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ABSTRACT

Examined in the doctoral dissertation research was the effectiveness of a humane value activity oriented summer program to increase IQ scores and improve behaviors of 40 educable mentally retarded (EMR) children between 6 and 12 years of age. Teachers of the experimental group participated in a 10-day workshop on ways to incorporate the humane value concept into activities with EMR children. A pretest-posttest control group design was used for the two IQ measures (Stanford Binet Intelligence Scale and Peabody Picture Vocabulary Test), and a Posttest-Only Control Group Design was used for the Behavior Rating Scale. Findings indicated that the humane value workshop probably affected teacher planning and content of activities, that the humane value treatment did not affect the I.Q. scores of the EMR pupils, and that the humane value treatment improved the Ss' behavior. (DB)

THE THEORY OF LOVE CONCEPT AS AN INTEGRAL PART IN THE EDUCATION OF THE EDUCABLE MENTALLY RETARDED YOUTH

By

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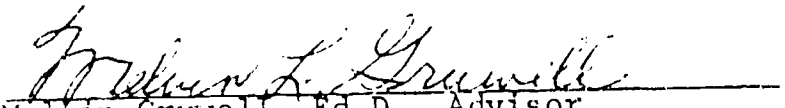

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CHAPTER I

INTRODUCTION

Realizing human potentiality is an infinitely complex process. It is impossible to identify all of its dimensions or even to define its essence; yet one can identify and describe some of its characteristics and the processes whereby man becomes humane. (55:38).

There are great truths that spring from the heart, and there are men who believe that man is capable of human kindness. There are human beings who, as individuals and as members of a society, are committed to work hard for harmony within and peace without. (11:8).

The processes by which the young become humane concerns all who have chosen the work of educating our youth. An effective mode of transmitting peaceful liaisons with others, the necessity of a world of better integrated personalities, and the fulfillment of each individual's potentiality are based on the vision of humane evolution--the vision of peace on earth. The influence of educational systems in realizing this vision was reflected by Toffler: "All education springs from some image of future. If the image of the future held by society is grossly inaccurate, its education systems will betray its youth." (105:3).

The Problem

Special educators, like all educators, persist in diagnosing more effective methods to assist individuals in improving their academic performance. Progress has been made in devising techniques that promote cognitive development, but educators are far less involved in providing models of humaneness accountable for acquiring skills and knowledge that help the teacher encourage students to become fully functioning individuals. (58:12, 69:30). The lack of emphasis on "life-furthering needs" (such as the arts, drama, dance, music, beauty in nature and other art forms) and the emphasis on "life-hindering needs" (such as greed for consumer products) are evident in today's educational systems. (30:116).

In all aspects of self-actualization, students expect leadership from their mentors. The problem concerns the need to share the youth's struggle for self-identity and his search for values. Rogers suggested that only those who care, who reveal themselves as real people, can become facilitators of learning. (92:118).

Michails deplored the emphasis of "human engineering" in education. He stated that:

> At any rate, it is highly likely that, whatever else is involved (research, experimentation, curriculum revisions, a rethinking of objectives) changing student perspectives will require teachers whose values are also appropriate to tomorrow's world. (74:164).

Can educators produce proof of having used the educative process for the purpose of arousing love, of

exercising love, and of using love as reinforcement for the purpose of full-potential development? It is this question that is of concern in the present study.

Need for the Study

Teacher-pupil interaction depends largely upon what one believes is expected of the teacher in his various roles. Some of these expectations are fairly well understood; others, especially those related to teacher personality, are vague; still others are affected by the character of the community and school. The manner in which the teacher interacts with pupils will affect the interest, motives, and cognitive outcome of instruction. (31:455).

One point on which educators need agree is that social psychology is an integral part of teaching and the preparation of prospective and active teachers. Goals and processes for improving teaching which meet the perceived purposes of education when actually attempting to initiate or implement sociopsychological principles are in need of articulation. (120:557).

Concerned teachers have long been involved with evaluating the effectiveness of their work. Educational psychologists have been no less concerned with the effectiveness of their efforts in the preparation of teachers. Also of primary importance has been the necessity to recognize the dynamic nature of social psychology and its contribution of new knowledge and new insight. Also,

although changes have taken place in American schools within the past few years, these have not been rapid enough to meet the demands of our technological society. Presumably, with the increasing knowledge in the areas of psychology and the social sciences, changes should occur in the contents of current educational settings to afford research involving the affective as well as the cognitive elements. Since researches involving the affective element have been relatively scarce, this research was undertaken. The findings have implications for (1) teacher training, (2) curriculum design, and (3) strategies for improving discipline in the schools. (53:16).

Learning Theory Involved in the Study

The learning theory which lends credence to this work is the S-R-theories because they typically present learning in terms of changes in the association between stimuli and responses. The learning theory which provided a procedural base for this study was the Hull-Spence behavior theory. (44:31).

Learning theorists have varying views on the numbers of concepts needed to describe behavior in a meaningful way. There are a great many phenomena of learning. All are identified by the conditions and situations under which they occur. One factor that is common to all situations in which learning takes place, however, is association.

