DOCUMENT RESUME

ED 128 277 SO 009 396

AUTHOR Dobson, Judith E.; Dobson, Russell L.
TITLE Accountability and the Affective Domain.
PUB DATE 75
NOTE 26p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Accountability; Attitudes; Behavioral Objectives; Behavioral Science Research; Conceptual Schemes; Educational Alternatives; Educational Environment; *Educational Objectives; Educational Quality; Elementary Education; Evaluation; Human Dignity; Humanism; *Humanistic Education; Humanization; Individual Development; *Models; Public Education; *School Environment; Student Attitudes

ABSTRACT

This paper presents and discusses a model of a comprehensive educational system committed to humane education. The value of a school experience is determined by the quality of the living experience that occurs in the school. This experience generally does not include at present a systematic realization of humane potential on the elementary level. The following schematic expression of a comprehensive educational system committed to a humane education provides one viable educational alternative to present systems. It is intended for consideration by elementary-school personnel committed to helping pupils know people as opposed to teaching them to know about people. The system is divided into the following five phases: (1) goals which might include development of a healthy self-concept, assuming responsibility for one's own actions, accepting self and others, and taking advantage of educational experiences; (2) theoretical base which encompasses social interaction, curricular development, community and parent involvement, and student and teacher personal growth; (3) objectives which should be decided on by the school staff and by parent and community committees; (4) instructional program which can best be devised by the school staff; and (5) evaluative design which will include input from teachers, children, administrators, and parents. References are included. (Author/DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128277

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABSTRACT

Accountability & the Affective Domain

by
Judith E. Dobson, Ph.D.
Associate Professor
Applied Behavioral Studies

and
Russell L. Dobson, Ed.D.
Professor
Curriculum & Instruction

One can say, without exaggeration, that the realization of humane potential is left mainly to chance in most elementary schools. There are probably many reasons for this neglect; one of which is the absence of a comprehensive or gestalt approach to humane education that includes complementory components. This paper presents and discusses a model of a comprehensive educational system committed to humane education. The model is divided into five phases: 1. Goals, 2. Theoretical Base, 3. Objectives, 4. Curriculum and Instructional Program, and 5. Evaluation design.

School personnel committed to the release of human energy as a catalyst for the realization of human potential may wish to consider this model. Emphasis is placed upon the quality of the living experience that occurs within the school. In implementing this proposed comprehensive approach to humane education, students teachers, administrators, counselors and parents are cooperatively involved in the processes. If past attempts at implementing humane education, education that contributes to the growth and development of indivicual students, professional school staff, and parents, have been more frustrating than satisfying, then perhaps it is time to look for alternatives. This model is presented as one viable alternative.

SP009396

Accountability and the Affective Domain

by

Russell L. Dobson
Professor, Curriculum and Instruction
and
Judity E. Dobson
Associate Professor, Applied
Behavioral Studies

Oklahoma State University

One can say, without exaggeration, that the realization of humane potential is left mainly to chance in most elementary schools. There are probably many reasons for this neglect; one of which is the absence of a comprehensive or gestalt approach to humane education that includes complementary components.

We believe that man is impelled by a profound desire to live life fully; therefore, it is safe to assume that the value of a school experience, from a humane perspective, is determined by the quality of the living experience that occurs therein. The quality living experience can be defined as a process--a process of becoming more and more self actualized through living life fully every day. Goodlad (1975, p. 12) states:

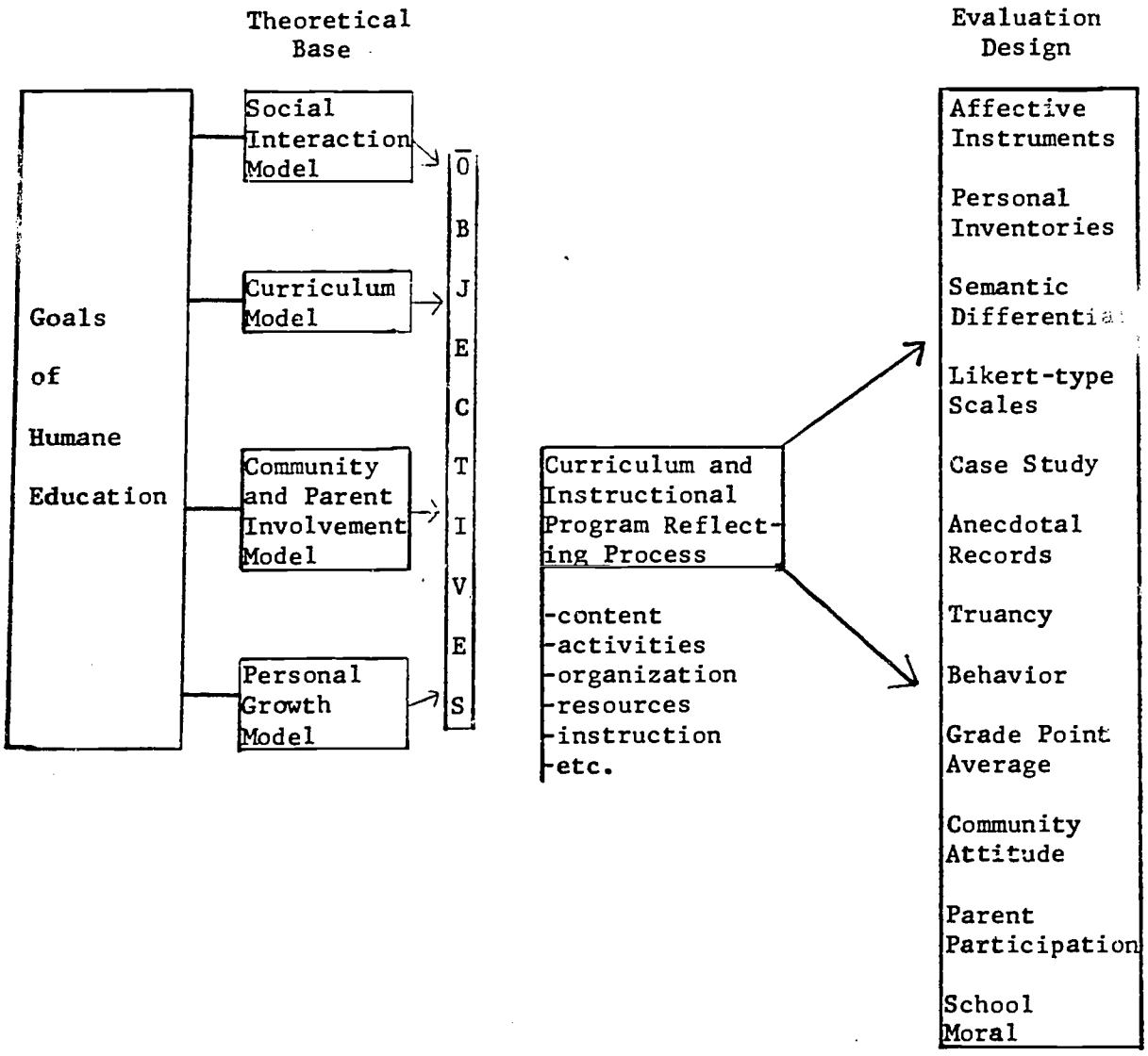
> What I am asking for is that we suspend for a time as a matter of policy our pathological preoccupation with pupil effects as defined in statements of objectives or norm-based achievement tests. What I am asking for is that we concentrate, as an alternative, on the quality of life in the schools--not just for pupils but for all who live there each day.

Humane education is defined as the phenomenon of personal order applied to the process of becoming and/or growing. In other words, the person's state of

being has purpose, makes sense to him/her and he/she has a firm grasp on some sense of self-direction.

The following model is a schematic expression of a comprehensive educational system committed to humane education, a balance between intuitive and scientific knowledge.

HUMANE EDUCATIONAL SYSTEM



The model is divided into five phases: (1) Goals, (2) Theoretical Base, (3) Objectives, (4) Curriculum and Instructional Program, and (5) Evaluation Design.

GOALS

The Goals of Humane Education are the goals identified through local needs assessment processes engaged in by parents, students, teachers, administrators and other community members. These goals might include; (1) development of a healthy self concept, (2) assuming responsibility for one's own actions, (3) accepting self and others, and (4) taking advantage of educational experiences.

THEORETICAL BASE

The Theoretical Base for a proposed humane educational program is multi-faceted in nature and encompasses four major components: (1) social interaction, (2) curriculum development, (3) community and parent involvement, and (4) student and teacher personal growth.

The quality of the relationships between and among students, teachers, and administrators will determine the emotional climate or atmosphere of the school experience. The theoretical base of the social interaction component is Dahm's (1972) intimacy hierarchy and would, in actual practice, encourage all concerned to move from interactions based upon stereotyped roles (teacher, student, administrator) to interactions which reflect process and naturalness.

The humane elementary school must, by its nature, establish and/or provide for the social environment alternative of knowing people as opposed to knowing about people. To be preoccupied with "why" in an attempt to understand a person's behavior is to negate the most important, the existing person. The importance of the youngster being-in-the-world and the teacher existing in and participating in this world cannot be overemphasized.

Dahm (1972), p. 20) suggests that social interaction may be viewed as the

degree of intimacy demonstrated by the inhabitants in teraction arena. He continues by recommending that intimacy be viewed as a erarchial pyramid with three levels: intellectual, physical, and emotional. He classifies intellectual intimacy as the lowest level of social interaction. At this level, individuals may wear a mask, clothe themselves with facade, or protect themselves with a psychological shield by attempting to communicate with ideas, words, and games that are role based. The resulting social interaction is one in which people remain in a protective or defensive posture. His defensiveness tends initially to bring about isolation which results in feelings of alienation and leads to disconnectedness. Social interaction, reflecting disconnectedness, at best leaves much to be desired for young children and adults alike.

The second level of intimacy reported by Dahm is the physical level. Physical closeness and well being are expressed at this level through such actions as touching, proximity, hugging, and caressing.

