in the preceding pages.

Having available some operational definitions of the major focus of the humanistic school concept, the humane person, it is now pertinent that consideration be given to the processes that might lead to the realization of such humane person goals.

If educators are to achieve educational goals that focus on developing a certain type of person, it seems reasonable to suggest that a beginning to that effort would be to be sure of one's conception of how learning takes place within the environment of the school institution in order that maximum advantage will be taken of what is known about the school as an agent of changing behavior in youth.

In support of this supposition, Chapter III of the study is devoted to a review of social-psychological theory and research that it is felt is supportive of the humanistic school concept. This analysis will serve to identify what school conditions and factors may be considered significant for influencing the learning and developing behavior of the student. This may also lead to the identifications of possible limitations that may be imposed on the school in it's efforts to educate for more humane persons.

CHAPTER III

SOCIAL-PSYCHOLOGICAL CONCEPTS

Introduction

It has been set forth, in the previous review of concontemporary critics of the educational scene, that the goals of modern day education should focus on producing "more humane persons". In turn, the school that would accept such a goal and seek to attain it, would if successful, be defined as a "humanistic school". In addition to having some operational and behavioral description of the humane person, as presented in the previous chapter and considered necessary for any possible implimentation of the concept, it is also desirable to consider the means by which a school might realize humane goals as an educational achievement.

For those who advocated the merits of the humanistic school, there is an apparent underlying assumption that if the school does have existing in it's program certain factors and conditions, submitted as "humanistic", that changes in students, towards becoming humane persons, will be the results. Such an assumption would seem to require

at least some evidence in theory or research, to substantiate that the school can, in fact, effect changes in the behavior and attitudes of it's students. Such an analysis may lead to a position of support for the practicality of the humanistic school concept, as well as identify possible limitations that will impede efforts to produce the desired humane persons.

One field of educational theory which deals directly with such concerns of human learning and changing behavior within the social environment of the school, is that dealing with social-psychology. Particularly because of current social concerns with the educational dilemna that faces many groups of our people considered to be socially, economically, and educationally disadvantaged, this field of theory has presented a great deal of fresh evidence from studies dealing with school factors that are significant as it pertains to school learning and the student. In the following pages, this field of theory will be reviewed as it pertains to our deliberations of the humanistic school.

Human Behavior and Social Interaction

Of general interest to the social-psychologist and sociologist in education has been the study of the uniformities of human behavior that appear to be typical of all interactions between persons. These regularities of thought, feelings, and action, are thought to constitute much of

what is known as human behavior. They are most often described in terms of three general concepts, social systems, school culture, and personality.

Particularly as the school and any group of persons within the school are viewed, it is possible to observe recurrent patterns of interaction taking place, between students, students and teachers, teachers and teachers. These regular patterns of behavior are related to one another and are grouped conceptually by the social-psychologist into what is called a 'social system'. Suffice it to point out here, that within these social systems, there exist various social roles, and role expectations brought to bear upon members of the system, which have much to do with behaving patterns of those members. It is important to note that these patterns of behavior are not necessarily fixed; that is, there is some evidence to suggest that they can be modified and changed, both through the deliberate efforts of the total group, or by individual members of the group.

Every human group also shares systems of beliefs and knowledge that constitute the 'culture' of the group. Of particular interest to the social-psychologist are group values pertaining to behavior patterns and the systems of knowledge necessary to achieve and maintain these patterns. This concept has been one of the areas that has received the attention of the researcher, and from some of these

studies we will examine a few of the implications that this research has potentially for the humanistic school.

Emphasis on personality brings forth a concept that applies mainly to the individual person. It refers to the unique combination of thoughts, feelings, and tendencies to act, that distinguish a given individual from other persons. Though a variety of concepts have been used to organize knowledge about personality, social-psychologists favor the concepts of social motives and attitudes. Social motives are defined as "individual tendencies to behave towards others in a characteristic fashion--to be agressive, dependent, competitive, friendly, and so on. Attitudes are individual tendencies to think, feel, and act in a patterned fashion toward some object of experience--an aspect of one's physical environment, another person, a symbol, or even one's own behavior."[1]

Two other general concepts focus on outcomes of the educational process. The first is referred to as the "socialization process", whereby a person's behavior is modified to conform to expectations held by members of a group to which he belongs through the interaction that takes place. The second is called "role allocation", the process by which persons are selected for various role categories within the social system of which he is a part. Each of these concepts

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[1]Carl W. Backman and Paul F. Secord, A Social Psychological View of Education, New York, Harcourt, Brace & World, Inc., 1968

have bearing on the behavior of the persons that make up the educational institution. In the following sections, various aspects of the literature is reviewed as it pertains to these concepts.

Pre-School Socialization of the Student

In recent years, increasing importance has been attached to the preschool experiences of the child as determinants of his success in school. In part, this is probably due to notably different, and still somewhat controversial changes, in what we believe to be true about child development as it has occured in the past two decades. Most educators will no longer accept, or at least admit to a belief, that mental abilities are fixed endowments, nor do they accept child development as a gradually unfolding process that is affected by maturation. It has been found that the structure of the environment and the nature of experience has much affect on the mental growth of the child.[2]

A number of studies of growth in general educational achievement, reading comprehension, and vocabulary development has shown that about one-third of a person's total mental development takes place during the preschool period.[3]

Implications for the school of these factors would seem to suggest that caution must be taken that students

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[2] J. McVHunt, Intelligence and Experience, (New York: Ronald Press, 1961)

[3] B. S. Bloom, Stability and Change in Human Characteristics, (New York: Wiley Press, 1964)

are not placed in categories as potential learners, based on erroneous conceptions of fixed abilities that cannot and will not change. Also suggested is the challenge to do more in identifying the early environmental deficiencies that cause individual students to come to school at a lesser stage of readiness to learn than other students; and to seek ways to provide remedial opportunities as needed and deemed desirable for the students' benefit.

Social Class

Social class is a sociological variable that has long been thought to be an important factor in educational achievement. Social class may affect education for the child in several ways. First, attitudes toward education held by parents and children have been found to vary with social class. Second, the social-class membership of the child often determines where his family lives (community, neighborhood, etc.) and this, in turn, determines the public school that the student attends. Financial support for further education is also often determined by social class. Studies carried out to determine the relationship between social class and academic performance demonstrate that the higher a person's social class, the higher is his level of academic performance.[4] A study of high school seniors showed that social class and educational aspirations were directly

[4] D. E. Lavin, The Prediction of Academic Performance, (New York: Russell Sage Foundation, 1965, as cited by Backman and Secord, Op. Cit.)

related even among individuals approximately equal in measured intelligence.[5]

Brookover and Gottlieb summarize their review of studies dealing with the relation of social class and education by suggesting that perhaps the influence of social class on educational achievement has been over-emphasized in the older educational literature.[6] While social class has some importance in the early years of school, in later years, cross-class socialization usually occurs. Most high schools develop common norms and behavior patterns that cut across class lines. For the educator, and particularly he who is interested in humanizing the school, it is probably most important to keep in mind the negative impact that a poor start in the preschool period and early grades, where social class may have its most notable effect, is likely to have on children. The possible enduring consequence for later performance of such learning deficiencies, and the awareness of this fact, may lead to greater understanding for the teacher in attempting to deal with student learning problems encountered at the secondary level.

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[5] W. H. Sewell, A. O. Haller, and M. A. Straus, "Social Status and Educational and Occupational Aspiration", American Sociological Review, Vol. 22, 1957, pp 77-83

[6] Wilbur B. Brookover and David Gottlieb, A Sociology of Education, (New York: American Book Co., 1964)

Achievement Motivation

The concept of achievement motivation is another area of concern that has received much attention from the social-psychologist in recent years. In general, it refers to the need of an individual to perform according to a high standard of excellence.

Anxiety and Achievement

On the college level, most studies report zero or low negative correlations between general anxiety and academic performance. In a few studies, however, where several different measures of ability and personality were correlated between these measures and academic achievement, the lower the anxiety, the better the performance. Below the college level, research is insufficient to draw any firm conclusions concerning general anxiety levels.[7] To sum up what the research does offer, it can be said that a basic principle seems to underlie most of the findings on anxiety and academic performance. Where a student anticipates success, anxiety impedes performance. Thus, the absence of anxiety better enables an average student to cope with difficult assignments, but it can lead to reduced effort when assignments are easy. In like manner, the ability of the student relates to anxiety and performance. The able student may benefit from anxiety because assignments are not too difficult for him and he may anticipate success; but the performance

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[7] Backman and Secord, Op. Cit., p. 35

of the student of low ability is impeded by anxiety because he anticipates failure.[8]

'Self' and Academic Achievement

Probably because man possesses language capacity and intelligence, he has the capacity for thinking about his body, his behavior, and his appearance to other persons. Each of us has such a set of judgements, thoughts, and feelings about ourselves. These elements are commonly referred to by the social-psychologist as the 'self' or the 'self-concept'. These notions of self are generated primarily through interaction and communication with other persons. In other words, the self is a social product. This factor of the student should be of particular concern to the humanistic school.

The concept of self held by a person is often viewed as the highest order value of the individual, and therefore is the basic reference for understanding human behavior. The behavior of the individual is primarily determined by, and pertinent to, what is called his "phenomenal field". In particular, it is determined by that aspect of his field which is his own perception of self. For this reason, parents, teachers, and the others with whom the student has regular contacts within the school environment should be concerned with seeking ways to assess the student's image

[8] Ibid., p. 39

of self, in an effort to more effectively enhance the development of a well adjusted pupil and to seek ways to redirect any negative attitudes of the student with behavior problems by providing more reasonable and attainable goals and tasks.

Although the basic part of personality seems to remain relatively stable through life, according to Bloom,[9] one's self-concept does not. It is affected by growth and experience, which is to say that it definitely is capable of being changed, and may be so in either direction, negatively or more favorably.

Self-concept is largely the result of how an individual believes himself to be seen by "significant others" in his life. In his early life, parents are the basic reference for the child. After he begins school, teachers to some degree replace parents in this role. It also has been shown in several studies that the further a student advances in school, the more he is influenced in his behavior by his peers. Brookover's work[10] has given some support to this area of concern, and other studies have shown positive correlations between parental evaluation of their children and their children's own self evaluation.

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[9]Kenneth L. Bloom, "Some Relationships Between Age and Self", Dissertation Abstracts, Vol. 21, (1960) p. 670

[10]Wilbur B. Brookover and Thomas Shailer, "Self-Concept of Ability and School Achievement", Journal of Educational Sociology, Vol. 37, (1964), pp. 271-78

Two facts seem to be relevant and have direct implications for the school: (1) teachers must accept that one's self-concept is a basic factor in school achievement, and (2) awareness of this factor is a necessary requisite to meaningful curriculum implementation. The literature available in this area reveals considerable evidence in support of these assumptions.

At the junior high school level, Brookover studied the relationship between the self-concept a pupil had regarding his ability to do certain school work and the grades he received.[11] His purpose was to determine whether or not self-concept of ability was a significant factor in the achievement of junior high school pupils. Fifty-five percent of the seventh graders of four junior high schools in a single community were included in the sample for this study.

In correlating students' achievement scores with their self-concept of ability, he found that self-concept and this factor were significantly related to achievement, both for boys and girls. He also found that self-concept of ability may be quite different from one academic area to another and that each may be different from the pupil's general self-concept of ability. In both this report and

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[11] W. B. Brookover, A. Patterson, and S. Thomas, "The Relationship of Self-Images to Achievement in Junior High School Subjects", Michigan State University, 1962, (Final Report, Cooperative Research Project No. 845)

in a later report, he indicated that the expectations of significant others as perceived by pupils, was positively correlated with their self-concepts as learners. Among the significant others mentioned were parents, "favorite" teachers, and peers.

Wingo summarizes the research efforts which relate to this facet of the learning situation so as to suggest that the school does provide an important element of the child's learning environment when he says:

> Research of the last decade supports the principle that learning in both the qualitative and quantitative aspects is related to the kinds of personal relationships which exist in the classroom. Theere are two important dimensions involved in such relationships. One is the teacher and the students. The other is the nature of the relationships among the students themselves.[12]

Implications for the Classroom

The most important point here may be the need for increased emphasis on experience and on social factors as determinants of ability and performance. Virtually all of the research available leads to the conclusion that one of the most important factors in educational achievement is that the child must repeatedly experience success in his school endeavors.

For the classroom teacher it seems clear that it is of the utmost importance to be aware of the dangers inherent

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[12] G. Max Wingo, in Encyclopedia of Educational Research, Chester W. Harris (ed.), third edition, (New York: The Macmillan Co., 1960, pp. 848-58

in the "self-fulfilling prophecy" concept. That is, that the teacher avoid erroneous judgements of a student's capacity for learning, teaching and treating him accordingly, and in the process convince the student himself of his 'limited' capacity so that the results are a lowered image of self, lower aspiration and self-expectations, and finally, low achievement.

Also clear is the necessity for maintaining anxiety at an optimum level for each individual student, realizing that evidence suggests that students of differing abilities should receive different treatment with respect to this factor. Having successes in his experiences, builds for the student appropriate abilities, study habits, attitudes and values, and minimizes those factors that interfere with performance.

The School Setting

In looking at the school in this aspect, the institution is viewed as a miniature society, having it's own culture or 'climate', which in turn is made up of a variety of identifiable subcultures that affect the behavior and performance of the student in various ways. Most studies of this factor in the school have dealt with the college level but a few have been done at the high school also. These studies have revealed marked differences in the pressures exerted by faculty and students for academic performance, in the intellectual, political, and social milieu

of the students and in their educational aspirations. These differences have been examined in relation to three classes of variables: (1) the informal structure and culture of the student body; (2) characteristics of the school--it's size, it's type of program, faculty, and facilities; and (3) background and personal characteristics of the students. All such factors constitute one part of the total school climate.

Differences in Schools as to Climate

Various studies have shown that the school climate does have consequences for student performance. If this is true, then it should be a highly relevant factor for consideration as it might apply to the humanistic school.

After testing a number of factors and intervening variables in one study done at the college level, it was concluded that where faculty members were enthusiastic and emphasized achievement, humanism, and independence, the schools productivity of Ph.D.'s was high. Schools where the faculty lacked these attributes and emphasized compliance and conformity had less than their share of such higher degree aspirants.[13] High school climates appear to be similarly related to motivation to attend college. A review of four studies of variations between high schools in student plans to attend college confirmed that such

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[13] D. L. Thistlewaite and N. Wheeler, "Effects of Teacher and Peer Subcultures upon Student Aspirations", Journal of Educational Psychology, Vol. 57, '66, pp 35+

factors were also significant at that level.[14] Similar support comes from comparing the effects of school climate, social class, and measured ability, on plans to attend college.[15]

In addition to the research dealing with school climate and its effect on aspirations for furthering education, other dimensions have also been examined. Where the high school climate stressed academic excellence, intellectual ability and grades were more strongly correlated. Where this climate was lacking, these students were less apt to perform according to their abilities. While not nearly as important as family background, school climate did have some relation to the amount of time spent studying and on the intention to go to college. Coleman found that in those schools where the value climate favored the so called "all-around boy", the top scholars and the top athletes had the least difference in scholastic achievement. Where the school climate favored the specialist--where more students were named as either a scholar or an athlete, but not as both--the grade difference between the scholars and athletes was greatest.[16]

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[14] R. P. Boyle, "The Effect of the High School on Student Aspirations", American Journal of Sociology, Vol. 71 (1966), pp. 628-39

[15] J. A. Michael, "High School Climates and Plans for Entering College", Public Opinion Quarterly, Vol. 25, (1961), pp. 585-95

[16] J. S. Coleman, The Adolescent Society, (New York: MacMillan Publ. Co., 1961)

Characteristics of Schools and Climate

A number of specific institutional characteristics have been associated with identifiable differences in the climates of different schools. Such characteristics as library facilities, faculty, and the uniqueness of the students themselves as they enter the institution, are usually fairly stable characteristics and are often sufficient to establish a social climate emphasizing particular values.