Once an association has been formed, the arousal of one process gives rise to, or tends to arouse, the second process in absence of any physical event to set off the second process. Spence referred to this as the S-S association method. (102:18).

Because of the difficulty in testing the S-S association, Hull argued that behavior never occurs in a motivationless vacuum and that motivation combines with stimulus-response (S-R) habit tendencies to determine behavior. Hull felt that reference solely to habits of organisms was not sufficient to account for the data of learning experiments. The additional ideas that Hull emphasized was the concept of drives. Hull spoke of reduction in drives. For Hull, learning depends on associations and drive reductions; drive reduction is the basis for reinforcement. Hull's theory takes into account the motivational aspect of learning. (45:16, 102:18).

Hull viewed drive as the hypothetical resultant of tissue needs and wants. One frequent effect of drive arousal is an increase in the activity of the organism. In this sense, drives are assumed to have motivational properties.

Motivation

Motivation can be discussed in terms of the events that drive an individual to respond. In a learning situation, the motivated individual will make the many responses

Motivation may be overt (open) or covert (hidden). We often are unable to detect a person's motivation from his overt behavior. The person himself may be unaware of the motivation behind his behavior. Through laboratory research, psychologists have, however, been able to provide a framework for the analysis of motivation. This framework builds upon the concepts of needs and drives. (58:42).

Needs are physiological (internal) or environmental (external) imbalances that give rise to drives. At all times and in varying intensities humans all experience need. The need for food is a physiological need. The need for social contact is an environmental need. One becomes aware of one's needs when one lacks fulfillment of them. (103:240).

Drives are the stimuli that arise from needs. If one has a need for food, one is stimulated by the hunger drive. Any strong stimulus that impels an individual to respond or act may serve as a drive. The word drive and the word motive are used synonymously. (103:240).

Stages of Motivation

The motivation process consists of three stages.

(1) Drive stage. A strong need activates a drive.

(2) Behavior stage. Once the drive stage is activated, the individual is "forced" to act. The form the behavior takes depends on the drive. The most common behavior is instrumental behavior, which is

(3) Need reduction stage. The final stage of the motivation process is the need reduction stage. Some psychologists, such as Hull, emphasize the need reduction aspect of reinforcement. However, others such as Skinner do not equate reinforcement and need reduction. There is some question, however, for although need reducers are usually reinforcers, all reinforcers are not necessarily need reducers.

Maslow was not satisfied with the emphasis placed on drives that simply reduce stimulation or lead to new stimulation. He believed that the individual's first task is to fulfill his basic needs. With the satisfaction of basic needs, the individual will concentrate on a self actualization drive, a uniquely human drive to discover one's self and to fulfill one's potential. The self actualization concept is found in the whole human life, not merely in the individual drive that impels action. It is the drive that pushes man to make the most of his potential. This research addresses itself to that drive. (66:58).

Other Factors in Learning Relevant to the Study

Identification

Identification has been described as the basis of all learning which is not acquired independently by trial and error. It has been considered the most important mechanism in the development of the mature ego. (26:18). Children were said to tend to take an active part in the development of their own ego by identifying themselves

by these figures as models, children strive to make something of themselves. (135:197).

A kind of identification of concern to this study is anaclitic or developmental identification. Apologists of this persuasion insisted that such a concept was needed to explain becoming like another through respect, love, and affection. Becoming like the loved or respected one could be a way of assuring the continuation of the needed relationship with others. (86:87).

Relative Freedom Factor

Pertinent to this study was the realization that there is, within the range of individual expression, an independent area between heredity and environment, influenced but not determined by genes and social force. This area of relative freedom is independent of biological and social determinants, an area in which new combinations and permutations of acts, choices, and decisions are formed, and from which human inventiveness and creativity emerge. (80:9, 79:32, 84:37).

Philosophical Theory Relevant to the Study

The special characteristics of the humanist philosophy were described as being more than a rational intellectual attitude and as having connotations of cultural width, generosity of spirit, and at least some degree

interest in everything [illegible]

need for self-expression through the manipulation of symbols--the need for self-transcending development (the felt urge to actualize more potentials). Nature and nurture were considered synergic in the humanists' philosophical theory. Unfavorable surroundings made it impossible for even the most highly gifted individuals to actualize their potentials. Following their conviction that humanity is worth caring for, humanists have accepted the belief that our species possesses neurological equipment with enormous potential for social and intellectual improvement. (8:13).

Hypotheses

The study tested two hypotheses regarding the effect of the treatment on the subjects. Specifically, it was hypothesized that:

1. The experimental treatment group will outperform the control treatment group, after adjustment for pretest differences, on the Stanford-Binet Intelligence Scale (Full Scale I.Q.) and Peabody Picture Vocabulary Test (Total Score) posttests.

2. The experimental treatment group will outperform the control treatment group on the Behavior Rating Scale posttest.

have a specific meaning relative to the research. These terms are defined as follows:

Love Concept

The belief that there is a harmonious intelligence in the student waiting to be assisted; and that this assistance is possible when educators are accountable for exercising the transmittance of humaneness.