Emotional intimacy, the highest level in Dahm's intimacy hierarchy, reflects the willingness to share one's self. Dahm lists four characteristics of this level: mutual accessibility, naturalness, non-possessiveness, and process. Teachers and students enjoying mutual accessibility have access to each other--free of criticism. When we speak of experiencing naturalness, we mean that students and teachers are accepted as they are, not for their ability to behave and perform according to some predetermined social norm. This highest level of intimacy, according to Dahm, reflects caring to the extent that all concerned delight in the independence of others. Acquiring and maintaining emotional intimacy is indeed a process that requires constant attention.

It would seem that Dahm has provided a sound theoretical base for the social-emotional interaction component of the humane elementary school. Certainly,

emotional intimacy is a reasonable and obtainable goal for teachers and students committed to establishing a humane environment.

Curriculum Development

Are current curricular programs in elementary schools committed to assisting children in developing and/or acquiring those skills necessary for living a rewarding and fruitful life? What are these life skills? Can they be taught? Can life skills be separated into those classified as primary and those that are secondary? Do we educate for actuality or potentiality?

Questions of this nature are not new nor unique: however, there is concern as to whether or not they receive serious consideration by those responsible for the education of the young. It is imperative that we reevaluate the present thrust in elementary curriculum to ascertain if we are indeed equipping the young with necessary skills for living in an ever transforming world.

We believe that elementary educators can and must create educational programs that are concerned with process skills that enable the person to know, to think, to value, to feel, and to act. Berman (1968) defines process skills as those which have an element of ongoingness about them. For too long the educational experience for children has been approached as if, indeed, it were terminal instead of continuous; i.e. third grade placement, fourth grade content, fifth grade experiences and so on. Therefore, the need to reexamine exactly what constitutes the essentials or basic skills is long overdue.

If what is important in an elementary school is a quality life for each child, then we maintain that the eight priorities identified by Berman (1968) could determine the process-oriented curriculum. The eight process oriented areas she proposes are:

1. Perceiving
2. Communicating
3. Loving
4. Knowing
5. Decision Making
6. Patterning
7. Creating
8. Valuing

Judgments, influences, interpretations are made by an individual about what he experiences. Assessment of these perceptions are affected by one's perceptual filter; that is, his mode of interpretation. Therefore, young children need to have the skills necessary to profit fully from their perceptions. Since perceptions do influence human functioning, it is extremely important that elementary school personnel deal with this process and create educational experiences that facilitate the development of each child's perceptive processes.

Communication, expressed as curricular activities at the elementary school level, has traditionally been limited to language arts, i.e., reading, writing, spelling, and listening. We believe that these endeavors, although essential tools, do not totally comprise the actual communication process. We view communication more globally, as a skill necessary for establishing meaningful and fruitful relationships with others. Many of us are not necessarily lacking in the basic tools, as interpreted by the elementary school curriculum of communication. Perhaps, however, our emphasis at the elementary school level has been on the science of communication at the neglect of the art of communication.

Schools, if they are committed to total development of the child, are obligated to do more than make a cursory attempt at helping youngsters realize their potential for being loving, the process of feeling and relating to other humans. Perhaps of all the processes identified by Berman, loving is the one that is learned through direct experience. The atmosphere of the humane elementary school that prizes the loving process will be one in which loving

human interactions are stimulated. Children will be encouraged to give and receive feedback concerning their relationships with teachers and peers. Thus, the school experience becomes one of increased accessibility.

Knowing is certainly a prerequisite to enlightened citizenry. However, as has been established earlier, school personnel generally have interpreted this as knowing about (information) as opposed to knowing (knowledge). There does not seem to be a clear distinction between that which is information and that which is knowledge. Bruner (1960) defines knowledge as a model we construct that gives meaning and structure to the regularities we experience.

Decision-making, in a complex society, is probably one of the most essential human skills that can be taught to young children. Children do make decisions daily, although many of these decisions could be considered of minor importance. However, young children must be given opportunities to learn the decision-making process and to make their own decisions commensurate with their developmental level.

The individual needs the skills of data ordering or what Berman (1968) refers to as patterning. Certainly the youngster needs to be able to sort out information that has significance for him/her and to put this into a personal structure. We are living in an age characterized by increased knowledge explosion. Therefore, the process of patterning is an extremely utilitarian life skill which helps the individual categorize and classify concepts, situations, and occurrences into meaningful relationships for him/her.

If, in fact, the humane elementary school is to facilitate individual potential toward fulfillment, then creativity must be prized. Berman (1968, p. 138) states:

The self-renewing process which takes place as an individual creates

> is essential in a democracy, whose success depends upon the optimum development of each of its individuals. Persons must learn both individually and collectively to refine, change, and modify their ideas so that perpetual discovery and development are possible.

Since the creative process is generally an "inside" experience, it is extremely difficult to catch its essence. However, as research concerning creativity continues to be accumulated into a more thorough body of knowledge, it is imperative that elementary school personnel translate and encourage processes of creativity in classroom experiences.

The process of valuing is indeed extremely complex. Kluckholn (1962 p. 395) defines a value as:

> . . . a conception, explicit, or implicit, destinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action.