One study dealing with size as a variable, compared 13 high schools of varying size.[17] The results suggested that the smaller schools evoked more varied extracurricular activities, more active involvement, and more chances for responsible leadership. One study of high school size indicated that pupils from larger schools outperform those from smaller schools on standardized achievement tests.[18] Another study of academic achievement, however, as it pertained to college success compared with high school of origin, reported no difference between students from small and large high schools.[19]

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[17] R. G. Barker and P. V. Gump, Big School, Small School: High School Size and Student Behavior, (Stanford: Stanford University Press, 1964) p. 250

[18] P. Street, et. al., "Achievement of Students and Size of School", Journal of Educational Research, Vol. 55, (1962), pp. 261-65

[19] E. R. Altman, "The Effect of Rank in Class and Size of H.S. on Academic Achiev. at Central Mich. Univ.", Journal of Educational Research, Vol. 52, (1959), pp. 307-09

Another variation in climate stems from the influence of the formal structure of the school, it's administrative policies, it's curriculum, the quality of it's faculty, as these factors directly affect the climate itself. Numerous attempts have been made to determine the relative importance of these different influences on the variation in school climates but few firm conclusions have been attempted by the researchers. What evidence there is suggests that the effect of any one factor is often modified by the presence of other factors providing interacting effects which are difficult to interpret in such a way as to give real meaning for those that might seek direction from the results for school improvements. For instance, in his examination of four separate studies, Boyle[20] compared the influence of the family with that of the high school on student aspirations. He found that the relative influence of the two depended on the size of the school, the sex of the student, and the size of the community. Coleman, in studying the effects of racial composition on schools, found that the influence of the school was dependent on the quality of family influences.[21]

Despite the difficulties of interpreting findings, Backman and Secord concluded that variables which determine

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[20] Boyle, Op. Cit.

[21] J. S. Coleman, E. Q. Campbell, C. J. Hobson, et.al. Equality of Educational Opportunity, (Wash., D. C., U. S. Office of Education, 1966)

most strongly the school climate are the characteristics which the students bring to the school--their abilities, interests, values, as determined by influences outside the school.[22] It is generally conceded that the input characteristics of the students are largely beyond the effective control of the educator. Other factors over which the school may direct some influence are those identified as the formal and informal structure of the school. From this concern has come a number of studies dealing with the influence that peer groups have on academic performance.

By and large, this influence has been found to be negative in nature. A general analysis of the findings suggests that, particularly by the time the student reaches high school age, favorable influences from the home diminish during the school year as the student comes under the influence of the peer-group culture. It has been noted that such cultural influences do not uniformly affect all students in a given school, and that the extent of influence on an individual's academic motivation and achievement depends on (1) the frequency of his contact with the groups or group mediating the influence, and (2) his receptivity to the influence, once he encounters it.[23]

Nothing in the literature suggests that the school cannot attempt to change favorably the input characteristic of the school. Given the possibility of structuring

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[22] Backman and Secord, Op. Cit.; [23] Ibid.

group composition, and having the means for formally considering the study of such influencing behaviors by members of such groups to gain better self-understanding, at least suggests that the influence of peer-groups on attitudes could to some favorable degree be directed and implimented into curriculum deliberations by the school. As has been reviewed in the numerous studies, greater awareness of this significant factor could lead to notable gains educationally for students.

School Characteristics and Educational Achievement

It has been previously indicated that the informal preschool training the child gets in the home is extremely important in determining the start he gets in school. The start he makes can also have a lasting effect on his future performance in school. This would seem to make evident that the school could and should consider means for compensating for identified inadequacies of the home or of early training. Again, Coleman's Equality of Opportunity Study[24] has shown that the single most important factor in the school setting is the educational background and aspirations of the other students. A child with a poor family background is unlikely to improve if placed in a school where other pupils have comparable backgrounds. On the other hand, if he attends a school where other pupils have better backgrounds and higher aspirations, he is apt to improve markedly. In turn, students who came from highly

[24] Coleman, et. al., Op. Cit.

supportive families did just as well in schools where they were with students of lesser family supportive backgrounds. These results support the generalization that family backgrounds supportive of educational achievement is a prime requisite for academic success.

By controlling statistically for socioeconomic background, researchers have been able to assess the independent effect of school facilities on performance. In general, Coleman and associates[25] found that such characteristics as well-equipped laboratories and libraries produced relatively little improvement. Most of the differences in student achievement from one school to another could be accounted for by socioeconomic background, regardless of facilities. The significance of these findings have been questioned, however, on the basis that in controlling for socioeconomic background, the investigators limited their comparisons of schools to those that differed little in facilities. It should also be noted in interpreting the results of this study that student achievement was reported only in terms of standarized tests, and it is possible that school characteristics might differentially affect achievement measured in other ways (perhaps 'humane person' outcomes?).

Coleman's Report also measured the influence on educational achievement of pupils by the teacher. To the

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[25] Coleman, Op. Cit.

limited extent that the quality of the teacher was analyzed, this factor was found to have an appreciably greater affect on pupil achievement than school facilities. Moreover, this as a factor was intensified in higher grades.[26]

In considering the total implications of the Coleman Report, one cannot totally discount the findings relative to the importance of school facilities, curriculum and staff upon student achievement, as compared with the apparent greater significance of family background and influence of the student's peer group. It should be kept in mind, however, that this study was intended to examine the gap in educational opportunities, particularly in those schools and communities with significant ethnic differences in the constituent population. To generalize the results so as to suggest that they are equally applicable to all schools in America, would seem to ignore the great differences that exist in such schools as it pertains to types of communities, social class composition of individual schools, facilities, and like factors. Few practiced and experienced educators will be found that are ready to accept in total, the Coleman findings.

Ability Grouping

Grouping students according to supposed ability has long been practiced in our American schools on the assumption

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[26] Ibid.

that this would enable the teacher to better meet the differing needs of the pupils. Probably no practice has been more consistently debated than the merits of this in our schools.

As educators and the behavorial scientists have continued to re-evaluate the effects of such grouping, more and more the evidence has pointed toward the unfavorable consequence of this practice. For one thing, it has been apparent that such grouping was not taking place just on ability, but was instead resulting in grouping according to social-class origins. The results of such placements have been that students have not been 'grouped' proportionately to the ability of pupils in any particular social group.

Evidence has shown that once a child is placed in a particular ability classification, he is apt to remain there. Once placed in a low-ability grouping, the educational opportunities of a child is apt to be permanently reduced. This is where the 'self-fulfilling prophesy' theory is brought into play, to the detriment of the student.

Ability grouping has also been shown to have consequences beyond academic achievement. Teachers in systems with such grouping tend to be more rigid in their opinions concerning individual differences in children. These attitudes have much to do with making the prophecy with regards to

achievement as implied by the initial placement, come true. This was shown in a study which demonstrated that children of equal ability performed at different levels if their teachers were led to adopt different expectations of their performance.[27] In addition, there is the possibility that teachers, too, may develop a low morale feeling that they have also been 'grouped', a fact in itself which could lead to lowered student achievement, in light of the evidence supportive of teacher behavior influence on student learning.

It seems obvious in this discussion, that what the school does within its structure, organizationally as it applies to student grouping practices, has a great deal to do with the eventual educational outcomes that can benefit, or harm the student.

The Classroom Social Order

The structure of the classroom social order is another important aspect of the entire learning situation. It is also an extremely complex structure that involves such factors as social order, sociological structure, and socio-metric structure.. There is general concern amongst the social-psychologists as to the effect that the group has upon the individual pupil. The following is a brief review of the literature dealing with this aspect.

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[27] R. Rosenthal and L. Jacogson, "Teacher Expectancies: Determinants of Pupils' IQ Gains", Psychological Reports, Vol. 19, (1966), pp. 115-118

The school, as well as the family, does assume a responsibility for helping the child become integrated into society. As a conveyor of societal values, the school is charged with the function of assisting the student to develop these values. The pupil's relationship to the teacher, as a conveyor of societal values, and his relation to other pupils, as conveyors of peer group standards, constitute the two main dimensions of classroom interpersonal dynamics. That these interpersonal dynamics affect the pupil's acquisition of socially approved modes of behavior, and what he therefore learns, appears to be adequately supported in the research.

The power of the group for the modification of behavior is attested to in a summary of research on group behavior in the classroom provided by Trow.[28] After listing twelve assertions which have direct bearing upon classroom management, they summarize their findings by stating:

> Thus, we can safely accept the view that group phenomena definitely effect the progress of learning, as well as the kind of learning that takes place. The educational significance of this view derives from the fact that the pupil's attitudes, as well as his behavior patterns, are modifiable. Increased motivation in participating in classroom activities and consequently in learning, derives from several different potential sources in a group atmosphere where good mental health prevails.

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[28] W. C. Trow, et. al., "The Class as a Group", (in J. F. Rosenbloth and W. Allensmith (eds.), The Causes of Behavior II, (New York: Allyn and Bacon, Inc., 1966, pp. 204-210)

Effects of Classroom Interaction

Another of the more important factors of the school environment is that consisting of the interaction of persons within the classroom. It is in the classroom that student friendships are formed and peer groups emerge. Among the various "other persons" within the school, it has generally been found that it is the classroom teacher with whom the pupil has the most interaction. Much has been written regarding this aspect as it deals with the internal structures of the classroom, as it pertains to roles and role expectations, and role behavior. In the school situation, there are believed to be certain sanctions of behavior brought to bear upon the student, arising out of the classroom structure. These sanctions seem to have much influence on his developing behavior and the resulting learning that occurs.

The term "sociometric structure" has commonly been used to describe the patterns of positive and negative affect, attraction and repulsion, that exists between members of a group. Teacher awareness of this structure can better enable her to analyze the needs socially of the student. There is some research evidence to suggest that much could be done within the class to alter patterns of interaction as they bring about elements of power and leadership, in such a way as would help to promote the development of

attitudes and behavior that will be the most beneficial to the student.

A great deal has also been written about the relative merits of two different styles of teacher leadership that evolves from the classroom interaction structure. These types have been labeled as 'pupil-centered' and 'teacher-centered'. Although a pupil-centered climate is most often considered as ideal, the research evidence does not provide absolute answers that favor one over the other.

It is generally pointed out that the relative effectiveness of one climate over the other depends on the specific task, the personality and skills of all group members and the overall structure of the group.

Much has been done to study the interaction aspect between teacher and student. Notable work in this field of interaction analysis has been done by E. J. Amidon, as well as N. A. Flanders. Amidon[29] summarizes some of the findings of studies done on teachers who were trained using the techniques of interaction analysis as follows:

1. Teachers familiar with Interaction Analysis, generally talked less in the classroom than those who were not trained in this process.
2. In general, teachers who are trained in Interaction Analysis become more indirect, accept more student ideas, and criticism is less than for teachers who are not so trained.

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[29] Edmund J. Amidon and Evan Powell, "Interaction Analysis as a Feedback System in Geacher Preparation", The Supervisor: Agent for Classroom Change in Teaching, Raths and Leeper, eds., (Wash. D. C., NEA, AST, 1966)

Inasmuch as Flanders found that teachers of children who had high achievement and positive attitudes were more indirect, accepted more student ideas, and used less criticism than teachers of children with low achievement and negative attitudes,[30] there appears to be substantial evidence that the use of Interaction Analysis training can be helpful in producing teachers with more appropriate teaching skills. The implications of this seem to apply to both pre-teaching experiences, as well as for those already practicing within the school classrooms, through in-service, professional self-improvement programs.

Achieving Change Through Group Dynamics

It has been stated often in the recent past, that the problems of the twentieth century are mainly problems of human relations. Considered critically, some would suggest that the survival of civilization may well depend on our ability to learn how to change the way in which people behave toward one another. Cartwright[31] asks the question from the perspective of the problems involved with human relations that might well be applied to the educational concern being considered in this study, that is, how to

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[30] N. A. Flanders, "Teacher Influence, Pupil Attitudes, and Achievement: Final Report", Cooperative Research Project 397, U. S. Office of Educ., Wash., 1960

[31] Dorwin Cartwright, "Human Relations", Readings in the Social-Psychology of Education, Charters and Gage, eds. (Boston: Allyn and Bacon, Inc., 1963)

develop a more humane person in our schools. He asks:

> How can we change people so that they neither restrict the freedom nor limit the potentialities for growth of others; so that they accept and respect people of different religion, nationality, color, or political opinion; so that nations can exist in a world without war, and so that the fruits of our technological advances can bring economic well-being and freedom from disease to all people of the world?

Interest in the possible contribution that the social sciences might have to make for solving problems of human relations has lead to greater consideration of that branch of study known as 'group dynamics'. Basically defined, group dynamics refers to the forces operating within any group. Study of this field involves gaining a better understanding of the ways in which people change their behavior or resist efforts by others to have them do so.

Through such investigations of the interaction of persons within groups, has come greater understanding about how groups act to influence individual behavior of group members. It also deals with such personality characteristics as leadership, conformity to certain norms, self-esteem, motivation, agressive behavior, and others.

Recent years have provided us with a great deal of research data dealing with different variables of behavior as analyzed through group dynamics. In one series of experiments directed by Lewin[32] it was found that a method

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[32] K. Lewin, Field Theory in Social Science, (New York: Harper & Row, Publ., 1951,) pp. 229-236, (as cited in Charters and Gage, Op. Cit.)

involving group decision to have its members change their behavior, was two to ten times as effective in producing actual change than was a lecture presenting exhortation to change. Lippitt,[33] in an experimental workshop for training leaders in intercultural relations, found that participants who had previously been identified as inactive in community efforts to improve inter-cultural relations, became more active after such group participatory training, than did a group of similar people who were given the same kind of training but as isolates, rather than as members of a cooperative working group.

From the study of group dynamics and the numerous experimental programs carried out to learn more about this area of behavioral study, Cartwright[34] presents a number of basic principles dealing with the group as a medium of change that have significance for the school as an agent of change:

1. If the group is to be used effectively as a medium of change, those people who are to be changed must have a strong sense of belonging to the same group.

2. In attempts to change attitudes, values, or behavior, the more relevant they are to the basis of attraction to the group, the greater will be the influence that the group can exert upon them.

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[33] R. Lippitt, Training in Community Relations, (New York: Harper & Row, Publ., 1951) (as cited in Charters and Gage, Op. Cit.)

[34] Cartwright, Op. Cit.

3. The greater the prestige of a group member in the eyes of the other members, the greater the influence he can exert.

4. Efforts to change individuals or subparts of a group which, if successful, would have the result of making them deviate from the norms of the group, will encounter strong resistance.

5. Strong pressure for changes in the group can be established by creating a shared perception by members of the need for change, thus making the source of pressure for change lie within the group.

6. Information relating to the need for change, plans for change, and consequences of change, must be shared by all relevant people in the group for optimum effectivenss.