Humaneness

Enlightenment including wit, wisdom, elegance, civilizedness; compassion, emotional depth, and involvement with the human condition.

Warmth

The relational quality characterized by affectionate feelings. This sensitiveness is an emotional response to being accepted.

Empathy

Deep feelings and awareness of one individual for the feelings and behavior of another.

Touch

The use of tactile stimulation in the interactive process which involves gestures such as hugging, patting, caressing, and hand-holding.

tion and experiences related to the application of the love concept and humanistic discipline in the educational process.

Humane Action Models

The title used to identify the teachers involved in Humane Value Workshops. The experimental group were assigned to these teachers.

Conventional Teachers

The title used to identify the teachers not involved in Humane Value Workshops. The control group were assigned to these teachers.

SRT_{75}

Abbreviation for Summer Recreative Therapy 1975.

E.M.R.

Abbreviation for Educable Mentally Retarded. The term educable refers to minimum educability in the academic, social, and occupational areas.

Assumptions and Limitations

The research was conducted under several assumptions:

1. Students are placed in E.M.R. classes as a result of testing and selecting procedures used by the

tance of the faculty at the Special Education Center of the University of New Orleans, therefore it was assumed that the pupils participating in the SRT_{75} program had been tested and diagnosed accurately as E.M.R. pupils.

2. The E.M.R. pupils had the capacity to benefit from the overall activities in the SRT_{75} program.

3. The teachers in the SRT_{75} program were capable of teaching EMR pupils.

4. Workshops provided special training and enhancement on the part of each participant with the assumption that this would be transmitted to the student as they worked with them. This posed a difficult problem in an actual test of the results of this pattern. Therefore the only tangible results were shown through post test scores.

The research also possessed several limitations:

1. The EMR children participating in the SRT_{75} program were not randomly selected for participation; they were volunteers.

2. The teachers of the EMR pupils were not randomly selected for the SRT_{75} program; they were selected on the basis of merit and training from a group of recruits.

3. Teachers were not randomly assigned to experimental and control treatments; they were volunteers.

4. The experimental treatment may have involved a Hawthorne Affect for these teachers.

6. Other potentially important variables such as teacher behavior, were not assessed directly in the study.

7. The behavioral rating scale was used to record the occurrence or non-occurrence of behavior, and did not assess how often behavior occurred during a given observation.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this section was to review the relevant literature which will serve as a frame of reference for this study. Since the love concept is a new approach to teaching educable mentally retarded children, relatively little has been written specifically about it. This chapter, therefore, provides an extensive review of the humanistic and philosophical foundations of the love concept, as well as a survey of relevant studies on humanistic teaching and on educable mentally retarded children.

Introduction

Education needs an image of tomorrow's society. Such an image of tomorrow cannot be predictive in the sense that it discerns some unshakable future reality. There are many possible futures, subject to the choices men make among innumerable options. Some lines of development are more likely than others, and it is only by making explicit our assumptions about where men seem to be going that individuals can formulate sensible goals. Only in this way can educators deduce the kinds of human abilities, skills and growth patterns that need to be encouraged. (105:5).

encouraging the divorce between the individual's self-image and expectations with regard to social change. (105:11). If reality is changing, the elders' knowledge of it is not necessarily trustworthy any longer, and, significantly, they too must become learners again. (105:13).

Action-learning creates opportunity for students to probe the personal and public values that underlie their successes and failures. This process of value clarification is a vital part of any education designed to help people cope with "over-choice." (105:18).

Human relations has been described as the most important of all relations, for all the knowledge in the world is worse than useless if it is not humanely understood and humanely used. (77:110). Upon this understanding must be based all our educational policies. In modern society, ethical and moral value have not been a central force in the development of the individual. In education the primary focus has centered on knowledge and professional competence. (82:96).

Education in a free society should have a broad human focus. This focus is best served by educational objectives resting on a personal and interpersonal base and dealing with student concerns. This belief rests on philosophical and moral grounds, but it also has plainly

The schools should help the children to look within themselves and to derive a set of values from this self-knowledge. (69:185). Instead, activities are often mechanical and unimaginative, and the already alienated children are grouped and lesson-planned so that they take one more step into exile, moving away from their own unique selfhoods. Children become convinced that they are average and that their averageness is all there is to them. Thus they reject the one dimension of the self that can bring meaning to existence--their own feelings. (82:97).

The humanistically oriented educator has been regarded as a minority who had as his goal the creation of better human beings. (70:181). It has been further stated that the mechanical way of life, lacking ethical and moral commitment, has prevented the realization of higher ideals and repressed the imagination, daring, and creative ventures that characterize the spontaneous living of unique persons. Real feelings, real interests, and real talents, not entirely stiffled, press for expression and fulfillment. (82:98).