From this definition, therefore, values definitely influence a child's behavior in as well as out of school. Young children generally accept the values of their parents or significant others with little awareness or insight. In the humane elementary school that prizes individuality and encourages reaching toward self-fulfillment, children will be encouraged to become cognizant of their values through processes of value clarification. Through such processes children may not only clarify the values that they now hold but they may change or create new values. The intellect and the emotions of self are both brought into the value clarification process, for the values one holds definitely influences the decisions one makes about self and relationships with others.

Thus, at the risk of oversimplifying a complex task, we have established the assumption that those process skills identified by Berman (1968) serve as a sour: heoretical base for designing a process-oriented curriculum in the humane elementary school. We also would hypothesize that a youngster who

acquires these skills will be equipped to profit from instead of cope with a complex society, or for that matter any society.

Community and Parent Involvement

If, indeed the aim of the humane elementary school is the facilitation of humane potential then viable parent and community involvement is necessary. The establishment of open lines of communication and active participation (parents, community and school working cooperatively) will provide a sound basis for a coordinated approach to developing human resources. The community and parent involvement component is a theoretical design by Dobson and Dobson (1974). The Family Involvement Communication System (FICS) model (see Figure 1) is based on the concept that through joint concern and understanding educators, parents and other community members can work together in being responsive to the needs of society. The family, with the dual goals of communication and involvement, is the focal point. The interfaced arrows of the system express openness. Too often parent programs have dealt with only output to parents without due consideration of family "input". FICS is based on the premise of doing "with" families as opposed to doing "for" families. The outreach and contact program of the model is public school or community based. The support system is university or college based.

Outreach and Contact Program

A brief description of the components of the FICS outreach and contact program may help the reader develop an understanding of our meaning of parent and community involvement.

Coordinator-Ombudsman. The FICS Coordinator-Ombudsman would coordinate

the planning and activities of each of the components and insure that the activities maintain the original focus, family involvement and communication. He/she would be instrumental in establishing a facilitative loop for youngsters as they are bussed across town to elementary schools or as they enter junior or senior high schools, yet return at the end of each school day to live in their own neighborhoods. The Coordinator-Ombudsman also would serve as consultant to the staff concerning goals, needs and procedures and as trouble-shooter in assessing and solving shared concerns.

Community Center. A Community Center could be developed as a means for parents and other community members to act together in projects of common interests to their school and community. The programs of the Community Center could be as broad as the needs and desires of the particular community dictate. Activities, not unlike the "pie supper" syndrome, would perhaps encourage the needed concept of the community being involved together. As we envision it, the development of the Community Center would not involve construction of separate physical facilities. School classrooms, the auditorium or a local church possibly would be suitable for Community Center activities.

Parent Study Groups. The general purpose of these study groups would be to help parents understand their children and to develop more effective ways of relating with them. The discussions, therefore, would be directed toward application and would be centered around ideas and needs identified by participants.

The elementary school counselor would assume responsibility for organizing the parent study groups. In order to provide for adequate participation, each group should be limited to 8 to 12 members and should be conducted in an area which permits the parents to face each other comfortably. The sessions would be conducted for one hour each week for a period of approximately ten weeks.