These principles represent a few of the basic propositions that have emerged from the research in group dynamics that may have some bearing upon educational practice within a school system, building, or classroom. As research continues in this field, more will undoubtedly be learned, and the stated principles set forth by Cartwright will be modified or added to. Already, recent years have seen much attention given to group interaction and the effects of the group on individual behavior through the sharing of an experience called sensitivity training laboratories. The basic purpose of these group analysis studies have been professed to be that of increasing self-understanding as an individual, and as a member of the group, and through such understanding is supposed to come greater 'openness', willingness to change, and more

cooperative work relationships, attitudes, and supportive attitudes towards other members of the group. The end results of such changes, is hopefully, greater realization of group goals as well as better mental health for the participants.[35]

Although there is not total agreement as to the benefits derived from sensitivity training, the writer's personal contacts with many persons who have participated in such laboratory experiences has indicated that many of them felt it to be a meaningful experience, one in which they personally experienced growth as a person. Little research, however, has been done to analyze the long-range gains made, either on the individual, or on groups as a whole that have shared the experience. The favorable reports do suggest that the humanistic school will find this field of group dynamics worthy of investigation on behalf of its professional staff.

Personality of the Teacher

Most writers agree that the personality of the teacher has a vital influence upon the process of teaching, and some feel that teaching is a direct expression of the persons personality.

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[35] (A rather thorough discussion of sensitivity training laboratories in relationship to the humanistic school concept is available in the presentation of Wallen:
John L. Wallen, "Building Leadership Skills", Humanizing The Secondary School, Hamilton and Sayor, eds., Op. Cit., pp. 101+

Among the most important facets of personality, particularly in regard to the process of helping others learn, are those which affect or go into making up one's capacities for interpersonal human relationships. As was pointed out earlier, this is so because learning is related to the kinds of personal relationships which are developed in the classroom. The relationships or rapport developed between teacher and child, and relationships developed among the pupils themselves, are basically the responsibility of the teacher.

Good personal relationships in the classroom depend upon the ability of the teacher to relate in a wholesome manner to pupils; accepting them emotionally, and being able to understand their feelings, values, and perceptions. Numerous studies have been done which indicate that increased ability on the part of the teacher to relate to pupils, understand their concepts of self, and the environment in which they are functioning, increases the effectiveness of the total learning situation for both the teacher and the pupil. Most such studies emphasize the importance of being able to adequately develop relationships with children which will enhance the learning-teaching situation. The relationship between acceptability and achievement was reported in a study by Rosenfield and Zander in which they assert that the classroom group has

significant influence on the motivation and learning of a great majority of pupils.[36]

In summarizing the research on the topic of teacher personality, there would seem to be general agreement that teacher behavior, attitudes, personal values, all form an important aspect of their teaching success and the learning of the student. Significant with regards to this factor and the teacher is that which deals with the person's ability to predict the behavior of other persons. There are many variables that influence prediction ability, but most researchers agree that some teachers are capable of making accurate predictions about their pupils to a higher degree than others. This may imply that there might be ways to train teachers to be more astute in this skill, either in pre-service preparation, or for the humanistic school teacher, in-service programs for professional improvement and personal growth.

Summary on Social-Psychology and Schools

In the preceding pages there has been presented a broad review of some of the many aspects of behavioral change as found in the theory of social-psychology, and that may have implications for understanding how humaneness might be realized on behalf of the student within the general school setting. The purpose has been to provide some basis of support in theory for what has been

submitted as an apparent fundamental assumption of the humanistic school concept. This assumption would have us accept as fact, that if the school does certain things in the educational process, or has certain conditions, all of which are offered as "humanistic" in nature, then the school will effectively change the student towards becoming a "more humane person".

In discussing all that has been reviewed, it seems too obvious to deny, that as a social institution that involves constant interaction of human beings, the school has the potential for affecting behavior development in many ways. To deny this, is to deny at least two basic premises of the social-psychologist himself that (1) all human behavior, as social behavior, is learned, and (2) that human behavior is learned in interaction with other human beings.

The question as it pertains to the humanistic school then, seems to be not does the school cause change, or even can it be effective as an agent of change, but rather, how can it be most effective in bringing about desired changes that are humane in nature, in the behavior of its clientele.

Selakovich, in writing about the school and society speaks supportively of this position in stating:

> The school is a social institution in which children of different backgrounds, different views, and different values, are put together

> and must live together in that environment. Thus, the manner in which the school functions, (how it arranges the opportunities for student interaction, what it teachers, what it seeks to accomplish), has some effect on on the development of values, and in turn, affects the problems of human relations as it pertains to the students.[40]

It is only briefly noted here that, where social-psychological research and evidence suggests limitations for the school as an agent of change and as to the extent that the school as a single factor, affects the learning and developing behavior of youth, such evidence is based to a considerable degree on research carried in schools as they have existed in the past. Such findings may well attest to the ineffectiveness of our schools as they have been organized, but at the same time leave ample room for contemplation as to how schools that "might be" (perhaps the humanistic school) could desirably affect the learner within that institutional environment.

What the social-psychologist does seem to have to offer, is a series of concepts and ideas, based on both theoretical and empirical analysis, that will allow the educational practitioner to examine in a more realistic and incisive way, the multiple forces operating both from within and without the school social environment, that do affect the learning of the student.

It becomes the practitioner's responsibility to know, to assess, and to apply, what this field of theory has to

offer, that has bearing on the achievement of educational objectives; that will enable him to gain better understandings of the social context of learning and behavior, as it is acquired in the social system of the learner and in the formal educational process, and to make educational decisions accordingly. In doing this, it should be kept in mind that the research findings, based as they often are on limited and restricted populations, cannot be applied to any or all educational populations indiscriminately.

If such an awareness of this field of theory exists for the educator, then it seems implicit that such knowledge will be of general benefit as he considers ways to humanize, and make more worthwhile, the educational program. It is submitted that such theoretical support is both necessary and worthwhile for the humanistic school concept.

In Chapter IV, consideration will be given to those school conditions and factors that have been offered by the various writers and scholars reviewed, as characteristic of the humanistic school.

CHAPTER IV

THE HUMANISTIC SCHOOL

Introduction

The effort thus far in this thesis has been to consider the product of the humanistic school, the "humane person", and to do so in terms that would provide some means for operationally measuring the results of the school in terms of the behavioral outcomes that would be sought as those humane goals. To this end, Chapter II provided an analysis of those human characteristics and needed skills which the literature has revealed to be necessary for the desired humane person, or that person who would be properly educated for modern society.

To begin our deliberations of the educational process that might lead to the development of such humane persons, Chapter III was devoted to a review of learning theory that might support any contention that certain school conditions and factors could produce a specific type of person. It remains now to examine the school setting that has been recommended and set forth for a "humanistic school". This will be done in the following pages with a review of the literature dealing with this concept.

In approaching this task it is felt that several factors should be kept in mind. First, the uniqueness of individual schools, their communities, their clientele, all suggest that there would not be, cannot be, one all-perfect, humanistic school, that would automatically produce humane persons in all students, universally. Certainly this writer has found nowhere in the literature, any contention that, just because a school did have any one or more of those conditions and factors cited as "humanistic", one could be assured that humane persons would result. Initially then, it is believed that if any objective analysis of the humanistic school is to take place, skepticism regarding the ineffectiveness of schools to educate, or innovativeness to change, must be held in abeyance.

It should be also noted that schools that truly innovate for humaneness do not necessarily appear as having any set pattern normally identified with innovation. They may or may not accept organized systems of instructional materials. They may or may not find that team arrangements or other staff utilization plans, or time arrangements, serve the needs of their school. The truly innovative school, concerned with humanizing it's efforts adopts those teaching conditions and school arrangements which serve its students best.

The humanistic school's basic concerns will not be with the processes or conditions of the educational system

as much as with those human outcomes that can be assessed as humane. Such results, because they are felt to be desirable, will be sought by any and every means possible and available, whether new or old in origin. This concern will be of only minor importance to the advocate of the humanistic school. The primary concern will be to identify wherever possible, those conditions and factors which show some indications of affecting the achievement of humane person goals.

In spite of what might be interpreted as a looseness in defining the humanistic school, there does appear in the literature some general school conditions and arrangements which are proposed for the development of humane persons by the school.

It can be expected that some of these factors will not lend themselves to being easily stated in operational terms such that they can adequately be measured for school assessment purposes. This fact, however, should not be cause for avoiding the discussion of such factors, if they are considered by the writers to be relevant for the humanistic school.

Another fact which needs to be set before our deliberations on the humanistic school has to do with the student becoming a humane person as a result of his formal schooling. Nowhere has it been suggested that such a person would be totally developed, exclusively within the

confines of the school environment, humanistic or otherwise, exclusive of other influences in his total life environment. To the contrary, many of the writers reviewed have noted the humane person as an on-going, ever-developing and growing personality. Rogers suggests that the humane person may never be totally complete in his development. In fact, he suggests that such a person should be constantly changing his behavior so as to be compatible with an ever changing society,or else he loses his humaneness.[1]

As it is presented, most notable is the fact that all that the humanistic school is suggested to comprise, is extremely broad in the many facets and aspects that are proposed. Such school factors and conditions, as earlier mentioned, will touch on interpersonal relations, instructional methods and materials, school organization, facilities, and policies.

What then, can be stated regarding the possible development of a humane person via the school? What does constitute that institution that might be seeking humaneness on behalf of its students? What is the "humanistic school"?

The initial definition of the concept submitted in Chapter I of the immediate study, stated that four basic dimensions would be considered as they applied to the total school: (1) the overall functions,philosophy, and objectives; (2) the administrative structure, policies, and

[1]Carl R. Rogers, Freedom to Learn, (Columbus, Ohio: Charles E. Merrill Publ., 1969, p. 295

procedures; (3) the instructional program, and (4) the relationships of persons comprising the school community. The definition also stated that for the "humanistic school" to exist, elements in all four of the above mentioned dimensions would be "purposely directed toward the development of the humane person". More simply stated, one could submit that in the humanistic school, all aspects of the school, or the total school, would be committed to the development of the humane person.

The belief remains, therefore, that for the attainment of a humanistic school program, there must be overall school involvement in the cause of humanizing all aspects of the learning and instructional environment. As different scholars are reviewed regarding their concerns for certain conditions in the school, it will be noted that few factors cited can be specified as fitting a single school dimension. Rather, it should be notable that, as with the previously presented definitions of the humane person, most factors and conditions, or school characteristics, are interrelated, often dependent on other stated conditions for optimum potential effectiveness.

Some General Conditions and Factors

If a school or a community is going to derive benefits from efforts to humanize the learning conditions of their school, there must be some commitment to that end.

Before such commitment can exist, however, it would seem that a requisite condition would have to prevail, that of the community believing in their schools, as well as being willing to accept humanistic educational goals as those which are desirable for their youth.

A number of writers have emphasized the fact that if schools are to be humanized, there will have to be a reorientation of the public as to the real needs of youth today, relative to the goals and objectives of the school. Rubin states that the "public, and parents, must be helped to understand that education today must be more than the simple acquisition of information. Since this has been largely the fundamental task fulfilled by our schools in the past, support must be sought for the school as it realigns itself towards new goals, humanistic in nature, for the attainment of a more humane person.[2] Although not specifically noted, implied certainly is the necessity for educators themselves to study and nurture a deeper understanding of the problems and needs of our youth today. Particularly, these needs will require analysis in terms of the youth as unique, individual persons, living in an every-changing mass society, and as persons who will be facing a broad range of new and complex problems, that will require new skills to solve.

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[2] Louis J. Rubin, "Epilogue: Skills We Need", Life Skills in School and Society, 1969 Yearbook, Association of Supervision and Curriculum Development, NEA, Washington, D. C., p. 153

As to the learners themselves, Rubin also points out that they must be helped to perceive that the school is a place where one learns not only about things, but about ways to think about things as well.[3] Others have noted that the student in the humanistic school would look upon knowledge and the acquisition of it, not in terms of a quantitative storehouse of facts, but as information with which to build new knowledge and to develop his own potential as a person, as well as a basis for contributing to the welfare of others. In order for such attitudes to be realized, most scholars concur that the education to which the student is constantly exposed must focus on the personal world and society of the student, as he perceives it.

Monez and Bussiere[4] point out that a high school is only what an individual student perceives it to be. "The degree of relevance", they state, "in any program of education, is a function of the perception of the person affected by it. The high school must recognize that it exists primarily to help each young person in his search for significance, and that he tests the school's responsiveness to his needs against his own sense of reality."[5]

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[3] Ibid.

[4] Thornton B. Monez and Norman L. Bussiere, "The High School in Human Terms", Humanizing the Secondary School, ASCD, NEA, Washington D. C., 1969, pp. 7016

[5] Ibid., p. 9

Schools must be concerned with education that deals with skills that enable the individual to know, to think, to feel, to value, and to act. These skills, however, will remain underdeveloped if we persist in separating education from life itself, particularly as it is experienced by the students in their total life situation.[6] For the school, it seems clear that more ways must be found to make the learning environment such that the student can see, with his own eyes and through his own experiences, where the facts of knowledge become applicable and useful to him and others in solving problems of personal and societal nature.

Such activities as taking students into economic deprived housing areas for first-hand confrontration with the human suffering that exists under such conditions, is one example of that which might considered a worthy educational practice. To broaden the student's perspective of such problems as civil rights, he should be exposed, both in and out of the school, to others that are active in such movements. What is suggested here is not the traditional "field trip" activity, with its 'holiday' atmosphere, but rather opportunities to have first hand contacts with the realities of society and to use these contacts as a possible door into involvement as individuals. Hopefully, this will lead to the development of a greater commitment to helping in the betterment of life for all mankind.

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[6]Louis J. Rubin, "The Object of Schooling: An Evolutionary View", Assoc. for Supervision and Curric. Development, 1969 Yearbook, NEA, Wash. D. C., pp. 15-33

In giving consideration to rethinking the shape and design of learning experiences in our high schools, in terms of the personal world of each student, it may be desirable and helpful, to consider what questions are pertinent to the young person himself, and what he might come to value as he moves through the high school experience. Certainly implied here, is that the students should have some involvement in educational decisions that affect their personal learning situation.

Another general consideration of the qualities of the humane person has to do with the student's self-fulfillment. For this trait to develop, there must be a receptive climate in the school. Glatthorn[7] suggests that one of the most important indications of such a climate is the obvious attitude of the principal and faculty that they believe in the right of each person to be himself, and who are willing to grant this right all students.

The granting of this right, however, entails some risk that the person will choose to be other than a humane person, perhaps even inhumane. Such risk seems unavoidable. The purpose of the humanistic school would be to encourage the development of such humane group norms as will favorably influence the right choices of the individual. Ultimately, however, the choice must belong to the individual.

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[7] Allan A. Glatthorn, "Individual Self-Fulfillment in the Large High School", NASSP Bulletin, No. 335, March 1969, pp. 47-56

The alternate to such self-decisions on 'right behavior, is strict governance as depicted in maximum rules and policies. Although such practices may indeed result in conformity to group norms, negative attitudes and general alienation are also apt to accompany such forced behavior concurrance. It is difficult to see how this could be considered more desirable than personal decisions to behave according to encouraged self-perception and analysis of group norms.

It can be noted that self-autonomy, or the right to make decisions for one's self, does not have to imply that such decisions will automatically be in conflict with the goals and objectives of the group. Likewise, the humane right to make decisions regarding one's own behavior does not have to rule out the consideration of what others have to offer in the way of guidance, experience, and assistance in recognizing alternate choices and decisions.