Morality has been mentioned as relevant to healthy existence. Without the ethical and value dimension, such gains in personality as release of tension, freedom in self-disclosure, and self-insight are destit of enduring values. Moral geniuses are not required--but men are

There is a need for an education that helps an individual to become the best he is capable of becoming, to acutalize his highest potential. Education to achieve this should be a universal and life-long proposition. (69:27). It is not enough that the teacher inculcate a thirst for learning, originality, and independence of thought. (82:59). It is also necessary that education reach into the moral realm and achieve goodness by helping the individual to become more honest, just, and integrated. (63:59). There is something about man that demands a knowledge and an embracing of his own worth. The new humanism is a reaffirmation of the dignity of man, seeking meaning for man's existential vacuums, and returns to the theme of man's supremacy, the only basic idea for which experience can evolve. (81:7).

There have been several recent studies indicating that the mentally retarded could benefit from therapeutic relationships. Such research, involving a pessimistic view of potentialities, is becoming more sophisticated. (113:26, 89:28). Nevertheless, several researchers have concluded that the results of the explosive growth in special education over the last quarter century have shown few significant gains for children given special education. (76:22, 58:12, 121:3767).

(108:19). All social learning takes place under social conditions, in social situations; therefore, the proper evaluation of any learned act cannot be made in terms of learning principles alone. Social behavior is to be understood as the acts of the individual which have been learned in the interactive process with other persons. (84:28).

Mental Retardation--A Description

Despite advances in knowledge about mental retardation, a notable percentage of the cases cannot be explained. There are, however, theories that attempted to account for it. Some theorists maintained that stimulus deprivation is a primary cause of mental retardation. Most of these theorists designated the largest group of retardates by the term "cultural-familial." This term suggested that the cause of retardation is a complex interaction of environmental and hereditary factors. The advocates of this position pointed out that retardation came from families in rural or urban slum areas, where emotional, intellectual, and social stimulation is often severely deficient. (52:76).

Other theorists claimed that the cause of retardation was genetic or biochemical. Early advocates of this position believed most of the brain damage resulting in retardation was produced by birth injuries. However, it

pregnancy produced an abnormal fetus, which in turn produced after-the-fact birth difficulties. (62:28).

Researchers did find recognizable pathological conditions; for example, abnormalities in the chromosomal structures, abnormalities of gestation, dietary deficiencies of the mother, metabolic disorders, virus infection in the mother, blood-type incompatibility of the mother and fetus, or the mother's inhalation of carbon monoxide or other poisonous fumes were cited as causes of retardation. (52:37).

Classification of Retardation

In order to determine whether or not a child were retarded, two criteria were commonly used. One was the social criterion, which is a measure of ability to conform to the laws and customs of society and of ability to take care of oneself in the context of everyday life. The other was the psychometric criterion, which is a measure of performance on a standardized intelligence test.

The traditional way of classifying retarded children was to place them in one of three categories: (a) custodial (those with an I.Q. below 30), (b) trainable (those with an I.Q. between 30 and 50), and (c) educable (those with an I.Q. between 50 and 69). (17:38).

The educable mentally retarded (EMR) constitute about 2 percent of the school-age population. The

intellectual development of these children was said to be only about one-half to three-quarters that of the average child. (21:76). It was further stated that were the educable mentally retarded children given appropriate socialization, education, and skills, many such children could grow up to be reasonably well-adjusted members of society. (115:31, 128:18, 136:11).

Humane Philosophy

People seek a new orientation, a new philosophy, one which is centered on the priorities of life--physically and spiritually--and not on the priorities of death. (30:4). The perennial need of human beings to find significance in their lives, to integrate their personalities around some clear, consistent, and compelling view of existence, and to seek a definite and reliable method in the solution of their problems was described by Lamont as the importance of philosophy. (55:7).

Man is embarked on the psychosocial stage of evolution, and major advances in that stage of the evolutionary process involve radical change in the dominant beliefs, attitudes, and symbols, as well as in intellectual concepts and ideas. (18:9, 43:19). In man's own nature an array of potential helpers are waiting to be called--all the possibilities of wonder and knowledge, of delight and reverence, of creative belief and moral purpose, of passionate effort and embracing love. (43:19). It is desirable that a

living system should grow and produce the maximum of vitality and intrinsic harmony, that is subjectively, of well-being. (30:96). May, Hersenberg, Tillich, and Horney cited a wide range of circumstances that have resulted in dichotomizing the intellect which has cut off man fron unity with his own being. (71:61, 39:11, 104:17, 41:97).

Support for a holistic view of man was presented in the works of Polanyi and de Chardin. Polanyi gave this example: "Take a watch to pieces and examine however carefully its separate parts in turn, and you will never come across the principles by which a watch keep time." (88:47). Tiehard de Chardin stated:

> In its construction it is true, every organism is always inevitably reducible into its component parts. But it by no means follows that the sum of the parts is the same as the whole or that in the whole, some specifically new value may not emerge. (19:10).