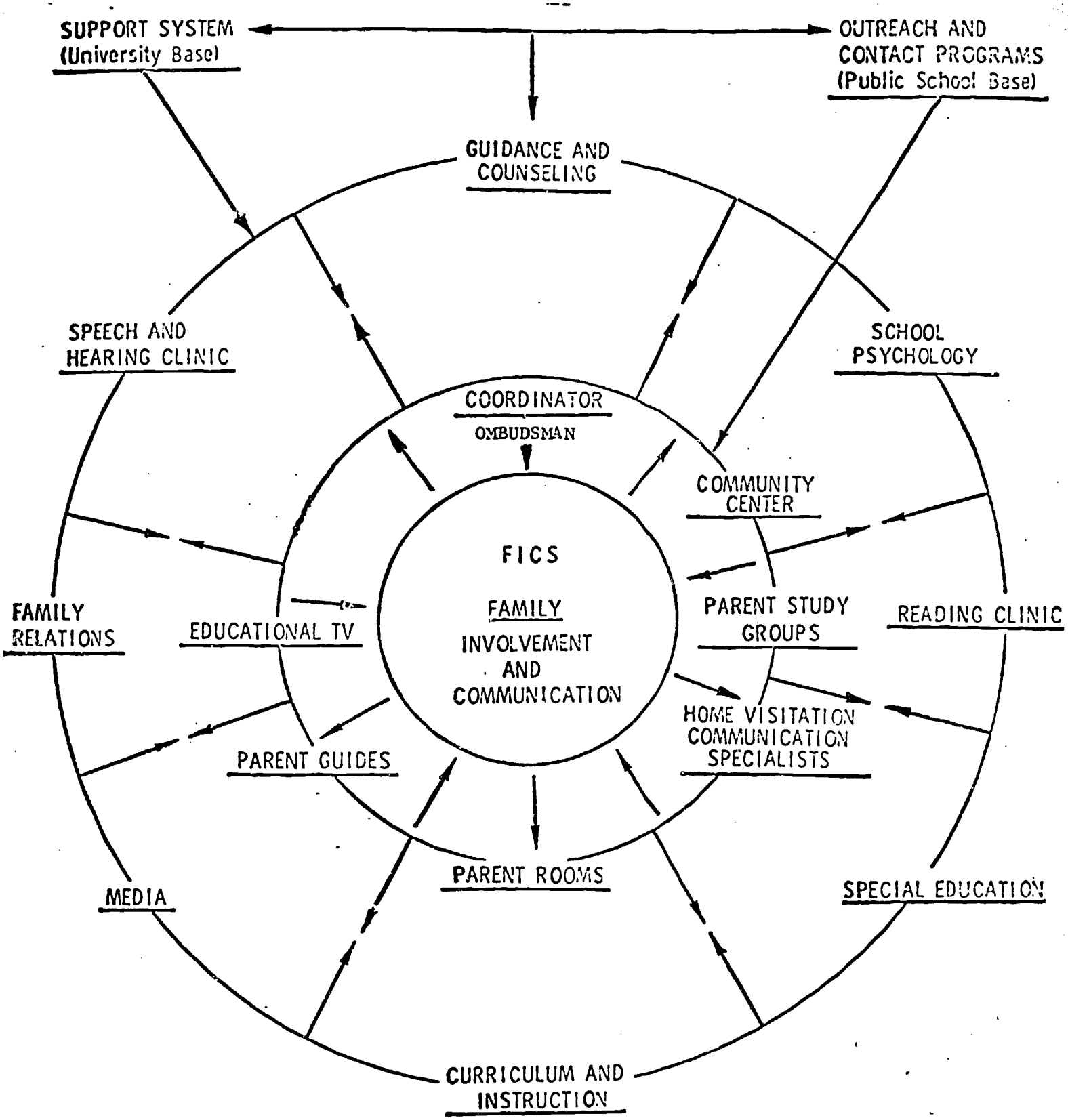


FIGURE 1 -- Family Involvement - Communication System (FICS)

The time scheduled for the meetings would depend, of course, upon the request for either daytime or early evening meetings.

In an attempt to expand parent study groups so that a number of parents can be served, the counselor would be concerned with the development of "parent-leader" groups. These groups would consist of parents who are particularly interested in the principles and who demonstrate skill in facilitating an understanding of children through group process.

The counselor and a parent would serve as co-leaders in order that the parent become acquainted with the group and to note both group and individual reactions. The parent co-leader would have opportunities to lead complete sessions, with the counselor serving as an observer. Once parents have been trained as co-leaders in this manner, they would assume responsibility for newly formed parent study groups. If difficulty is experienced with a group, the parent-leaders would consult with the counselor or invite him/her to visit a session.

Home Visitation-Communication Specialist. The Home Visitation-Communication Specialist component is based on the premise that behavior will change as a consequence of involvement and communication between parents and teachers, thus resulting in more satisfying and productive school experiences for children. Communication Specialist is our title given to a mother or father who has taken part in FICS workshop training.

> The duties of the Communication Specialist would be: (1) improving home-school communication through home visitations, and (2) attempting to help teachers gain an understanding of individual children.

A communication Specialist and teacher would form a team for home visitation purposes.

We assume that through FICS training and subsequent home visitation responsibilities, the Communication Specialist would become more involved in

educational experiences and thus gain a sense of control over their environments. We also hypothesize that through pupil home contacts and through personal involvement with the Communication Specialist, teachers' attitudes toward and acceptance of pupils would become more positive. As a result of these experiences provided to significant adults in his environment, we further hypothesize that pupils' academic and social attitudes in school would improve. Research we conducted, Shelton and Dobson (1974), provide support for this component. Children's grade point averages and attendance significantly improved in one school after implementation of home visitation by Communication Specialist-teacher teams.

Parent Room. The Parent Room would operate on the assumption that; human beings in general have the potential for helping themselves and others. We envision the Parent Room as a resource room open to parents at stated times, including evening and weekend hours, and housing pamphlets, books, slides, and film strips chosen for their pertinence to the parents and children of each individual school. The Parent Room might also serve as informal "drop-in center" in which parents may have a cup of coffee, pursue activities and discuss concerns relative to their personal lives.

The Parent Room might be housed in a mobile unit, a portable classroom, a corner in the school library, or a renovated utility closet. Parents selected to staff the Parent Room should be given workshop training in confidentiality, communication skills, child growth and development, school purposes, and community resources.

Parent Guides. A series of Parent Guides could be written with special emphasis placed upon the relationship of the developmental level of the child to school practices and curricula. These guides would be written in simple

language; use cartoons; include quotes from youngsters; and perhaps deal with illustrative case materials. The tone of the guides would be such that older children and their parents may read and discuss them together. Care must be taken to adapt content to the type of living the community exemplifies - rural, city, or small town.

Educational TV. Educational TV would allow for the dissemination of information concerning the purposes and progress of FICS, contemporary educational practice and thought, and child growth and development practices. A series of video tapes could be made for the purpose of local, state, and national dissemination.