The school that would encourage such self-autonomous persons would be one with minimum restrictions placed on students. It would probably have no dress codes; might have uncensored student newspapers, and would encourage the use of outside speakers representing all points of view on any controversial issue, plus have open classroom discussion on such issues. It would, in fact, be an open school--open to visitors, open to criticism, open to change, and open to new ideas.

Hamilton indicates that the so-called "new-curriculum" for a humanistic school, is or should be committed to the liberation of the mind and to freeing the individual student from traditional subject matter 'bodies of knowledge'.[8] It would provide him instead, with the skills to explore ideas, to seek information, to generalize from it, and to project these generalizations toward new and better ways of living, both for himself and for others. "The schools", he states, "have some choice as to whether they are to be more humane, more sensitive to student needs, and more able to serve the individual; or they can become more rigid and inflexible so that only the conforming student can pass through."[9]

Havighurst considers the major problems facing students today as stemming from five characteristics, which he feels are found in too many of our youth today. These he lists as: (1) lack of self-esteem based on their own achievement in school and society; (2) uncertainty about vocational choice; (3) cognitive development being more advanced than their personal autonomy; (4) lack of faith in society; and (5) discontent with school and the learning situation that prevails there.[10] As goals of the humanistic school, as it pertains to these problems, he offers the following:

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[8] Norman K. Hamilton, "Alternatives in Secondary Education", Humanizing the Secondary School, Op. Cit.

[9] Ibid., p. 2

1. The school would help young people to make a rational, objective analysis of modern society.

2. The school would attempt to build in youth, a faith in the perfectibility of human society, based on democratic ideals.

3. The school would prepare young people for a career in which they see their occupation as a means of realizing their own aspirations, and the goals of their society.[11]

One problem which faces man today, that may be at the base of much discontent facing society, is that caused by general feelings of alienation. Macdonald[12] points out that in our contemporary society, man is alienated from his work, other persons, and often from himself. Many people see themselves as objects of manipulation by a miriad of environmental forces over which they have little, if any influence or control. He suggests that such alienation is inherent for students in the school, at least the school as traditionally conceived. This alienation is brought about by the questionable conception of knowledge and learning as just knowing facts, for facts sake, rather than as a basis for doing, for making decisions and choices of action, and for organizing new ideas and facts.

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[10] Robert J. Havighurst, "A Social Scientist Looks at the Current Values and Changing Needs of Youth", The Current Values and Changing Needs of Youth, (1966 Report of Conf. on Youth, Sponsored by Conn. Sec. School Youth Project, pp. 5-13

[11] Ibid., p. 13

[12] Op. Cit., pp. 35-54

Schools need, according to Macdonald, to consider how they have contributed to such alienation of students by examining the ways in which they presently stifle such ideas as self-direction, self-discipline, and creativity; and instead, encourage and often reward conformity, to the point of excluding human intercourse and the free exchange of thought and ideas.

To develop humane schools which do not alienate students demands the freeing of their potential and consideration of several basic conditions. First, if the student is to develop humanness, he must experience normal physical growth and therefore have proper nutritional care. Second, in order to become at least minimally humane, an individual must learn to interact with others, to operate through the system, and to see himself as others see him. Therefore, social conditions conducive to humane social relationships are significant and within the scope of the school's ability to enhance.

Macdonald considers the manner by which the individual is "socialized" of great importance. The degree of understanding, love, acceptance, recognition, hostility, etc., will have deep consequences upon his personality formation. The content of his world and the process which he encounters will be set by his particular social conditions, of which the school, as a social environment, has a major impact upon him.

Some operational conditions that might exist in a school that would enhance the development of a more humane person, are suggested by Macdonald as follows:

Basic Concept: Commitment to the value of each student as an individual and human being

1. All general testing programs should protect the privacy of the individual.

2. All standardized tests should be given only upon choice of student (after having been given insight into purpose, alternates available, etc.).

3. Grading should be mainly for the purpose of providing information to the student.

4. Reporting should be expository in form and written, for providing information to students and parents, and should focus on strengths and weaknesses with positive suggestions given for individual improvement.

5. All building policies relating to such things as student movement, tardiness, absence, should reflect the idea that each student is potentially capable of making correct (for him) decisions about his own existence.

Basic Concept: Fostering awareness of self and potential environmental possibilities.

1. Each student provided with continuous opportunities to experience all areas of school related study, in nonjudgemental setting, and freedom to choose in-and-out situations.

2. At least one-third of each day is organized for this "experiencing" activity which exists both in the school and in the community-at-large.

3. Program of learning is built around the life experiences of the students as they perceive them.

4. Emphasis in the program is given to the human process and on the human qualities of man (man as a thinking, feeling, valuing, creating being.)

Basic Concept: Fostering an awareness of the possibilities for enhancing self and the social situation.

1. Students have every opportunity possible for clarifying their own values, in relation to themselves, others, and as to content.

2. Adequate counseling services are provided to fulfill all needs of all students.

3. Nonverbal education and expression is considered an important part of the curriculum and instructional activities.

Humanistic education, according to Paul Bruce, provides a rationale for child-centered, individual-centered education, that can be an "alternate to alienation".[13] It lends itself to the recent emphasis on creativity. Its broad goals of self-actualization encourage breadth, as well as depth, in the curriculum, cognitive development in all subject and skill areas, as well as emotional development of the person as a dynamic, integrated human being.

Rather than grading practices being discouraging and defeating, as it so often is now for the student because evaluation is done commonly on a normative basis, under humanistic principles this evaluation would be encouraging and positive because it would be noted in terms of

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[13] Paul Bruce, "Alternate to Alienation", Readings in Educational Psychology, Bernard and Huckins, eds. (New York: World Publ. Co., 1967), pp. 167-171

individual student's potential.[14] In other words, the schools would practice the basic paychological principle of encouraging learning by providing success, rather than failure, as a motivational factor.

From the standpoint of curriculum, humanistic directed education should imply certain standards of common achievement that will be expected for all students, based on a belief in the equal optimum potential for all students except a very few with verified physical deficiencies that restrict learning. As important as this issue is, however, it is one facet of what should be emphasized in the humanistic school concept, that the writer has found to be largely ignored by others who have written on the topic.

Such a curriculum should also recognize, however, that students as they begin their secondary education, have a diversity of already acquired basic learning skills and attitudes that affect how they learn. The realism of this fact cannot be ignored, even though such would hopefully not be the case if schools were truly providing 'equal' education for all youth. Because of the fact that such is true today, it is unavoidable that there will be differences in readiness to cope with any common learning demands and expectations set forth by the school program, or held by any component group of which the student is a member and which might influence his educational achievement.

[14] Ibid.

Although the practice of grouping students, or separating them according to present 'abilities' would be avoided, the humanistic curriculum would be designed to meet the learning needs of individual students. Such programs should maintain the desirable practice of heterogeneous grouping for all students, while still providing diversity and mobility of learning groups through such practices as multi-grading,nongraded, flexible scheduling, and independent study.

The emphasis of the humanistic school upon developing feelings of 'caring for others', would capitalize on this idea through grouping of students diversified in background and educational achievement, and utilizing such instructional practices as student-to- student tutoring, studying together, group learning projects and activities, and similar interaction opportunities. Particular concern would be directed towards meeting the needs of those students who could be catergorized as educationally disadvantaged because of social, economic, or previous educational neglect.

Guidance programs that are compatable with the entire educational program would also have a prominent place in the humanistic school. It would have as central to its purpose, the promotion and provision for the individual needs of each student.

Basic to each discussion, is the recognition that the individuality of the student must receive the focus of

concern. If the student's needs are to be met, the school program must not only identify the individual student's personal needs and current level of achievement, but must plan new approaches to education if such needs are to be met.

It can be stated, then, that at least two factors of importance should exist in the humanistic school. First, the humanistic school must make a clear commitment to principles of education based on: (1) a belief in the worth and value of each person, as a unique, individual learner, and (2) deliberate efforts to study, understand youth today, and to identify their problems and needs as they directly pertain to today's society and the inherent problems of that society as it involves the individual person and the interrelationships of people.

Secondly, such a commitment as suggested above would be (1) observable in any statement of philosophy, purpose, goals and objectives created by the school; (2) offer evidence of participation in the stating of such purposes by parents, other community representatives, students, as well as the professional persons of the school; and (3) seen in evidence of planning being carried out to foster action programs for changing the school, as necessary, for enhancing the development of a more humanistic education and focus of concern.

The School Structure and Organization

For a number of years, efforts directed towards instructional improvement have seen innovative ideas expressed in changing building designs that get away from standardized shapes and sizes. In spite of conflicting evidence, such as suggested recently by the Coleman Report, as to relative lack of influence on learning brought to bear by differences in school facilities, most experienced and practicing educators will stand firm on their conviction that good facilities are important factors in the improvement of the learning environment. This is considered particularly true when such innovative design ideas are incorporated into a building to accomodate specific educational concepts and instructional goals as it pertains to the student and teacher in the total learning process.

Although creative minds in many schools have managed to improvise with less than adequate facilities, and therefore provided many worthwhile innovative instructional opportunities, most of these same persons would confirm that they could do even more if they had facilities which were planned for such a program. What this suggests, is that many schools today would find difficulty in attempts to humanize their curriculum and instructional program because of building structural limitations and restrictive features.

Michael supports this contention in stating that "the internal structure of a secondary school can contribute or

detract from efforts to humanize the education of students".[15] One factor that can have bearing on the school's ability to humanize its program may be that of size. As it pertains to the concern for the individual student and his welfare, the need for personal identification, and close relationships between student and teachers, the school that goes beyond 1,000 enrollment has a tendency to lose some of the unique advantages of the smaller school. At the same time, there are definite disadvantages of the small school, such as limited subject offerings, difficulty of maintaining a full staff of good teachers, lack of some of the important special educational services such as special education, instructional centers, specialized guidance, and special facilities such as shops, laboratories, and resource centers are either not provided or are less than adequate. Inherent in his discussion is the obvious assumption that these factors of the school would be significant for the type of program that a humanistic school would offer, and should be carefully considered as to each school's ability to meet the needs of students.

Irregardless of size, it is more important for the school to weigh its own ability to provide experiences which will give students opportunities to express self-direction, to have meaningful and diversified interacting

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[15] Lloyd S. Michael, "Alternative Modes of Organizing Secondary Schools", Humanizing the Secondary Schools, Op, Cit., pp. 88-00

experiences with others, and to assume more responsibility for their own behavior and learning. To accomplish this in the larger schools may mean internal changes that will better accomodate the individuality of students. Mentioned frequently as one such organizational concept is the "school-within-a-school" program, now being operated by a number of systems around the country.

Jarrett takes a slightly different approach to this problem in reflecting on humaneness in the school in relation to size of classes and the school itself in noting:[16]

> A great deal is said just now about the tendency of schools to become impersonal and dehumanized. One villian is said to be largeness of size. Very likely it is harder to be humane with big classes and heavy loads, but it is not impossible. It is also possible to be inhumane or impersonal in small groups, or even tutorials. More important than the physical and social arrangements is the attitude of the teacher to his students and to the human works which are his subject. The (humane) teacher does not suppress but displays himself as responding as a feeling person, and as caring for his students.

That such attitudes on behalf of the teacher as Jarrett describes exist for a majority of those in the classroom, is not to be taken for granted. Observations of the many subject-centered, teacher-centered, classrooms that do exist in most schools, stand as partial evidence in support of a premise that too many teachers have neglected the importance of humane relationships in their classrooms.

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[16] J. L. Jarrett, "Humanistic Teaching", Journal of General Education, (Vol. 21, No. 1, April, 1969) pp. 1-11

Another aspect of the school structure that would be likely for change and alteration would be that concerned with scheduling of time. Again, Michael has noted that "time should not be the end but the means through which greater flexibility and efficiency in its use can contribute to improved teaching and learning".[17] If learning is to be humanized through individualiation of experiences, then greater flexibility and efficiency, timewise, seems to be almost a must for the humanistic school. Suggested here is the recognition that all students do not require the same amount of time for comparable learning activities. Thusly, many specific instructional goals and objectives would better be realized if students were not restricted by standardized blocks of time.

At the center of any consideration for adapting more flexible time arrangements in the school should be the question: "In what way can such changes in time arrangement better meet the learning needs of all students?" Although experimentation would certainly be encouraged in the humanistic school, a high degree of certainty would prevail, that time rearrangements do not create greater rigidity of time and restriction on the movement of students, rather than the more desired 'freeing' of the student.

Another aspect of humanizing the high school has to do with consideration of the role of the teacher. Allen

[17] Michael, Op. Cit., p. 96

makes clear that if individualization of teaching, and recognition of different levels of student learning problems is to characterize our schools, then differentiating the responsibilities of the teacher is also going to be requisite. "The educational system must be reanalyzed", he says, "to allow new alternatives of staff use, those which can be enhanced by the technological advances, and those which are enhanced by the better and more humane use of the teaching staff, based on their own unique and individual abilities and strengths."[18]

Michael makes a similar point in stating that if we are to humanize the high school, we must rethink and redefine the role of teachers. "Schools", he says, "should be organized so that teachers can make optimum use of their individual abilities and receive optimum personal satisfaction in their work."[19]

Another factor as it pertains to teacher roles in the humanistic school is that which proposes that organizational changes need to be inaugerated that will provide teachers with more time during the school day for preparation, to keep up-to-date in their subject field and the general field of education and the child, to confer with colleagues, to work as needed with individual students, and to improve student evaluation techniques.

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[18] Dwight W. Allen, "A Technology and Performance Curriculum", Humanizing the Secondary Schools , Op. Cit.

[19] Michael, Op. Cit., p. 95

Michael summarizes his thoughts on staffing in the humane school as follows:[20]

> If the quality of teaching for meaning is to be materially improved in our schools, traditional staffing patterns must change and many innovations in the better utilization of both professional and nonprofessional persons introduced. The principal must be a key person in this effort at focusing teachers' attention and effort not only on the what, but on the how of teaching.

The Instructional Program

A major concern for a more "humane person", is that he become the type of person who has personal integrity, knows himself and his potential, and has inner freedom or autonomy. To approach this goal in the development of the person, Hamilton indicates that the schools "need to go in the direction of freeing the individual to explore and to think for himself; towards individualized programs according to the needs of the individual and toward further influencing him to independence and security."[21]

In the process of change, Hamilton feels that there are certain "devices" which can enhance the humanizing of the schools and these should be carefully considered for what the new technology has to offer. These technological offerings are both great in number and kinds. Use of

[20] Ibid.

[21] Norman K. Hamilton, "Alternates in Secondary Education", Humanizing Secondary Education, ASCD, Op. Cit.

new instructional materials and systems, computerized services, offer a freeing influence on the student, and upon the school. Such technology can enable students to follow individual development study programs and provide teachers with the means for greater diversity in their methods and materials of teaching. Good schools, humanistic schools, will seek ways to use the new technology so that it results in sound humanizing goals for the school and students.

Brandwein has also noted the potential value for greater humanization of the schools through the use of better design of buildings and wiser use of the new technology.[22] He submits that one reason why schools do not succed in encouraging the development of at least those skills of the higher developed cognitive level, involving thinking, creativity, investigation, etc., is because school buildings are largely not built nor equipped to facilitate the type of experimentation and inquiry techniques that require the 'holding over' of space and equipment beyond normal class hour periods. Neither the time, the space, nor the funds are generally available that might make it possible.

Like other writers, Brandwein suggests that greater utilization of what is known about the use of technological aids, paraprofessional persons, and other ways to free space and time, for both students and teachers, would mean more likelihood that such humanizing goals would be reached.