The only faith that seems to make sense in this uncertain world is the belief that man is still at the early stage of his development and that improving the quality of human life in all its aspects is a task that concerns all of us. Irrespective of religious beliefs, or the lack of them, there is little hope for mankind until men everywhere practice what Confucius taught 500 years before the birth of Jesus--"Do not do to others what you would not like yourself"--and what Jesus himself said in almost identical words, as reported by Luke: "As ye would that men should do to you, do ye also to them

likewise." (38:11). Combs described this humanism as a very complex conception, difficult to describe briefly, because it talks for the first time in centuries of an essence, of an intrinsic nature of specieshood, of a kind of animal nature. (15:12).

Humane Psychology

In the past, behavioral scientists and, particularly, psychologists researched and hypothesized concerning how the individual took unto himself the environment and internalized it in his personality. Today, sociology and anthropology are helping man to understand the other side of the coin. They are helping man to see that aside from biological limitations, the forces that relegate people to perception of self are the myths and rituals of the social order. (20:49). The new humanism has called for a renewal of concern for the nature of man as a creature who is biological and genetic in origin, having no claims of experience other than those vested in his organism with environmental feedback which has been acknowledged as being very important. (81:9).

That certain living organisms are conscious--that they are able to be aware of existence--is the basic fact of reality which gives rise to the science of psychology. (9:3). Maslow called for a psychology of being, a third force in psychology, a new humanism--a psychology that combined the philosophic insight and historical experience

with empirical and clinical investigation, a pool of different existential trends. (63:54).

Humanistic psychologists have stressed self-actualization as the goal of human development and presented models of "fully functioning" or self-actualization. (93:18, 67:62). This dynamic person-centered approach placed an almost ultimate value on the dignity and worth of the human person. (81:11). This psychology drew heavily from the field of phenomenological counseling and psychotherapy for an understanding of the process of becoming a healthy, fully functioning person, a self-determining person capable of transcending types of conditioning. (142:127).

The humanist psychologists have been quick to realize that self-actualization does not and cannot occur in a vacuum. They have consistently stressed the importance of the interpersonal social environment into which the individual is "thrown" at birth. The development of self-consciousness itself and the contents of the initially developed self-concept are probably almost entirely dependent on the quality and character of the individual's interaction with the significant others in his early life-space. (1:27, 25:62, 57:44, 66:80, 59:9, 94:184, 101:11, 3:16, 42:19).

What is being generated today is a third, more inclusive image of man; this image is already generating great changes in all intellectual fields and in all social and human institutions. (64:4, 98:26). Third-force

psychology rejected entirely the whole concept of science as being value-free. Maslow considered this a real revolution because traditionally science has been defined in terms of objectivity, detachment, and procedures which never tell you how to find human ends. He interpreted the third third psychology to include the first and second psychologies. Maslow invented the word "epi-behavioristic" and "epi-Freudian" (epi meaning upon) to describe it. (68:687).

Maslow also emphasized that the value-neutral, value-avoiding model of science that was inherited from physics, chemistry, and astronomy, where it was necessary and desirable to keep the data clean and to keep the church out of scientific affairs, is quite unsuitable for the scientific study of life. (65:4). May emphasized essences which he claimed are predisposed to logic, mathematical forms, and other aspects of truth which are not dependent upon any individual's decision or whim. There is no such thing as truth or reality for a living human being except as he participates in it, is conscious of it, and has some relationship to it. (72:17).

What is central to personality is the core unity and the capacity for will, decision and responsibility which make the realization of individuality possible. Man's own knowledge of "being" and "not being" yields man a fresh definition of the "unconscious" as those potentials for knowing and experiencing that the individual cannot

or will not recognize. (72:24).

Allport called attention to the uniqueness of the individual, who is less a finished product than a transitive process. He explained the dynamism of personality with the help of the term "proprium" in place of self. "Proprium" was defined as a totality of functions of the personality characterized by inner unity. He distinguished various functions of the proprium as a bodily-sense, self-identity, ego-enhancement, rational activity, self-image, "propriate" striving, and knowing. At every stage of becoming, a fusion of these functions was described as being involved. (1:19).

Branden posed the requirement of psychology as the study of the outward manifestations and expression of mental activity--i.e., behavior. He described consciousness as the regulator of action. He further maintained that scientific psychology requires the data of introspection and the observation of being in action to be systematically integrated into coherent knowledge. A theory, related Branden, must integrate all and contradict none of the relevant evidence of data, and this entails the necessity of taking cognizance of everything that is relevant. (9:10).

Maslow described humanistic psychology as essentially empirical and scientific in two senses: (1) the humble recognition of not knowing enough, and (2) the expectation of faith that, in part, the salvation of

mankind lies in the advancement of knowledge. (65:64). Matson spelled out humanistic psychology's major interests as:

1 A centering of attention on the experiencing person; hence, a focus on experience as the primary phenomenon in the study of man.

2. An emphasis on such distinctly human qualities as choice, creativity, and self-realization.

3. Opposition to a primary emphasis on objectivity at the expense of significance.

4. An ultimate concern with the valuing of the dignity and worth of man, and an interest in the development of the potential inherent in every person. (70:15).