Family Advisory Board. A Family Advisory Board, composed of parents, should be establised at the outset of a family involvement project. A vital function of the Board would be to identify needs and concerns and to make subsequent input into the program. Hopefully, the Board would become the nucleus for assuming the leadership responsibility necessary for the maintenance and continuation of FICS components.

Support System

We envision higher education institutions providing both professional and student personnel as the support system of FICS. Student teachers, practicum counselors, interning school psychologists and administrators would be involved in providing services in at least one of the FICS outreach and contact components. Expertise from the university would be utilized on a contractual basis according to the needs identified by the families and the contact staff. In other words, it is not the function of the university or college to identify the unique needs of individual communities, but simply to facilitate goals at the "grass-roots"

level through a cooperative effort of public school personnel and community representatives.

In the final analysis, the FICS model incorporates training and experiences for teachers, principals, parents, community residents and graduate students in involvement and communication skills. If past parent programs have not been as successful as they might have been, then it is time to look for alternative models for actively involving parents and other community residents in the school experience of their young. The FICS model is presented as one such alternative.

Personal Growth

The necessity of emphasizing student and teacher personal growth is basic to a humane school experience. In order to facilitate the process of becoming, specific attention must be paid to this particular component. The theoretical base for facilitating personal growth of students and school staff is a modification of Maslow's (1954) need hierarchy.

We propose a personal growth model of inservice education that has as its focus assisting the professional school staff in determining their definition of humane relations and how they can effectively incorporate the concepts in the teaching-learning process.

Figure 2 is our attempt to present schematically the theoretical foundation of the personal growth model. The schema is based upon Maslow's (1954) hierarchy of needs. The initial level of the schema involves the concept of risk, defined by Webster (1964) as ". . . take the chance; the probability of desired outcome." In order to establish a school atmosphere based upon humane relations, a certain amount of personal risk is involved. To risk in

interactions with others seems to require that the physiological and safety needs of individuals are fairly well satisfied. According to Goble's (1970) interpretation, Maslow sees the most basic, powerful, and obvious of all man's needs as his need for physical survival. In our society the lower needs are fairly well satisfied in school personnel. Once these physical needs are satisfied, the safety needs emerge which include feelings of security. The insecure person possesses an almost compulsive need for order and stability and generally avoids anything different and unexpected. In contrast, the secure person though still seeking some order and stability in his/her life, has a curiosity in the new and mysterious.

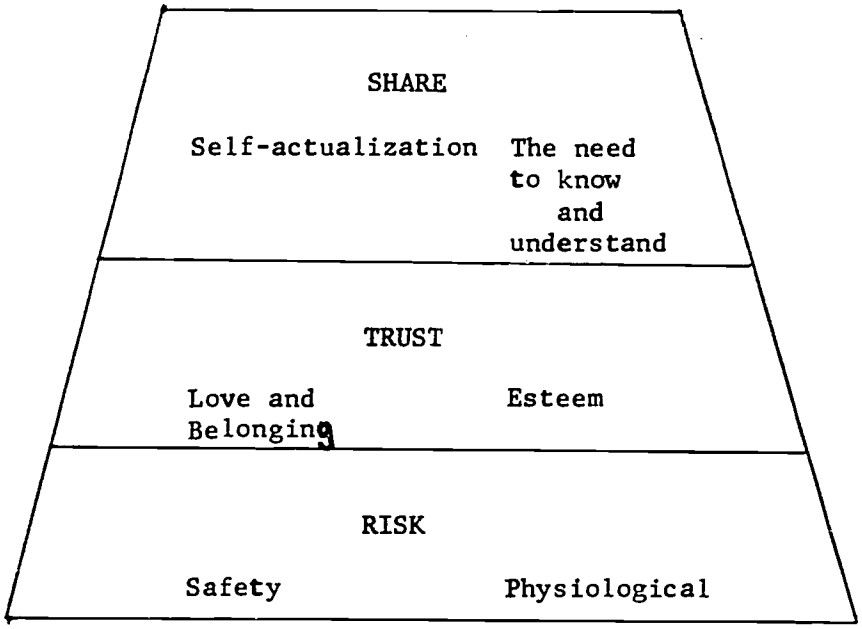


Figure 2, Risk, Trust, Share

Once teachers feel secure with their peers, perhaps then they will feel free to risk a part of themselves in their interactions with students. To risk even a small part of self in interactions with others is necessary before a trust base can be established.

Trust is defined by Webster (1964) as ". . . firm beliefs or confidence in the honesty, integrity, reliability, justice, etc. of another person; . . . to allow to do something without fear of outcome." In order to create a humane atmosphere in the elementary school, a trust base which involves working toward the satisfaction of Maslow's (1954) love and belonging and esteem needs is imperative. Goble (1970) discusses the love and belonging needs identified by Maslow (1954) as finding a place within a group and establishing mutual trust. Mutual trust between people involves a lack of fear and dropping of defenses. When discussing the esteem needs, Maslow categorizes them as self-respect and esteem from others. Self-esteem includes such needs as desire for competence, adequacy, achievement, independence, and freedom. Respect from others includes such concepts as recognition, acceptance, and appreciation. Mutual respect and mutual trust are extremely important between and among teachers and students if schools are to provide an environment that facilitates optimal growth and development. With trust established among the faculty, then perhaps they will initiate building a trust base with their students. Only when a trust base has been established are teachers and students able to share.