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[22] Paul F. Brandwein, Skills of Compassion and Competence", Life Skills in School and Society, Op. Cit.

Implications of modern technology for enhancing a more humane instructional program is also emphasized by Allen.[23] He points out that one concern for the school, in considering the place of the technologies in education, is "the resolution of the conflict between the more humane and liberalizing possibilities for man, and the so-called dehumanizing aspects of such automation." The point made here is one of caution and one to which other authors have alluded. Care must be taken so that the use of the new technology does not become a means of depersonalizing the educational institution for the student on the pretense of enhancing his educational development

Others have emphasized that the school cannot, and should not, continually sit back and wait for technology until it is fully developed and proven. To do this would be to negate the opportunity that educators might have for initiating the developing direction that such innovations might go. In other words, the educator must take the lead in developing the technology that will best improve the educational process and yet retain the desired humanizing influences on the learner.

One specific technological aid which many schools are finding useful for providing greater flexibility in the school program, is that dealing with computer generated

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[23] Allen, Op. Cit., pp. 81-82

scheduling of time. Such a schedule, in creating a desired flexibility, provides teachers and students with a greater range of alternatives for educational decision making. The complexity of such flexible scheduling makes its use almost impossible without the technical help provided by the computer.

Humanistic activities reported for students that have been thus freed in their structured time activities, particularly as found in the traditional classroom, include: (1) greater opportunities for individual conferences with teachers, (2) opportunities to go to resource centers to pursue various forms of independent study, (3) opportunities to go to open laboratories and remain as long as necessary to go and finish experiments or reach conclusions, and (4) opportunities to converse and interact with peers in open classroom environment. All of these activities are those which have advocated on behalf of the humanistic school. With such scheduling flexibility, teachers find their time structured less and are therefore able to meet more conveniently and to a greater extent, with individual students according to their unique needs, plus time is gained for better instructional preparation.

Again, the emphasis on the humane person being one who is an independent person, one who literally has learned how to learn and to think for himself, suggests

that the humanistic school will concentrate their educational program efforts on maximizing the opportunities for students to accept greater responsibility for their own choices and decisions regarding the learning experiences they encounter in the school.

One means for individualizing instruction is through independent study. Trump and Miller define independent study as "the activities in which pupils engage when their teachers stop talking."[24] They point out that new emphasis on inquiry, creative and critical thinking, self-direction and responsibility for learning can result only if students are permitted to spend less time on listening and more time being an 'active' learner, by doing.

If the school is truly concerned with freeing the student so that his natural creativity can blossom, and so that he truly can develop to his fullest potential, then the concept of 'individualizing' instruction must be considered one of the most important aspects that has received acknowledgement by the advocates of the humanistic school concept.

Again, it must be cautioned that such 'individualization of instruction' should not result in the removal of students that may have previous educational deficiencies as evidenced in current learning problems, from consistant contact with those in higher achievement categories. Such

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[24] J. Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement, (Boston: Allyn and Bacon, Inc., 1968), p. 265

separation is apt to result in the loss of such favorable group norm influences that can act to the benefit of the disadvantaged learner. These students do stand to gain from various forms of individualized help with their unique learning problems, but this should be provided to the greatest extent possible, within the realm of diversified groupings of peer learners.

Although some schools claim to have individualization of learning activities, close examination would probably reveal that only a small percentage of the students, actually benefit from such experiences. Allen points out that above all, the humanistic school will avoid being anti-individual and it should seek to utilize all means to provide personally unique learning opportunities for each student.[25]

A brief summary of the concept of individualizing instruction may be helpful at this point in showing some of the basic elements that might be found in a school program built around this as a part of the program:

> .... Specific effort would be expended to identify variations in interest and current learning problems for all students.
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> .... Variations in student needs would be interpreted both in terms of time, and accessibility of instructional help and materials.
>
> .... Recognition would be accorded the fact that students vary markedly in the length of time needed as individuals to learn a specific skill.

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[25]Allen, Op. Cit.

.... Students have access to shops and laboratories for experimenting, independent and individual study.

.... Emphasis would be placed on helping and encouraging all students to enter independent study experiences.

.... Recognition would be accorded the concept that achievement, not time spent in the formal classroom, should be the criterion for educational progress.

.... Student self-determination and responsibility for his own educational decisions would form a basic foundation of the philosophy of the school.

.... Individualization of instruction would be enhanced through varied instructional groupings (larger, smaller classses, longer and shorter periods of time, setting for educational contacts varied).

.... Resource centers exist for the enhancement of individualization of instructional opportunities (study carrels, technical centers, linguistic learning devices, etc.).

Considering the instructructional program as it relates to student self-fulfillment, Glatthorn[26] cautions against too hasty an acceptance of some of the learning 'packages' offered for meeting unique needs of students, such as found in specific number of students, each in his own little carrel, individually paced, etc. Although such means of instruction can have learning value, he submits that too often they are narrow as to the growth and learning, too mechanistic, and too little socialization involved.

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[26] Alan A. Glatthorn, "Individual Self-Fulfillment in the Large High School", NASSP Bulletin, No. 335, March, 1969, pp. 47-56

Two basic principles for self-fulfillment in the school have frequently mentioned in the literature. First, there must be multiplicity of alternatives and options for the student to choose from. These options might include such things as books to read, models to imitate, groups to join, subjects to study, clothes to wear, educational paths to follow, and how time is spent. The antithesis of such diversity would, in Glatthorn's opinion, be an undesirable uniformity.[27]

Not only must such options be available to the student; the second principle is that for student self-fulfillment, there must be 'freedom of choice'. Without this principle, the offering of various options would be of little value or worth in the program.

As it pertains to the curriculum of the school, there are several ways in which student self-fulfillment might be maximized. First, there needs to be diversity of subjects offered and complimented by an extensive program of electives. This would be in addition to the program of required academic majors essential for entirely developing the necessary intellectual competencies. The second way to encourage self-fulfillment is to allow great diversity of individual program content for each student. This recommendation is submitted on the assumption that there is little subject content that is essential for all learners--as long as they learn the critical cognitive

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[27] Ibid.

processes. It remains to be yet debated and decided just what subject matter knowledge might be considered essential for all learners but most critics agree that we are long overdue in considering just what facts of subject content are obsolete and no longer useful, nor needed, for today's youth.

The concept of the humanistic school as it would apply to helping students towards self-fulfillment can be summarized in the following '10 steps' which are suggested by Glatthorn to be worthy of immediate action by any school concerned with helping students become humane persons.[28]

1. Eliminate the dress code and weed out other unnecessary rules which restrict student self-direction.
2. Organize a 'forum for controversy' where any issues seen by students as relevant to 'their world' could be considered.
3. Provide the faculty an in-service course on 'individualizing instruction and identifying student learning differences'.
4. Let students select their own learning groups.
5. Add elective courses.
6. Help teachers in the development of a diversity of media and materials.
7. Help teachers in developing subject options within their classrooms.
8. Work with teachers in developing student self-instructional materials.

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[28] Ibid.

9. Provide independent study opportunities for all students.

10. Schedule varying size groups, particularly small groups, in every subject.

Some special attention has also been accorded the instructional practice concerned with grouping procedures in the school. Numerous studies have been conducted to analyze the effects on achievement of students that various grouping practices have. Such learning factors as teacher expectations, student self-concept, and group aspirations, have all been found to have been affected by different grouping practices. We have already considered in Chapter III the importance of those factors on the academic achievement of the student.

Briefly again, some reference must be made to the humanistic school and grouping according to ability and placing students into specific 'tracks' that narrowly restrict the learner's flexibility of learning opportunities and reduce his options of attainable educational goals. As previously discussed, most research evidence does not support in theory or practice, the use of ability grouping for in structional purposes. The problem of meeting the many differences found in any student population is commented upon by Saylor and Alexander in their discussion on curriculum differentiation for individual learners.[29]

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[29] J. Galen Saylor and William M. Alexander, Curriculum Planning for Modern Schools, (New York: Holt, Rinehart, and Winston, Inc., 1966)

> We cannot be satisfied that each type of deviation from 'normal', whatever that is, is so much like similar deviations in other individuals as to make possible clear-cut completely separate educational programs for any one category. At the same time, we recognize the inappropriateness of any one uniform pattern of learning experiences for all pupils. ..... facts of dollars and cents force us to admit that an educational program cannot be completely tailor-made for each individual learner.
>
> We would support as worthwhile the development of multiple type programs deemed most likely to aid individuals in each defensible category. Such a curriculum would assign no learner to a category that limits the possibilities of having experiences that assure him of achieving his optimum potentiality.

Monez and Bussier, in reflecting on the negative aspects of ability grouping, note that "classroom assignment of students on artificial and even spurious differences, is not a constructive approach to providing a social setting for them to learn skills of negotiation of differences in the settlement of conflict. It negates the development of self-respect and feelings of self-worth".[30] The negative effects reported in various studies would suggest that such grouping practices are dehumanizing in nature and would be found in minimal use in the humanistic school.

One form of grouping that has been advocated for the humanistic school is that of the nongraded type program. Such programs offer greater accomodation to individual

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[30] Monez and Bussiere, Op. Cit.

student learning needs. Another point in support of such programs is the greater diversity of group membership likely to exist, a fact of value as it pertains to broader interaction opportunities for students. Also gained on behalf of the student may be greater content choices with ungraded program. Brameld goes so far as to state that "the school must become completely ungraded. We are increasingly aware that the old rigid lockstep system of advancement no longer has a psychological leg to stand on".[31] As with other grouping patterns that might enhance a more humane educational program, however, caution should be taken that any form of ungrading does not become just another form of ability grouping which results in the separation of students with achievement deficiencies, totally from those of higher achievement.

A significant amount of research has been conducted as it pertains to the school's role in helping students to develop those skills of 'productive thinking' or sometimes referred to as the 'higher-level thinking skills'. Crutchfield[32] has provided a summary of findings of a number of these studies. The report indicates that students receiving systematic training in the development of such

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[31] Theodore Brameld, "What Can Education Become", The Education Digest, Vol. 33, No. 1, September, 1967, p.1-4

[32] Richard S. Crutchfield, "Nurturing the Cognitive Skills of Productive Thinking", Life Skills in School and Society, Op. Cit., p. 68

skills significantly surpass their matched controls in virtually all of the measured variables of productive thinking skills. Such students were reported to be more sensitive to puzzling facts, asked more relevant information seeking questions, generated more high quality ideas, and were able to identify, evaluate and achieve solutions to problems, than those that had not had such specific training.

Given the importance of having these skills for the humane person, and citizen of the future, such research has definite significance for the humanistic school. The evidence being persuasive as to the feasibility of the school instructional program making inroads to the development of such skills, suggests that deliberate effort will mark instructional planning as it pertains to teaching for the higher-level thinking skills, and that such teaching should be accorded a prominant place in the entire curriculum.

Classroom Interrelationships

Two areas that should be of particular concern to those planning for a humanistic school are those dealing with teacher-pupil relations, and pupil-pupil relationships, as they exist in the classroom.

A number of research studies on teacher effectiveness have been conducted over the years to determine if

student gains were hindered or enhanced as a result of different emotional climates in their classrooms, and if different types of teacher behavior might be more conducive to good learning atmosphere in the classroom. Studies done before the 1960s were rather inconclusive as to any uniform evidence on how the teacher should teach in order to insure optimum pupil growth.[33]

Since about 1960, however, the nature of the research findings has significantly changed. Considered by some to be the milestone of this shift in findings, are those reported by Flanders. His reports showed significant positive relationships between teacher behavior and pupil achievement growth and more favorable attitudes.[34] His study, having stood the test of replication, has led to the conclusion that the well-trained teacher will have an acute awareness of the implications of his own classroom behavior, and will have a thorough knowledge and understanding of teacher-pupil interaction and its effect on student learning.

Implications for the school may be two fold. First, in the acquisition of new staff, some effort to determine

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[33]D. M. Medley and H. E, Mitzel, "A Technique for Measuring Classroom Behavior", Journal of Educational Psychology, Vol. 49, 1958, pp. 86-92 (as cited by Robert S. Soar, "Achieving Humaneness: Supporting Research", Humanizing The Secondary School, Op. Cit., pp. 55-77

[34]Soar, Ibid.

those candidates who appear knowledgeable and sensitive to the significance of proper classroom climate for optimum student growth, may lead to the hiring of teachers who will practice more humane methods of classroom interaction in their teaching. Secondly, and probably more important, until such time as more teacher training programs give the needed emphasis to understanding the significance of pupil-teacher relationships, interaction and analysis, in their programs of pre-service preparation, schools will find it desirable to provide in-service programs for their faculties. Such programs will concentrate on helping teachers to develop more humane methods and techniques, as well as skills for analyzing the teaching-learning process as it exists in their classrooms.

Soar summarizes the significance of this factor for the humanistic school by stating:

> It seems clear that a more indirect, more open, more supportive style of teacher behavior does increase pupil growth and that the growth goes beyond subject matter and includes more favorable attitudes and increased creativity When higher level objectives such as abstract, conceptual knowledge, or the development of creativity and positive attitudes are valued, the more open, supportive, indirect style of teaching becomes increasingly important.[35]

In order to bring a higher degree of humanism into any organizational structure, some stress the value of group self-analysis through sensitivity training, or the

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[35] Soar, Ibid.

'T-Group' approach. The T-Group method attempts to bring about organizational change through change in the behavior of individual members of the group. The basic theory is that individuals, viewed as the primary parts of the organization, will (1) develop more effective communication skills, (2) better understand group processes, and, (3) become more sensitive to themselves and others, enabling the organizations, therefore, to develop into a more open, flexible, vibrant organism.[36]

The suggested change that would occur because of participating in such group study would be a more humane teacher who would be more effective in relating with his colleagues and students. Gibb suggests that "the educational institution needs, above all, to develop fully, climates of trust if individuals are to grow and develop to the maximum."[37] Such a climate is best facilitated when group members are given the opportunity to understand the dynamics of inter-personal situations.

Appropriate pupil-teacher relationships also include an element of caring. The importance and consequence of this factor is attested to in the Rosenthal and Jacobson

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[36] Leland W. Howes, "Towards a Humanistic Model of School Organization Development", (Unpublished doctoral dissertation, Michigan State University, College of Education, 1969)

[37] L. Bradford, J. Gibb, and K. Benedict, (eds.) T-Group Theory and Laboratory Method, (New York: John Wiley & Sons, 1964)

experiments where notable gains in IQ scores were reported in groups where teachers were given reason to have high expectations of their students.[38] These teachers were later revealed to have developed attitudes which caused them to see their children as more appealing, better adjusted, and more affectionate.

Clearly suggested in the findings of this research is the fact that by deliberate effort within our schools, teachers can be led to new attitudes and feelings about their students that can, in turn, lead to both psychological and educational gains for the students. What is essential for the humanistic school is that teachers be made aware of the values to be derived from truly 'caring' for their students. It should be noted that gains in achievement for the student would unquestionably be a contributing factor to the development of a favorable 'self-image' by the student, one most important characteristic for the humane person.