Lawson and Tageson, in a recent study which surveyed the attitudes towards quality education of 216 school administrators in the State of Indiana, revealed that the goals of humanistic education are gaining acceptance, at least in theory. Three definitions of quality education were employed in one aspect of the study: (1) traditional--a society-oriented/good-citizenship model; (2) a competitive, achievement-oriented definition; and (3) a humanistic one. The traditional definition received the highest ranking, but the humanistic ran a close second. (130:221). Moser has stated that if educators are to realize the humanistic ideals of man surviving humanly with dignity and commitment, educators must learn to augment

the forces that inhibit the humaneness of the individual. (81:76).

Humane Values

The teacher holds within himself the power to fulfill the American dream of excellence through education. An aggressive and courageous willingness to support deserving ideas, as well as an eagerness to conceive and develop the better ideas that must soon replace them, should be among the qualities for which the teachers of America are known. (2:176).

Montagu described being a man as meaning that one is an intellectual, emotional, social, aesthetic human and biological creature. Man's value system has to allow all these qualities to exist in an endlessly complex interaction for man to become a human model designed from the ultimate cellular science of creation, which harmony facilitates the existence of man. (76:17).

The test of any belief is its translation into action. Soben said that a belief that one is not willing to put into action is not a belief at all. It is one matter to verbalize a belief, but quite another to implement it. The valuing life is characterized by actions based on a set of values and standards that have evolved from inquiry, meditation, and contemplation. The examined life is "the life that is marked by the endless search for touchstones by which to judge the choices that a man must daily make."

(99:386).

The valuing life is a mentally healthy life. The person whose behavior is congruent with his values and who is morally responsible is a healthy person. The morally responsible person has created moral values for living that are reflected in his behavior. (32:19, 48:6, 83:11).

The values which are to guide human action must be found within the nature of human and natural reality itself. Since it seems impossible for man to live without values to believe in and approve of, men are now in the process of casting about in a new direction, a scientific one. The new experiment of differentiating value-as-fact from value-as wish hopes thereby to discover values man can believe in because they are true rather than because they are gratifying illusions. (65:151).

The nature of man was described by Montagu and Fromm as being loving and cooperative, seeing moral values as values which proceed from this nature and guide behavior which would facilitate and enhance human development. (76:109, 28:16). Maslow posed the making of the "Good Person" as the first and overriding "Big Problem." We must have better human beings, or else it is quite possible that we as a species may be living in tension and anxiety as a species. The "Good Person," according to Maslow, can equally well be called the self-evolving person, responsible for his becoming fully human. (64:19).

Fromm maintained that the laws of human existence by no means lead to the postulation of one set of values as the only possible ones. They lead to alternatives, and humans have to decide which of the alternatives are superior to others. (30:95). What is valuable or good is all that contributes to the greater unfolding of man's specific faculties and further life; what is negative or bad is everything that strangles life and paralyzes man's activeness. Any real hope for victory over the dehumanized society of the mega-machine and for the building up of a humanistic industrial society rests upon the condition that the traditional values be brought to life and that a society emerge in which love and integrity are possible. (30:94).

Maslow presented a profound system of values called B-Values. He stated that the good external conditions in school, family, etc., may be defined as conducive to psychological health or toward the B-Values. (64:133). If men were to accept as a major educational goal the awakening and fulfillment of the B-Values (which is simply another aspect of self-actualization), there would be a great flowering of a new kind of civilization. People would be stronger, healthier, and would take their lives into their own hands to a greater extent. With increased personal responsibility for their personal lives and with a rational set of values to guide their choosing, people would begin to actively change the society in which

they live. The movement toward psychological health is also the movement toward spiritual peace and social harmony. (64:195).

Maslow stated that if teachers give up their censoriousness with children, the definition of what they ought to be, and the demands for them, they can then be seen transiently as perfect, as now actually being acutely and poignantly beautiful. The little known about the characteristics of and the determinants of increasing and decreasing psychological health in children of all ages in our culture indicated on the whole that increasing health means movement toward various and perhaps all of the B-Values. (64:113). Maslow further evinced that children were capable of peak experiences, and that such experiences were found to happen frequently in childhood. The term "peak experiences" was defined as a generalization for the best moments of the human beings, for the happiest moments of life, and for experiences of ecstasy and the greatest joy. (64:188). Since the children imitate the attitudes of the teachers, the children can be encouraged to become joyful and self-actualizing people. (64:188).

According to Johnson, man is a social animal; most of his happiness and fulfillment rests upon his ability to relate effectively to other humans. There is no way to overemphasize the importance of interpersonal skills in our life; it is the positive involvement with other people which is labeled human. (47:1-3). Regarding

self-actualization, Johnson stated:

> Self-actualization is achieved through relating to other people in time-competent and autonomous ways. A person's interpersonal skills are the foundation of his self-actualization. Whether we are 6 or 16 the level of our interpersonal skills largely determines how effective and happy we are. (47:3).

Michails mentioned that changing student perspective will require teachers whose values are also appropriate to tomorrow's world. (74:6). Effective interpersonal skills do not just happen nor do they appear magically; they are learned. Increasing those skills will also lead to an increasing capacity to be human. (47:2).