Share, according to Webster (1964) is ". . . to have a share of together with others; experience, enjoy, endure, etc. in common." Sharing is basic to establishing a school atmosphere based upon humane relations. True sharing among and between students and teachers requires that they are concerned with reaching toward the higher order needs identified by Maslow (1954) as self-

actualization and the need to know and understand. The self-actualization needs interpreted by Goble (1970, p. 41) include growth, development, and utilization of potential or ". . . the desire to become more and more what one is, to become everything that one is capable of becoming." The desire to know and understand includes the need to look for relations and meanings and to construct a system of values. If indeed schools are to provide a sharing experience for teachers and students, then school personnel must attempt to create conditions conducive to true sharing.

According to Goble (1970), Maslow mentions environmental or social conditions in our society that are prerequisties to basic need satisfaction. These conditions, necessary if a school atmosphere reflecting humaneness is to become a reality, include the freedom to speak, freedom to do what one wishes as long as no harm is done to others, freedom to inquiry, freedom to defend oneself, honesty, fairness, order, and challenge (stimulation). We believe such an atmosphere is possible and must become a reality if we are to facilitate the personal growth of those who live together daily in school.

The theoretical bases of the four major components of our comprehensive model depicting a humane educational system (social interaction, curriculum, community and parent involvement and personal growth) have been presented and discussed. If the reader can agree at least in part with the theory, then objectives, delineating evaluative criteria, and implementation strategies must follow.

OBJECTIVES

It is not the intent of this paper to write specific objectives for school systems. Such objectives must be written by those involved in the processes of making the school a quality living experience for all who interact therein.

The school staff and parent and community committees will be involved in writing objectives with delineated evaluative criteria which focus on the learner and the learning environment of the school. The objectives, of course will come from the goals established through the need assessment procedures and will serve as guidelines for making operational realities the various processes in a comprehensive educational system.

CURRICULUM AND INSTRUCTIONAL PROGRAM

As a result of cooperatively written objectives there will no doubt be a need for in-service seminars with staff involved in the decision making process relative to the curriculum and instructional program of the school. Too often when the affective domain is mentioned teachers and administrators immediately think of "techniques" or activities inserted into weekly lesson plans. Our comprehensive approach to a humane educational program is one in which the affective domain is pervasive: attention to the needs, wants and desires of both youngsters and adults in the school is paramount and is reflected in all areas of the school experience.

Figure 2 is a schema that attempts to categorize the school experience. Operationally, the school consists of twelve components: (1) People, (2) Human Interactions, (3) Curriculum, (4) Organization, (5) Team Organization (optional), (6) Instruction, (7) Classification of Pupils, (8) Subject Matter, (9) Time, (10) Space, (11) Community Relations, and (12) Evaluation. Listed under each of these components are existing alternatives for activation of the underlying assumptions of humanistic education.

- - - - - - - - - - - - - - - - - - - -

Insert Figure 2 about here

- - - - - - - - - - - - - - - - - - - -

People	Human interaction	Curriculum	Organization	Team Organization	Instruction
Independent	Mutual respect	Child-centered	British Infant	Temple City	Guide
Responsible	Sharing	Individual	Open	Model	Global Goals
Intelligent	Trusting	Flexible	Nongraded	McKenny Model	Learning Climate
Resourceful	Touching	Emergent	Continuous progress	Joyce Model	Discovery
Self-motivated	Approval	Open-ended	Differentiated	Trump Model	Inquiry
Cooperative	Genuine	Relevance	staffing	Allen Model	Discussion
Curious	Authentic	Accessible	I.P.I		Technology
Trusting	Compassionate	Activity	I.G.E.		Programmed
	Warmth	Experience	Multi-unit		Instruction
	Empathy	Community	Multi-systems		Diagnostic
	Encouragement	centered	Choice		Teaching
	Caring	Broad Fields	Self-contained		Non-verbal and
		Core	Departmentalization		verbal communi-
		Integrated	Contracts		cation
					Levels
					Interest
					Abilities
					Life-related

Classification or Pupils or Grouping	Subject matter	Time	Space	Community Relations	Evaluation
Number of students	Cultural electives	Unstructured	Flexible	Publics involved	Open
in a unit (75;	Cultural impara-	Large blocks	Comfort	a. students	Descriptive
100; 125?)	tives	Small blocks	Personal	b. teachers	Non-comparative
Subschools	Traditional		Functional	c. administrators	Cooparative
Interage	Perceiving		Quiet	d. parents	Continuous
Family	Community		Relaxed	e. community-at	Letter grades
Peer	Loving			large	Written
Buddy	Knowing			Newsletter	Parent-student-
Interest	Decision-making			Notes to Parents	teacher confer-
Skills	Patterning			Verbal communica-	ence
Functional	Creating			cation	Profile sheets
Achievement	Valuing			Open House	Contracts
Independent Study					

Decision-making dictates that staff select complimentary alternatives from each of the major components and thus design the humane school experience. The staff then establishes priorities and target dates for implementation of these selected alternatives.