Numerous studies have also been conducted to analyze the aspect of pupil-pupil relations within the school social environment. From such study has come much concern for the influence of peers on the students' attitudes, aspirations, values, and general behavior. This concern arises out of, and has particular significance for the humanistic school concept, if one accepts one of the basic

[38] Robert Rosenthal and Lenore Jacobson, "Teachers' Expectancies: Determinants of Pupils' IQ Gains,", Psychological Reports, Vol. 19, 1966, pp. 115-18

propositions of the social-psychologist regarding how learning takes place. This proposition states that "the individual's perception of appropriate behavior and of ability to learn are acquired in interaction with others, who are perceived as significant or important to him.[39]

There appears to be general agreement throughout the literature that peer influence is significant in affecting the aspirations and attitudes towards learning of the student. The extent of this influence is not certain, however. Coleman in his book on the adolescent,[40] as well as in later reviews of the research dealing with social climates in the high school, assumes the position that age-grade peers are a dominating source of influence on adolescents. Brookover[41] agrees that peer groups provide significant portions of interaction and that therefore, this factor is important. He also points out, however, that other extensive interactions also take place, and that the interactions will vary at different times and under different circumstances.

If the basic premise of how learning takes place, as cited above, can be considered valid, and if the peer influence

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[39] Wilbur B. Brookover, and Edsel L. Erickson, The Sociological Foundations of Educability, (Taken from copy of book draft, Chapter I., p. 15, provided by author)

[40] J. S. Coleman, Adolescent and the Schools, (New York: Basic Books, 1965, Chapter 2)

[41] Brookover, Op. Cit.

has any degree of significance, then it must be concluded that it is important enough to attempt to effect desired peer relationships and to establish group norms that will influence the desired behavior development of the individual towards humane personal goals.

The method of accomplishing such group manipulation towards influencing individual behavior is not yet made clear by the scholars in this field of thought, although it is the subject of much current study. It may be considered implicit though, that efforts will be made by educational leaders within the school environment and community to move the social groups within the school towards desirable 'humane person' norms by emphasizing and expecting high educational achievement, high aspirations, favorable values, and appropriate behavior, for all members of the group. The question of who determines what such norms, values, and appropriate behavior will exist as group norms, remains perhaps a philosophical discussion for those concerned with the broader analysis of the school's role in society.

For the humanistic school, at least one implication would seem to be that, if favorable group norms are to be established, there must be within the entire school social climate, high expectations for personal growth and development, applicable to all students and sufficiently emphasized so that such becomes the recognized norm for the entire school.

Towards Better Human Relations

Probably no area that deals with the development of the humane person and the problems of our society is of greater concern than that pertaining to human relations. The extent to which we are able to find solutions to the problems we face in this area will, without doubt, determine the future strengthening or weakening of our society. In spite of the shortcomings, most critics of our schools believe that the school can, and should, play a vital role in the improvement of human relations in our society.

As to what the schol can do to change values, beliefs, and behavior of students as it pertains to human relations and prejudices, it is noted that several studies have shown that the mere accumulation of intellectual facts about others (i.e., just studying about ethnic,economic, and cultural differences in others) will have little impact on altering attitudes, particularly those that may be prejudicial in nature. Other studies provide evidence that where the extent of interaction between groups of 'different' backgrounds, race, class, and particularly between majority and minority groups, "the greater the frequency of interaction between both groups, the lower the prevalence of ethnic prejudice."[42]

Implications for the humanistic school would be at least that, in addition to having opportunities to learn

[42] Daniel Selakovich, The Schools and American Society, (Waltham, Mass.: Blaisdell Publ. Co., 1967) p 272

about those who are 'different' through formal study in human relations, the school will seek, both within the school and beyond where necessary, maximum opportunities for students to have many and diversified experiences in interacting with those 'others' who are different ethnically, economically, and socially. The implied importance of this interaction suggests that, for the school, such experiences will not be left to chance, but will be deliberately planned into the instructional and curricular activities of the entire school program.

One type of school project that has been reported from several sources, as an attempt to develop attitudes of compassion and caring for others, and to enhance better human relations, is that involving older students tutoring younger children. Most of these projects have occured at the elementary level, but there is nothing to indicate that such programs might not also be of value at the secondary school level, and produce similar results. Two kinds of caring seem to result from such interaction: that of older children caring for each other because of sharing a common task and goal for helping someone else; and that of the older children caring for the younger child that he is personally helping.

Thelen reports that in their project, many of the subjects were selected for tutoring because of previous poor relationships with their peers. Evidence indicated

that most of those that took part as tutors, made notable changes towards becoming responsible, serious, and warm in their relationships with other children. There was also some indication that these 'tutors' had much better relationships with their own classroom teachers, in the regular classroom, after being involved in the projects.[43]

It is also suggested that the humanistic school needs to recognize that in times of difficulty, human beings tend to turn to each other, rather than to the system for comfort, counsel, and help. The quality of this turning to each other, when it is effective, is what can be called 'caring' in the school. This same quality, if injected into the schools, might make them much more humane and therefore effective, both as to the individual and his maturation, but also in terms of preparing people to take part in a society which is much different from what most of us grew up in, as it pertains to human relations.

One example of how a school might attempt to help their students cope with the problems and challenges of human relations has reported in School Management magazine.[44] The reporting school district, of all-white population, established the following six-point program:

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[43]Herbert A. Thelen, "The Humane Person Defined", Humanizing the Secondary School, Op. Cit., pp. 17-34

[44]"How One All-White District Tackles Civil Rights Understanding", School Management, Vol. 9, December, 1965 pp. 95-97

1. Student Exchange Programs to bring non-white students from neighboring district to visit their school and to send their own students to visit the other school.

2. Non-white personnel were actively recruited.

3. Exchange teacher program established to bring Negro teachers into all-white school and to send local teachers to predominantly Negro schools.

4. Negroes from the worlds of business, art, medicine, and other professions actively enlisted as resource speakers.

5. Wide use made of all available teaching materials on the Negro in America.

6. Organized and supervised groups of students serving as tutors on week-ends to help impoverished boys and girls; members of local club working with Negroes in neighboring recreation programs.

Noteworthy in this program are three main elements that suggest effort towards development of more humane characteristics in students: (1) attempt to learn through study about minority group; (2) effort to develop better relations through creating opportunities for interaction; and (3) development of feelings of 'caring' through opportunities to be of service to persons who are in need and who are different than the regular student composition of all-white school population.

Like other writers, Berman sees the role of the school as it pertains to helping students develop meaningful relationships with others, as one of providing the setting for as great a diversity of opportunities for interacting

as possible.[45] One of the tasks is to help youth learn to relate to a variety of kinds of persons. Important in this process is helping the students to understand how they perceive those who are unlike themselves.

The accomplish the above, Berman feels that the school should provide many kinds of grouping, or what she calls "fluidity of grouping".[46] As well as various group associations, the student also needs to often have the chance to work with one or two persons of his own choice. The one-to-one relationship also is worthy of more utilization in the learning activities of students in the effort to develop skills of loving, caring, and compassion. She goes on to state that "conditions in the school, that would promote skills of caring for each other, would provide situations that, rather than ignoring indifference and coldness to each other as interactive behavior of students, opportunities would be provided for utilizing skills of helping others."[47]

Overall implications for the school as it pertains to teaching qualities of 'caring' and better human relationships seem to be that healthy interpersonal relationships, whether between teacher and student, or between

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[46] Louise M. Berman, New Priorities in the Curriculum, (Columbus, Ohio: Charles E. Merrill Publ. Co., 1968) pp. 63-77

[47] Ibid.

student and student, cannot be solely learned from books, nor by listening to lectures, well intended though such activities might be. Desirable attitudes and better human relations will best be learned and accomplished when students have a succession of increasingly successful interactions with others, in which feelings of warmth and caring are emphasized.

Conclusions

As consideration has been given to alternate ways to organize the secondary school and the instructional program for a more humanistic emphasis, the focus of concern has remained with the individual student. One goal which most writers have suggested is that a humanistic education must concentrate on developing self-direction and self-realization on behalf of the student. Young people in high school must become more active in learning, more involved intellectually,more independent of teachers. Somehow, students must come to believe that they come to school to learn, rather than to be taught. Much of this belief can be developed if the norms of the total school and the student's more immediate group of peers, are such that attitudes of seeking high academic performance are expected of all students. Developing the desire to learn in students, and teaching effective methods of inquiry and decision-making, are probably among the most important outcomes that students can learn from their experiences in high school.

Students must come to look upon their learning as having greater meaning and significance than that related to their current positions as students; emphasizing the need for continued learning into adult life, and learning for a purposeful life.

For the school organization and adminstration the implications seem fairly clear. There must be much more interaction and participation by students in the life of the school. Many more opportunities for actual self-direction and responsibility must become fact. The humanistic secondary school will, in every phase of the educational program, reveal that it is committed to such involvement of students.

A second major goal would suggest that the humanistic school would be committed to the optimum personal development of each student, as an individual person. This development will consider the psychological, physiological, emotional, intellectual aspects of the person. All aspects of the school would be directed towards that end.

Thirdly, the humanistic school will have as a basic purpose, the enhancement of the value and worth of each person. The school will strive to promote an understanding and practice of good human relations, both within the immediate school community, and in the larger life environment of the student. The student will be directed to increasingly successful learning experiences with emphasis

on him developing greater insight into his own potential, how to achieve that potential, and to gain personal satisfaction within himself for that achievement.

In the following outline, a definition of the humanistic school is summarized by presenting a review of what may be considered to be basic operational characteristics, conditions, or factors that would be observable in the secondary school that was seeking to develop humane persons to the fullest possible extent.

The characteristics of the school are described first in terms of a general definition, followed by more specific factors and conditions.

An Open

Basic Concept: ~~A Humanistic Secondary~~ school is one whose total commitment is directed towards the development of more humane persons in the students who are the clientele of the school.

1. The school has carefully defined its basic purposes, goals and objectives, as humane behavioral outcomes to be sought.

2. Purposes, goals and objectives, were developed cooperatively by faculty, students, parents, and other community representatives, and are based on studied concerns of youth today, in today's society.

3. Goals and purposes express concern for the individual and the importance of recognizing the value, worth, and needs of each student as a person and as a learner.

4. Goals and purposes are concerned with meeting total needs of all students, educational, psychological, and physiological, regardless of social, cultural, economic background.

5. The school accepts as fact, that individual students vary greatly in what they already know, and as to the amount of structured time and conditions under which optimum learning will take place for each student.

Basic Concept: ~~A Humanistic Secondary~~ An Open School is one in which all structural, administrative, organizational, and regulatory policies are purposely directed toward the optimum development of a humanistic educational program.

1. The faculty as a group, has studied the problems of helping students to see the acquisition of facts of knowledge as applicable and useful (relevant) to his own perceived needs.

2. Faculty personnel, as a group, have studied the school program from the perspective of maximizing student opportunities for self-direction and self-discipline.

3. The faculty has studied the learner and the teaching process as it applies to teaching for higher level thinking skills (creativity, problem-solving, perceiving, etc.).

4. All test programs are designed to enhance the student's development to the fullest potential, rather than to restrict his options and choice of learning experiences.

5. Counseling services are diversified and sufficient so as to provide individual help for every student whenever needed or desired.

6. Rules and policies restricting student movement in and around the building are minimal.

7. Student involvement in the making of rules and policies that affect their own movement, actions, and behavior, is maximal.

8. School classrooms throughout the building are designed so as to enable diversified conditions that encourage student accessibility and use, as well as varied grouping and instructional practices.

9. School policy encourages the open study of controversial issues, including the right to hear conflicting positions espoused by the holders of such divergent views.

10. School has diversified offering of resource facilities available to all students (study carrels, technical centers, programmed learning, etc.).

11. The faculty is provided time and encouraged to study and evaluate for potential use, new technology and devices which may enhance the teaching-learning process.

12. Broad options and flexibility in the scheduling of student's time for learning experiences are possible and oriented towards meeting individual student needs.

Basic Concept: ~~A Humanistic School~~ is one which all aspects of the instructional program, the curriculum, the teaching-learning process and environment, provide ample opportunities for the student to develop his personal talents and potentialities to the optimum level; emphasis will focus on the student as an individual learner.

1. The faculty has given time to studying the concept of the student as an individual, and how to help each student develop greater "inner autonomy" and to reach "self-fulfillment."

2. Teachers have received help through planned in-service programs in developing their own diversified, individualized learning materials.

3. Basic subjects are available to all students which are representative of each discipline, sufficient in quantity so as to enable each student to develop his talents and unique potentialities.

4. Advanced courses are offered in each area of study for benefit of more advanced students.

5. Elective course offerings are broadly diversified so as to offer wide choice and options to student's own educational planning and exploration.

6. Faculty has received help in understanding and analyzing effects of teacher-pupil relations in their classrooms as to concepts of 'openness' and 'indirectness'.

7. Instructional practice throughout the school reflects diversity of learning activities in all disciplines:

   a. Size of learning groups vary deliberately,

   b. Teaching methodology varies (~~lecture~~ group work, independent study, technological aids),

   c. Instructional materials vary (different A-V aids and media, community resources used, individualized learning materials).

8. Paraprofessional personnel (teacher aides, teacher clerical aides, technical aides, etc.) are available to all teachers on regular basis.

9. Assignments of teachers to specific instructional responsibilities, takes in consideration their special talents and strengths as individual teachers.

10. Independent study opportunities are considered desirable for the optimum individual development of each student's potential; such experiences are both encouraged and available for each student.

11. Evaluative reports on students are written and provide information for students and parents that is focused on the student's strengths and weaknesses, with suggestions for improvement.

12. Diversified learning experiences are actively sought and encouraged, that reach beyond the school and classroom, into the student's real life world, as he perceives it.

   a. Resource people from broad societal representation (social, ethnic, economic, professional, etc.) are actively sought and used.

Basic Concept: The Humanistic School has, as a prime focus of its concern, the problems that exist in human relations. It directs its entire program effort to enhancing humane concepts of interaction between all persons of the school, and to the development of those characteristics of caring, warmth of feeling, and compassion towards others. The Humanistic School is committed to the dignity and worth of each and every individual and to developing similar attitudes in all students.

1. The study of the problems of human relations is of direct concern to all disciplines, throughout the entire curriculum (rather than just a unit of study in a particular course).

2. The study of man, of people and their problems, and of those that are ethnically, culturally, socially, or economically different, is accorded special attention at all levels of the school program.

3. Opportunities for frequent interaction with those that are 'different' is constantly sought for all students.

4. Ethnically 'different' teachers are actively sought for employment.

5. The basic concepts of 'caring, warmth of feeling, tenderness, compassion, and congenial relationships', are actively encouraged and sought throughout the entire school program and environment.

6. Particular effort is made by all teachers to understand the individuality of each student and to help him develop a favorable image of self.

7. Students are able to participate in all aspects of the school program offerings, regardless of possible financial, equipment, or clothing deficiencies.

8. Leadership roles or opportunitie s are sought for, and made available to all students.

9. Grouping of students for the learning process avoids practice of placing according to an identified 'ability'.

10. Effort is devoted to helping students learn and use good skills of communication, and an appreciation for the significance of this in all human relationships.

11. The faculty has indulged in group self-analysis in seeking greater openness, and receptivity for change, through such experiences as sensitivity training, etc.

The factors and conditions which have been submitted as characteristic of the ~~humanistic~~ open school are those found to be recommended throughout the literature that deals with the concept of the humanistic school. stop The final chapter of the thesis will consider these conditions and the general concept of the humanistic school as to implications for education today, possible limitations of the concept, and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Review of the Study

Having surveyed the literature as to the concepts of the humanistic school and the humane person, it seems desirable to briefly review the general scope and purposes of the study.

The major aim of the study has been to conduct a search and review of the literature pertaining to the general expressed need for humanizing our schools. In this effort, the attempt has been to emphasize the identification of such factors and human outcomes as could be stated in operational and therefore measurable terms.