Rogers called attention to the crucial importance in therapy, and in teaching, of recognizing the value of an individual and accepting him as he is without conditions. Such an attitude involves an extension of positive feelings without requiring something in return. This means that an individual's personal worth can be recognized in spite of his actions. (93:113).

Researchers supported the contention that empathy is a significant component of human relationships. It is related to positive gains in education. Research also supported the thesis that systematic empathy training programs are at least moderately successful with both large and small populations. (109:8, 14:14, 40:14, 125:36, 53:7, 87:8).

Research in the area of psychotherapy has revealed that the relation between the personality of the therapist

and that of the patient has a significant influence on the effectiveness of the therapy. (60:7, 92:98, 82:11). These studies illustrated the importance of interactions and interdependencies of the many variables operating in any given situation.

Several significant studies have shown that there is extensive evidence to indicate that significant human encounters may have constructive or destructive consequences. The proposition that all human learning or relearning processes may have constructive or destructive consequences leads quite readily to a model for effective and ineffective functioning. For the parent, teacher, counselor and those designated as children, students, and clients, the effect upon the less knowing and upon a more knowing may be for better or worse. The individual being "helped" may be retarded or facilitated in his physical, emotional, or intellectual growth. (14:27). Evidence also indicated that all effective interpersonal processes share a common set of conditions that are conducive to facilitative human experiences. (14:27, 112:66, 54:162). Humanists have turned their attention more and more toward the humanization of our social institutions and to the development of "Eupsychian societies," societies which Maslow described as fostering rather than impeding self-actualization of their members. (67:3).

Johnson expressed the belief that genuineness is an attitude of therapeutic quality which basically involves

the ability to be one's self. (47:10). Jourard explored the concept further, describing genuineness as necessary for effective learning of skills as well as for emotional development. (49:36).

Ellis regarded relevancy as another important key to effective learning. Teachers are contributing to the emotional well-being of their students when they are able to really "turn them on" to classroom experiences by making those experiences relevant to the students' goals in life. (23:79).

Zisfein and Rosen, in working with educable mentally retarded children, emphasized the need for teachers to generate trust and confidence in their students. Such relationships have been shown to be crucial to emotional and intellectual development. (146:17).

Since teachers are in personal contact with students for extended periods of time, they were said to be in a unique position to either obstruct or contribute to the development of good mental health. If teachers are unaware of attitudes and behaviors which interfere with emotional development, they may needlessly create emotional difficulties for their students. On the other hand, if they were inclined to do so, teachers could be quite effective with relatively little effort in facilitating the development of good mental health. Rosenthal and Leonard's study (Pygmalion in the Classroom) documented the effect that a teacher's prior beliefs concerning student potential

have on student achievement and intellectual growth. (95:39).

As early as 1954, Maslow believed that a qualitative change could be brought about in psychotherapeutic reeducation of particular individuals to spread amicability, generosity, and cordiality. Persons with such qualities would effect political, economic, and sociological changes reflecting the good human relationships that they had established among themselves. (66:323).

In regard to education and human values, Montagu stated that the best results will be secured through the long-term agency of education. From every standpoint, he claimed, it is necessary for teachers--the unacknowledged legislators of the world--to teach human values. (76:312).

Humanist psychologists accepted the classical definition of learning as a change of behavior resulting from interaction of the environment with phenomenological variables such as attitudes, values, self-perceptions, motives, and goals. Environment for the humanist becomes preeminently the interpersonal environment in which the learner finds himself. Human learning always takes place in such an interpersonal environment, and the affective components of that environment play an important part in determining whether cognitive learning takes place or not. So-called "cognitive" learning, in the humanistic view, cannot be treated as though it were somehow independent of the whole person. Teaching itself is a form of interpersonal

communication, and so the humanist stresses the importance of the teacher as the most influential variable in the educational process. (142:19).

Consistent evidence has been reported on the relationship of self-concept to the academic achievement of retarded children. The more positive the self-concept, the higher the achievement level. In commenting on similar findings from research with non-retarded children, Purkey stated:

> Although the data do not provide clear-cut evidence about what comes first--a positive self-concept or scholastic success, a negative self-concept or scholastic failure--it does stress a strong reciprocal relationship and gives us reason to assume that enhancing the self-concept is a vital influence in improving academic performance. (89:27).

A relationship between self-concept and achievement has been evinced even in a controlled laboratory-learning situation. Hardy, using a paired associates task, found that a positive acceptance of self was significantly related to achievement, independent of the I.Q. of the retarded subjects. (122:9).

Sarason was largely responsible for dispelling many of the myths that presumed the inability of the mentally retarded to benefit from therapeutic relationships. (97:263). Two studies which appeared effective in modifying the self-concepts of retarded subjects were reported by Ghannad and Corder. Ghannad found that a planned program of interaction by men had a favorable effect upon self-concepts of institutionalized boys. Corder obtained

similar results with retarded girls following a planned program of physical-fitness training. (114:33, 119:16).