EVALUATIVE DESIGN

The evaluative criteria that we suggest in order to answer the question, "how do we know that we have reached our goal?", must be specified in the objectives which are written by those involved in implementing the educational processes. Since teachers, children, administrators and parents are all involved in a comprehensive approach to humane education, evaluative processes would include input from them.

There are numerous standardized instruments that purport to measure affective dimensions of the school experience. A word of caution is needed here. The reliability, validity and norming population of such instruments should be checked before purchase. Often, the reliability and validity data are extremely weak and the population on which the instrument was normed was of different age, sex or socio-economic level, therefore, purchase of standardized instruments may not provide the local school with appropriate evaluative data.

School systems have often turned to their research coordinator or counselors for help in designing and compiling inventories, semantic differentials or Likert-type scales for use in evaluating the many aspects of a comprehensive humane educational program. Completion of such instruments by administrators, teachers, children, parents and community residents is necessary in order to assess the impact of attempts to meet affective needs.

Anecdotal records kept by teachers can provide longitudinal data on specific

behaviors of youngsters. Such records may also help teachers increase their observation and interpretation competencies. Changes in specific behaviors of children throughout the school year are a valid evaluative criteria for noting whether humanistic educational goals are met.

Case studies may be used to evaluate affective growth in youngsters and to redirect the teacher's focus from imparting subject matter to understanding individual children. Case studies provide teachers with an opportunity to explore alternatives relative to situations involving students, and thus enhance teacher understanding of child growth and development. As with the anecdotal records, case studies focus on youngsters and their adjustment to school.

Other evaluative criteria that may be utilized in assessing a humanistic educational program are changes in amount of truant behavior in children and changes in the number of referrals for behavior problems. Based upon the assumption that if school is a more satisfying place to be fewer children will demonstrate truant behavior, then a decrease in truancy may be used as a evaluative measure. A decrease in teacher referral of behavior problems may also be utilized to indicate that either the school is better meeting youngsters needs and/or that teachers are growing in their understandings of children and therefore are better able to work with youngsters.

An increase in grade point average of students is an excellent indication of schools better meeting student needs and of teachers gaining a greater understanding of youngsters. Since our comprehensive model of humanistic education is committed to a balance between subjective and objective knowledge, increase in grade point averages will serve well as an evaluative criteria.

The amount of and an increase in active parent involvement in the educational program may serve as an evaluative criteria. Likewise, a decrease in negative

personal school visits or phone calls by parents may indicate that the school program is better meeting the needs children.

There are standardized instruments that schools may purchase in order to attempt to measure school morale. However, purchase of such instruments is not necessary. Changes in school moral can be measured by noting increases and/or decreases in vandalism to the school building itself, to the desks, library books and other equipment. Teacher morale can be measured through tabulating the number complaints and comparing it to a previous year. Increases in teacher referral of students to the counselor for reasons other than behavioral problems may indicate that teachers are more acceptant and understanding of student needs, wants and desires.

SUMMARY

In this paper we have presented a model for consideration by schools personnel committed to the release of human energy as a catalyst for the realization of human potential. In order to facilitate this striving toward optimal development we pointed out that emphasis must be placed upon the quality of the living experience that occurs within the school. In order to develop a quality living experience we proposed a comprehensive model of humane education which focuses upon affective goals of education.

REFERENCES

Berman, Louise M. New Priorities in the Curriculum. Columbus, Ohio: Charles E. Merrill, 1967.

Bruner, Jerome. The Process of Education. New York: Vintage Books, 1960.

Dahm, Alan M. Emotional Intimacy: Overlooked Requirements for Survival. Boulder, Colorado: Pruett Publishing Company, 1972.

Dobson, Russell, and Judith Shelton Dobson. "Curriculum Revision and the American Indian." In James Boyer and Joe Boyer (Eds.), Curriculum and Instruction After Desegregation. Manhattan, Kansas: Ag Press, 1975.

Dobson, Russell, and Judith Shelton Dobson. "Family Involvement-Communication System FICS." Kansas Elementary Principals' Magazine, Spring, 1973.

Goble, Frank. The Third Force. New York: Grossman Publishers, 1970.

Goodlad, John. "Improved Quality of Life." ASCD News Exchange, May, 1975, 1-12.

Kluckholn, Clyde, and Others, "Value and Value - Orientations in the Theory of Action," in Toward a General Theory of Action, 388 - 433, eds-talcott C. Parsons and Edward A. Shils. New York: Harper and Row, Publishers, 1962.

Maslow, Abraham. Motivation and Personality. New York: Harper and Row, 1954.

Shelton, Judith, and Russell Dobson. "Family-Teacher Involvement: A Counselor's Key." Elementary School Guidance and Counseling, March, 1974, 190 - 196.