In beginning the thesis, attention was specifically drawn to an analysis of the humane person. This, it was proposed, constituted what should be the focus of concern for the humanistic school concept. Unless one is reasonably certain of the human outcomes which are to be the goals of the humanistic school, little success will be realized in attempting to define the characteristics of the school that might produce such persons.

In considering the manner which the school might seek to change student attitudes, behavior, and achievement, it was felt desirable to provide some support in theory, if possible, for a basic assumption interpreted

to exist in the humanistic school position, that which holds that the school can, in fact, effect desired changes in the student, towards humane behavior. With this in mind, Chapter III included a review of the literature pertaining to how learning and changing behavior takes place in social interaction and the process of socialization, as submitted by the social-psychologist and sociologist of education. On the basis of this review of theory, it was concluded that such research not only supports the above stated assumption, but is highly complimentary to the entire aim of humanizing our schools.

With this background, Chapter IV was devoted to a presentation of those school factors and conditions which have been cited in the contemporary writings of those concerned with defining an appropriate education for modern society, and which would be called humanistic.

General Conclusions and Implications

It has been previously stated that certain limitations were imposed upon the effort of this study. At this point, it seems desirable to clarify another obvious limitation that is perhaps, more applicable to the concept itself.

Attention has already been called to the fact that much of what has been stated about what a humanistic school should be, in terms of desirable conditions, factors, or educational practice, is not necessarily new. It is

submitted that although many of those single characteristics and school factors proposed for the humanistic school may have been previously and perhaps long advocated, the overall concept of humanizing our schools, because it focuses on the product, not the process, does offer a different and challenging focus of concern, when viewed in the context of modern societal problems and the needs of youth. There is, then, a sense of urgency with which the call for a humanistic education is uttered.

The fact that the humanistic school concept has drawn upon many previously proposed school and instructional concepts and innovative practices, is not necessarily a negative aspect of the concept. It is submitted that, at least initially, such conditions and factors should be held worthy of consideration for the humanistic school and education today, if there is any reason to suggest the possibility of their producing the desired humane outcomes. Certainly in the best professional judgement and experience of the many scholars reviewed in the course of this study, the school conditions and ideas of what a humanistic school might be, offer that possiblity.

As with any educational scheme or idea that is proposed for enhancing a better education of students, the eventual value of the concept will be proven or disproven only as it is implimented and tested or evaluated as to its success.

Success, for the humanistic school, as already stated, will be determined by assessing the extent that students have attained characteristics that have been defined as humane in nature. It is because of this emphasis on the results or human outcomes, that it is felt the concept is worthy of being considered and tried in our schools.

To the doubter and critic who tires of "professional educators who constantly are discovering new titles for old concepts and instructional methods", it is submitted that the suggestions proposed by the many who offer the humanistic school as "better than what we have been doing", have not stated nor implied that such a school would solve all ills of education or society today, nor guarantee an appropriate education for all students. The concept is not offered as, and most likely will not become, the panacea for all of the problems we face today. It does not deal with any one specific problem, such as education for the disadvantaged, which may be disheartning to some. It does concern itself with education for all students, in every community. As such, it is a most encompassing concept. Some will critically observe that a concept so broad in scope defies implimentation.

If, however, the reaction of numerous classroom practitioners (to the conceptual idea of "humanizing our schools"), with whom the writer has discussed the content and ideas of this study, is any example of how teachers

might react, when helped and led to better understandings of the type of person (humane) with whom we might be concerned with educating, then it can be stated that the implimentation of humanistic conditions in a school will be exciting and rewarding educationally for students, the professional educator, and for the communities involved.

The most pressing challenge of the humanistic school concept will be to determine whether as single factors, or collectively, the school conditions and factors offered as humanistic will produce humane results. Particularly this must be done in light of much recent evidence which questions the influence of certain school factors on achievement of the student. It must, however, be clearly noted that the the humanistic school and humane person concept is concerned with much more than just academic achievement as measured by standardized tests, on behalf of the student. The depth of the described "humane person" is such that measurements of the humanistic school's success or effectiveness, and degrees of effectiveness, will make very difficult any valid evaluation of the worth of this whole idea, dealt with as a concept.

Social-Psychological Implications

As one considers what the social-psychologist can tell us regarding the learning process and behavioral development of the human person in the social context of a school,

it is difficult to avoid the conclusion that much of what is professed to be significant for education in this field of knowledge, fits most appropriately into the conceptual framework for humanizing our schools.

Specifically, as it pertains to this aspect of study, it can be pointed out that when one discusses such humane person concepts as 'inner-autonomy, psychological and emotional strength, and personal integrity', one is also concerned with the development of the person's self-image, or 'self-concept', as discussed by the social-psychologist.

Likewise, the skills required for the humane person in order that he might "relate and interact effectively with others", will be purposefully sought, and eventually achieved by students, if the educatators with whom the student interacts are well acquainted with the learning theory that the field of social-psychology can provide. Particular concern will be accorded that theory which deals with group influence on individual behavior, teacher expectancies and student achievement, sociometric conditions conducive to optimum individual growth and development, and other social factors that have bearing on the individual's changing and developing behavior, attitudes, and values.

It seems particularly important for the educator to be aware of, and alert to, those conditions and factors which exist in the student's environment outside the

immediate school situation which are considered especially significant in influencing the student's intellectual and behavioral growth and development. Only by developing a thorough comprehension of such influencing factors, will the educator develop the type of understanding of the individual student that will be needed for accurate analysis of his personal educational needs. It is proposed that without such awareness of this field of theory, the teacher will not be best equipped to enhance the highest possible level of achievement for all students, nor to fully humanize the process of education.

It has been stated previously in the study, and bears repeating here, that one of the greatest concerns of the educator should be that he avoid erroneous assessments of the individual student's potential to learn, in any part of the educational program. Such 'prophesies' have far too frequently proven to be 'self-fulfilling', in that the opportunities to learn become restricted for the learner because of a belief in his learning limitations, thus in fact, depriving him of the right to learn beyond a predetermined point. This writer would submit that the school could be guilty of no greater injustice to the student than this.

As a general conclusion pertaining to this phase of the study, it is suggested that the practicing educator who is interested in understanding the concepts of the

'humane person' and the 'humanistic school' might well begin his deliberations on implementing such concepts by indulging in a broad review of theory in the field of social-psychological concepts.

Implications for the Schools

Implicit in most of what has been considered in this study has been the assumption that, although many schools will be utilizing certain instructional concepts and have certain conditions and factors in their school that have been submitted as desirable for the humanistic school, few will have such factors evident extensively in their school programs. At least these factors would not be so oriented and coordinated, that as a total program, they are truly aimed at the development of the student as a 'humane person', as described within the scope of the immediate study.

This is to say that any one single factor cited as desirable for the humanistic school, can probably be found in certain schools. Many, for instance, are the schools that have experimented with, and perhaps implimented, such innovative ideas as flexible scheduling, independent study, and individualized instruction. It is believed, however, that few are the schools that have totally planned and carried out the type of open, flexible, student-centered program that would be truly humane on behalf of all of the students.

If this is true, then a seemingly obvious conclusion that can be drawn from this study is the fact that if the humanistic school is to become a reality, then there must be notable, if not drastic, change in the educational system. This change will, of necessity involve structural organizational, and policy changes. It will involve changes in attitudes, ideas about the educational process, and practice, for the teacher, the administrator, and those who plan and carry out teacher preparation programs. It will require the reorientation of the public as to the needs of youth and the purposes of education today. It means that if such changes do occur, students will be the beneficiaries; they will change favorably and in the direction of becoming more humane persons as defined in this study.

Suggested is the fact that for a humanistic educational program to become reality, there must be evidence, to a substantial degree, of support from the public and school community-at-large. Such support has never been assumed for any educational program, nor is it easily obtained. It has been contended that many of the concepts to be set forth for a humanistic school will seem to be a drastic and even questionable departure from traditional practice for the professional educator. If this is true for the practitioner, it is reasonable to assume

that the public will also look upon some of the proposed humanistic changes as questionable. The writer thus conclues that for humanistic ideals and goals to be implimented in any school, there must be carried out a well conceived plan of reorientation, aimed at the school's general public. Such a program of orientation would seemingly include an attempt to provide insight into: (1) the needs of youth in today's society, focusing on the problems facing all humans; (2) specifically, the nature of knowledge and skills important for humans today in our complex society; and (3) the changes a school would seek in order to educate for the identified needs of youth.

Attendant to the above recommendation is that reorientation which, in most schools, would be required on behalf of the professional staff. Viewed in the broadest sense, it can be concluded that any effort to humanize the educational/instructional program will begin with first, a general study of the conceptual idea of the humane person and humanistic school; secondly specific analysis and study will be given as needed of singular aspects of humanizing the program, such as teacher-pupil relations, pupil-pupil relations, learning through social interaction, independent study, concepts of openness, individualizing instruction, and maximizing intellectual growth potential for students.

The concern of the humanistic school being centrally focused on the student, it seems reasonable to conclude

that the school of the future will not be considered humanistic unless the entire program of education is built upon the stating of objectives in specific performance tasks and human outcomes to be sought in students. These behavioral objectives will be patterned after those presented in the immediate study as definitive of the humane person. Obviously, the humanistic school will assess its objectives and achievements based on such 'results' oriented goals.

The importance of this has been well summarized by Bushnell in his discussion on educational systems for the 70's, when he states:

> If we are to respond to the rising clamor for more democratic, relevant, and humanistic educational programs, and if we are to design schools which are responsive to changing demands, then we must become more 'results-oriented', in suggesting ways to improve upon the educational process.[1]

Even more specific, analysis of what has been discussed as relevant to a humanistic educational program leads to the conclusion that instructional programs will be based upon realistic estimates of the individual student's personal needs and progress. Learning activities and strategies will emphasize the student's learning style, his attitudes, and his own aspirations. Such planning will also recognize the importance of the learning groups of which

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[1]David S. Bushnell, "An Educational System for the 70's," Phi Delta Kappan, Vol. 51, No. 4, Dec., 1969

he will be a part. Placement in learning groups will capitalize on an analysis of the influences that can be brought to bear upon the individual by the group that can favorably affect his educational aspirations, attitudes towards learning, and general behavior and development of values.

If the above objectives are to be realized, then it seems imperative that the schools seeking such ends will employ appropriate staff support and technological aids as will enhance the optimum learning environment for all students.

Much emphasis in the humanistic school concept has been placed on the importance of providing individualized instruction, considered necessary for closing achievement gaps at the secondary level. The writer has endeavored to point out the limitations that should accompany any use of this factor in the school, particularly the harmful effects that could be experienced by removing a student from the larger social interaction influences of group learning opportunities. This matter is of sufficient concern so as to again make special note that any application of an individually prescribed instructional format should be carried out to the highest degree possible, only as a tangent activity to the student's involvement in larger and diversified learning group membership. It is submitted that this is both a practical and feasible approach to meeting the special learning needs of individual students, which are known to exist.

Concomitant with the above concern will be the need to provide assistance to teachers in the form of help as it applies to the development of new techniques, materials, and attitudes towards the learning process, both as it applies to learning through group and the socialization process, and where individualized help is deemed important for the educational advancement of the student.

Inherent in the above discussion again is the implication that change must occur, in this case with teachers and their attitudes towards the learning process. One writer has hypothesized that "the extent of meaningful and effective change which takes place in any school will occur in direct proportion to the 'openness' of the professional staff involved."[2] Others have speculated that if early instructional concepts that have been advocated in the past history of education have not been fulfilled, it may have been more likely that such failure was due less to weaknesses of the concept than to teacher unwillingness to change or inability to impliment the various aspects of a given concept.

Recommended are several specific directions for action, considered necessary if such changes on behalf of the humanistic school, is to become possible:

1. Greater attempts must be made to draw into the profession, those who show traits of psychological 'openness'.

2. For those in the profession now, there must be help made available that will enable them to develop the desired openness of personality, considered essential for change.

3. More harsh, but probably necessary, there must be found some means for removing from the practicing profession those who would remain closed to experience and hinder desired change.

Much emphasis has been reported regarding the role the humanistic school must play in helping students to develop skills for appropriate personal interaction with other persons. Of particular concern is the importance for developing attitudes of caring and compassion for others, particularly those that may be significantly 'different'. Sought for the 'humane person' is an openness of feeling towards others, or simply stated, a genuine attitude of 'warmth' directed to one's fellow human beings. Based on this most important objective, it can be concluded that the humanistic school will deliberately plan throughout the entire school program for: (1) study of the concepts of 'caring' and compassion for others, and (2) maximum opportunities for each and every student to interact with all others in diversified situations and conditions.

It is contended that no effort to humanize the school program will be effective unless it recognizes one basic premise, that which emphasizes greater student involvement in all decisions that affect his education and himself

as a person, his actions and behavior. Thus, it can be concluded that strategies for bringing about changes humanistic in nature, will from the outset, include students in all deliberations regarding goals and objectives, ways and means. In addition, such efforts will seek ways to guarantee as much continued student involvement as possible, in all decisions affecting him as a person in the school.

It can also be concluded that such a school will find ways to maximize student freedom from arbitrary and unnecessary restriction of movement, both as to his physical action and his intellectual development and autonomy of self.

Although much emphasis has been placed by the various scholars reviewed, upon the affective skills, the emotional, psychological strength required for the humane person, there is no lack of concern for the cognitive, intellectual skills that are important for such a person. In brief, it can be stated that the focus of discussion in this area has dealt with the premise that education, in the past, has too often been 'fact' oriented; concentrating on the acquisition of facts which were questionable as to value, purpose, or 'relevancy'. In comparison, the student of today needs to "learn how to learn"; to find meaning in new information and knowledge as it can be related to his real life environment. Particular attention will be given to the development of the 'higher-level' thinking skills

such as creative thinking, problem solving, and decision making. Based on this brief analysis of the intellectual skills needed for today's youth, it can be concluded that the school seeking to incorporate humanistic ideals into its program will evaluate each and every part and phase of that program in light of how and where such higher level thinking skills can be made a vital part of the instructional process.

Accepting as a prime responsibility, the task of helping each student to develop to his maximum personal potential, the humanistic school will seek ways to provide continual opportunities to the student for analyzing himself as a person, his emotions, and his personal potential, both as it applies to his own growth and development, and as it pertains to his interrelationship with others.

It can also be concluded that the humanistic school's concern for the optimum development of the individual student will require that opportunities should be provided the professional staff of the school for study and to gain better understandings of those factors which influence a person's developing image of 'self'. Based on such understandings, the school will carry out a deliberate program for enhancing a favorable 'self-concept' factor on behalf of every student.

As with any contemplated change that a school may be considering in the area of curriculum, program structure,

or instructional emphasis, the final analysis must lead one to the conclusion that each school will determine its own specific strategies for change. These will be based, not on any common set of recommendations, but upon a careful study and evaluation of each school situation as to the extent that they can consider themselves to be humanistic in nature. Hopefully, such study will be based on a clear understanding and acceptance of goals and objectives, humanistic in their conception, such as offered in the immediate study.

Suggestions for Further Study

Introduction

Based in part on the preceding analysis of the study and the implications for school strategies that would help to humanize a school program, suggestions for further study pertinent to the humanistic school concept can be considered.

It may be noted that some areas that might be considered significant for further investigation, have already received attention by other researchers. One example of this would be that dealing with the concept of teacher openness, teacher-pupil relations, and climates of 'openness' such as found in the various studies on interaction analysis.[3] Likewise, much work has been done to study methods and results of teaching for some of the higher level

[3]The reader is referred to a detailed bibliographical list dealing with the topic of 'interaction analysis' as found in: Louis N. Nelson, The Nature of Teaching, (Blaidell Publ. Co., Waltham, Mass, 1969, p. 83)

thinking skills, such as that done by Crutchfield and others.[4] Numerous other areas dealing with social factors that influence student behavioral development and potential for learning within the school will not be found totally lacking in research that can be analyzed. Various aspects of such research has been reviewed as a part of this study. With this in mind, no effort will be made to suggest additional studies which might be undertaken as supportive of such theories. This is not to imply that further study in those areas is not warranted or needed, but rather that such findings are sufficient to suggest, on their present merit, certain courses of action for the school.

As it pertains directly to the various facets of the humanistic school, however, it is believed that certain questions are worthy of further study. These are presented next, and are stated in the form of hypothesis which might be tested.

Hypothesis for Possible Testing

Assuming the value and worth of the "humanistic school", there is a need to analyze the effectiveness of such a school on the youth it serves. With this thought in mind, the following areas of study are suggested:

> Hypothesis No. 1: Schools which can be measured as rating high, as to the extent that "humanistic school" factors exist in their school, will have

[4] Note discussion presented in the immediate study pertaining to this area of concern (Chapter III, pp. 81-86)

a high proportion of students rating high on any scale measuring "humane person" traits and characteristics, such as presented in the immediate study.

Hypothesis No. 2: Schools which have deliberately sought and succeeded in implimenting "humanistic school" concepts into the school program extensively, will have a higher proportion of students showing favorable attitudes towards school and the learning process, than will the school which has made no such effort.

Hypothesis No. 3: The school that has extensively "humanized" its school program, as suggested in the immediate study, will have a higher proportion of students revealing high educational aspirations, than in a school which has not.

Because some studies have indicated that normal teaching patterns that might deal with human relations (lecture, discussion, reports, etc.), are largely ineffective in changing a person's behavior and attitude toward others and those 'significantly different', there is a need to analyze the effects that the "humanistic school" can have upon developing student attitudes conducive to better human relationships. The following question might, therefore, be considered:

Hypothesis No. 4: The school that deliberately seeks to maximize opportunities for its students to have the broadest interaction with diversified groups in a variety of conditions, both within the school and beyond, will have a higher level of intergroup behavior and attitudes characterized by compassion, warmth of feeling, and caring for others, than will school which make no such effort.

Some have suggested that the ability of a school to humanize its program may be directly related to two factors,

size and financial ability to support such a program. With these possible limitations in mind, further study might analyze the school on the following basis:

> Hypothesis No. 5: Because advantages which are attritubed to large size are believed to be counteracted by certain factors which only small schools generally enjoy, size of school will not be a significant factor in affecting any effort to humanize a school program.
>
> Hypothesis No. 6: Schools that have a significantly higher per-pupil-cost factor, will show significantly more "humanistic school" factors existing in their school, than will schools with lower per-pupil-cost figures.
>
> Hypothesis No. 7: Schools with significantly higher per-pupil-valuation will experience less restrictions upon any effort made to "humanize" their school programs, than will lower per-pupil-valuation schools.

It has been stated that one great limiting factor contributing to the development of negative student attitudes and general alienation towards the school and the learning process can be attributed to the common practice of giving grades, and judging student progress on the basos of time spent on a learning activity, rather than on individual achievement, regardless of time factors. Speaking to such assertions, further study might prove of value as it pertains to such concerns as expressed in the following question:

> Hypothesis No. 8: If schools eliminated the traditional 'grade' for student evaluation, in favor of individual progress assessment in written report format, and emphasized the

positive aspect of evaluation, students would show less anxiety towards their learning experiences.

Hypothesis No. 9: Schools where traditional 'grades' were not used, would find students more creative, more open to new ideas and knowledge, and would show greater self-confidence in their own abilities and potential as a person.

Hypothesis No. 10: Schools which have incorporated differentiated staffing principles extensively would have significantly more students indicating favorable attitudes towards the role of teachers in the learning process, than in schools not practicing such staffing procedures.

It has been concluded that most of the skills that are catergorized as 'higher-level thinking skills' can be taught in the school. Further study, however, seems desirable to verify some of those results that might be anticipated on behalf of students.

Hypothesis No. 11: Students that have the opportunity to systematically study and practice problem-solving processes continually in the school program will show less evidence of frustration and anxiety when confronted with new ideas of learning and knowledge, than will those who have not had such opportunities.

Hypothesis No. 12: If students are given the opportunity to study and analyze the decision making process, and have frequent practice in analyzing their own decisions, they will show greater confidence and satisfaction with those decisions, then will students not having such opportunities.

Out of the concern for facilitating 'change', as it would be required for effectual development of a totally

humanistic school, more evidence is needed to support various theories on how to facilitate change, and how to establish the type of climate that would be supportive of humanistic concepts. Thus the following questions may be considered for further study:

> Hypothesis No. 13: Schools which are determined to be more 'open, flexible, and student-centered', will have significantly more students who can be measured as rating high in humane person traits, than in the school considered to have a 'closed' climate.
>
> Hypothesis No. 14: Schools which have provided the professional staff with opportunities for group and self-analysis, through such programs as sensitivity training laboratories, will find such teachers more open to change, and receptive to humanistic concepts for the school, the students, and themselves, than in schools where teachers have not had such opportunities.

One further area for study seems to evolve from all of those previously stated, or any others that might be considered as they would apply to the humanistic school. It is suggested, then that the following hypothesis might be studied as it pertains to this investigation:

> Hypothesis No. 15: The school that is rated high in existing humanistic school conditions and factors, will also show higher teacher and pupil morale and more favorable general attitudes towards the educational system and processes, than will a school rated low on the same scale.

Towards a Humanistic School Evaluation

It has been frequently noted in this thesis that the only evaluation that can be made of the humanistic school

is that which would assess the extent to which students of a school have become humane persons. A beginning, however, to the implimentation of the humanistic school concept, might be to assess the extent that the school has conditions and factors existing which have been offered by the scholars as significant for such a school, and one that was seeking to develop humane persons.

It is therefore felt that some contribution of worth could be realized by having available a form of self-assessment instrument, consisting of those school factors and characteristics set forth as definitive of the humanistic school. Such an instrument has been developed and is presented for examination and possible use, in the Appendix of this study. It is presented with full awareness that its use will not establish the extent or degree that a school is, or is not, a humanistic school. It may help to reveal existing conditions that would contribute the the development of humane persons.

Although not undertaken as a part of this study, it is submitted that those traits and behavioral characteristics which have been presented as they pertain to the person sought by the humanistic school, may lend themselves to the incorporation into some form of evaluative instrument. If developed, such an instrument could be used for the purpose of school evaluation of <u>outcomes and results</u>. An evaluation of this type could indicate

the degree to which a school is truly humanistic, based upon the students and what they have become.

Concluding Statement

Progress in education comes in many forms. It is often assessed, unfortunately, on the basis of how many new techniques or devices are conceived, or incorporated by the profession, into instructional programs of the schools.

Occasionally, but too infrequently, educational progress is determined by how children are effectively changed, in other words, by the results of education, determined by looking at the youth, as the product of the process.

The humanistic concept of education is at least directed to the above end; that the schools will educate for youth to become a specific type of person. In this task, much of the orientation will be applied in the direction of identifying and recognizing the uniqueness of each student, as an individual, human person. The school that would be humanistic will need to use all of its resources, both human and material, and direct these towards meeting the diversity of needs implied by this personal uniqueness.

In such a theoretical domain as has been presented herein, there is considerable latitude for differences of

opinion as to what is worthwhile or acceptable for educational consideration. The writer submits that this is both understandable and acceptable, such differences being based on contrasting philosophies, interpretation of research findings, and personal experiences.

Although education may experience uncertainties in the face of such diversity of opinions, the very fact that history verifies education's willingness to look into the mirror of self-evaluation, leads this writer to the final conclusion that our schools will once again face their responsibility, deliberately assess the humanistic school concept, and as a result make those changes that are deemed necessary for meeting the needs of youth in today's society. It will deal with the problems, regardless of proportion and perplexity, and move forward educationally to the extent it is humanly possible.

It is hoped that this study has provided greater clarity as to the concept of humanizing the secondary school, as well as provided some directions for consideration that may aid a school seeking to achieve humanistic goals and objectives that focus on youth. This is today's challenge for the professional practitioner and leader of the educational enterprise.

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APPENDIX

APPENDIX

CHECK-LIST OF HUMANISTIC FACTORS AND CONDITIONS IN THE SECONDARY SCHOOL

Introduction

The purpose of this instrument is two fold. First, the items which constitute the check-list are those that have been found to be emphasized in the contemporary literature, and set forth as desirable for a more humanistic school. Thus, analysis of the items listed will reveal to the evaluator some of the important conditions and factors, as they might exist in the given school.

The other purpose of the instrument is to provide some basis for a school to engage in self-evaluation to determine the extent that the educational program has those conditions and characteristics that are felt desirable for the school seeking humane person goals.

It is hoped that such self-evaluation will lead to reassessing the accomplishments of a school in terms of the youth, and the 'humane' results and outcomes in behavior terms that should be the humanistic goals of the school.

Definitions

The literature describes the humanistic school as a combination of many factors, all of which seem to emphasize new directions for the educational program. Such programs will focus on meeting the needs of youth, those needs being analyzed and determined based on: (1) the recognition that each student is a unique, individual person in all aspects; (2) that such individuality demands learning experiences tailored to those personal needs; and (3) that a rapidly changing, complex, and problemsome world and society places new demands on the citizen, which in turn, suggests different educational goals and objectives. The humanistic school would be that type of school in which the overall function and objectives; the administrative structure, policies, and procedures; the instructional program; and the interrelations of persons comprising the school community; are purposely directed to education for students and their needs as discussed above.

The focus of concern for the humanistic school is not upon methods and procedures, but on the product and the results, namely, the student. The primary goal is to educate for more humane persons. Briefly defined, the "humane person" may be identified in terms of three basic characteristics:

1. Relationship with others: He is, as a humane person, one who believes in the value and worth of every human being; he is a person who is involved with people and enjoys such contacts; he interacts freely with others, placing little restriction upon whom such interaction is with; he cares for others, displaying a warmth of feeling towards others, again with out restrictions on the recipitents.

2. Knowledge of Self: The humane person is a self-sustaining person; he is psychologically strong because he understands and has the ability to deal with his emotional self; although autonomous and protective of his own individuality, he understands and respects the rights of the larger group. He respects himself and so he can respect others.

3. Intellectual Competence: The humane person possesses a basic source of personal knowledge, as well as formal established knowledge, sufficient to enable him to acquire new knowledge as needed; he is able to think critically about self and society; he is able to use knowledge to enhance his own well-being and that of others; he is an open, flexible person, tolerant of change; he is a creative and analytical person, seeking and being capable of arriving at solutions to both personal and social problems.

Instructions for Using the Checklist

The checklist is comprised of provisions, conditions, factors, or characteristics considered of general importance and desirable for a humanistic school.

The following key should be used in responding to each item:

Circle E	.....	If provision or condition exists EXTENSIVELY.
Circle M	.....	If provision or condition exists to MODERATE extent
Circle L	.....	If provision or condition is very limited or missing entirely

The validity of the school assessment is based on the best professional judgement of the evaluator.

For the purpose of your evaluation, a factor or condition should be considered to exist EXTENSIVELY, if 85% or more of the school population has participated in, or has been affected by, the stated condition or factor.

The response MODERATELY, should be circled if 40% to 84% of the school population has participated in, or is affected by the stated condition, characteristic, or factor.

The response LIMITED should be circled if it is estimated that less than 40% of the school population has participated in or been affected by the stated school condition, characteristic, or factor.

SELF-EVALUATION CHECK-LIST

Item		Rating
1.	The schools written statement of philosophy was developed with participation of teachers?	E M L
	..... of students?	E M L
	..... of parents?	E M L
2.	The general objectives of the school were developed with deliberate concern for their being operationally measurable and evaluated in behavioral terms?	E M L
3.	Provision is made for frequent evaluation of objectives based on human outcomes as it pertains to the students?	E M L
4.	The faculty has spent time in study and discussion on the general topic of "understanding the youth of today"?	E M L
5.	The professional staff has formally considered and studied the concept of "humanizing the school"?	E M L
6.	The instructional staff is differentiated (teacher aides, team leaders, master teachers, clerical aides, etc.) to take advantage of individual teacher strengths and abilities.	E M L

7. The faculty has had the opportunity to study the interaction of teacher-pupil relationships and the effects of a more open, supportive style of teacher behavior on pupil growth? E M L

8. The faculty has received help in understanding the concept of 'individualized instruction', and in developing methods and materials to compliment this practice? E M L

9. Students are involved in decisions regarding their school activities .....

   ..... regarding policies on student movement around the building? E M L

   ..... regarding publications policies? E M L

   ..... regarding curriculum? E M L

10. Effort is made to provide leadership skill development and practice opportunities for all students? E M L

11. Attention is deliberately given in the school program to the student developing a better understanding of himself in relation to others through .....

   ..... study of prejudice and biases? E M L

   ..... study of emotions and related behavior? E M L

   ..... study of values in relation to themselves and others? E M L

12. Concern for the individual differences of students is expressed in the providing of alternates for reporting student progress (written evaluations, personal conferences, grade or credit options)? E M L

13. Specific effort is made to identify students who need ego-development and self-concept enhanced? E M L

14. Opportunities are planned into school activities to maximize diversified intergroup relations for all students? E M L

15. Students have opportunities to interact with those who are socially, economically, culturally different; specifically:

   ..... with minority groups? E M L

   ..... with economically different groups? E M L

16. Emphasis is given throughout the entire school program to concept of "equality of man through:

    ..... Study of other cultures in our society and the world? E M L

17. Deliberate effort is made in the total school program and affecting all students, to develop attitudes of 'caring for others' and concern for the welfare of others? E M L

18. Understanding of the differences of people is studied by all students through:

    ..... Study of racial differences? E M L

    ..... Study of history and contributions of minority groups in our society? E M L

    ..... Study of the influence of environment on individuals and groups of people within our society? E M L

19. Effort has been made to deemphasize the importance and pressures of the 'grade' on all students? E M L

20. Time that students spend in class is flexible (as it affects all students--larger, smaller time blocks, individualized student time schedules, etc.)? E M L

21. Each student has his program of studies planned on assessment of his hiw own personal needs, interests, and aspirations? E M L

22. Independent study opportunities are available to all students? E M L

23. Laboratories and shops are available to students on 'open' basis during school and after school hours? E M L

24. Individual achievement, not time spent in class, is considered the criteria for educational progress?

25. Technical aids and equipment, library resources, laboratory equipment, are available sufficiently to encourage independent study and inquiry for all students? E M L

26. Grouping, according to 'ability' is avoided as much as possible throughout the entire program. E M L

27. Students are encouraged to become involved in issues which affect him and to take the initiative in involving himself and others towards bettering the human situation? E M L

28. Subjects which are considered important for meeting needs of all students in the school are available? E M L

29. Faculty has had opportunity to become familiar with concepts of 'openness' as it pertains to the school, the classroom, and themselves, as persons (through in-service opportunities in human relations, group dynamics, sensitivity training, etc.)? E M L

30. Up-to-date technical aids are available for teachers, as well as the help of specialists to aid them in taking advantage of the technology? E M L