In a recent study, Carkhuff revealed that to a large degree, research examining relationships between academic achievements in the basic skills and student self-awareness has been presented in a form that suggested causality. He further emphasized that others hold the opposing view, that achievement is a prominent determiner of self-awareness. (13:4).

As early as 1966, Homme mentioned that the recent upsurge of humanistic philosophies of education has shaded these interpretations of causality, favoring one which is directed from self-awareness to academic achievement. Concern for improving an awareness of self-esteem from the notion of the awareness of self is believed to be the best single predictor of achievement. (127:24).

The sources of norms for ethical conduct are to be found in man's nature. Moral norms are based upon man's inherent qualities, their violation resulting in mental and emotional disintegration. If man is to have confidence in values, he must know himself and the capacity of his nature for goodness and productiveness. (29:17).

Love--An Art to Teach

De Chardin has said:

> "Realistic" minds are welcome to smile at dreamers who speak of humanity cemented and armoured no longer with brutality but with love. They are welcome to deny that

> a maximum of physical power may coincide with a maximum of gentleness and goodness. (19:10).

The greatest task facing modern man is achieving world-wide peace. Basic changes in present attitudes that would greatly enhance the prospects for peace are related to the education of our youth toward rapid advancement in the area of moral kindness. To live as if to live and love were one is not a new recommendation; what is new is that the meaning of love should have been rediscovered in the twentieth century by scientific means. (76:297).

Evolutionary biology and psychoanalytic theory have provided evidence that human beings are "good" in the sense that at birth they are wholly equipped to function as men who not only want and need to be loved by others but who also want and need to love others. Love has been traced as a basic human need to its manifestations in life, not only in the needs of the child and of the adult, but also of the elderly. (90:3, 76:289).

Experiences based on loving action which underlies all love was classified as agape or brotherly love. Brotherly love in this sense (i.e., in the sense of responsibility, care, respect, and knowledge of any other human being) is the basis of love for all human beings. In brotherly love, we have the union with all men, human solidarity, and human atonement. (28:391). The differences in talents, intelligence, and knowledge has been considered negligible in comparison with the identity of

the human core common to all men. Love was said to exist between equals--equal inasmuch as we are all human, all in need of help. (28:40).

Love has been defined as a form of behavior that provides an increase in the capacity to function as a totally harmonious person who confers creativity-enlarging benefits upon all with whom one interacts. Love is unconditional acceptance and supportive action; it is a behavior that continually elicits, by encouragement, feelings of sensitivity, warmth, joy, and tenderness. (76:296). In the cell-assembly doctrine by Hebb and the curiosity and love investigations by Harlow, it appeared evident that loving behaviors are necessary for humane development. (37:11, 36:9, 35:6).

Love was described as not merely a strong feeling, but a promise. The affirmation of one's own life, happiness, growth and freedom are rooted in one's capacity to love. This capacity to love demands a state of intensity, alertness and enhanced vitality, which result from productive and active participation. (28:450). Murphy maintained that:

> It can become a love of the structure and order of the world, like Spinoza's intellectual love of God, or it can, as Nietzsche's imaginary love, become both the order and beauty of Apollo and the frenzied dance of Dionysus. It can love the act of knowing and the act of thinking. It can give rise to or coalesce with the act of comprehending. From this point of view, the great task of Education is to evoke an understanding of love, to fan its flame, to make creative love broader and deeper, reaching for all that exist. (85:23).

Love has been realized as a deep and tender state. From the developmental point of view, the initial love responses of the human being are those made by the infant to the mother or some mother surrogate. From this intimate attachment of the child to the mother, multiple learned and generalized affectional responses are formed. The research findings revealed that monkeys reared without closeness to the mother, bodily contact, etc., became distraught and disturbed, never able to achieve adequate adjustment, as a result of having been robbed of these tactile elements. (123:673).

Additional research involving the receiving of reassurance from the loving behavior of the mother appeared consistently in various studies. (123:673, 124:161, 36:421). The first childhood experiences are experiences of contact, support, and communication through a primitive form of give-and-take. Slowly the self begins to be shaped in terms of differentiation from the world outside--a world of seeing and hearing, organized in opposition to the warm inwardness of the primitive tactual and within-the-skin world. The obvious dependence of little children upon the love and support of those about them was paralleled by many studies of animal infants which revealed that they could be carried through a crisis by "gentling," rocking and soothing. Stress situations were handled without permanent damage, it appeared, only insofar as children or young animals could consolidate a world within themselves by making

contact with the pillars of strength--those adults they could touch. (35:6).

Children who were unhappy, frightened, or otherwise disturbed were usually soothed and restored to a sense of security when taken up in the arms of a comforter. To put one's arms around another was to communicate love to the other--in other words, security. To rhythmically rock the body when emotionally disturbed was considered comforting. (77:248).

Tactile stimulation appeared to have been a fundamentally necessary experience for the healthy behavioral development of the individual. Failure to receive the stimulation in infancy resulted in critical failure to establish contact relations with others. Supplying the need, even in adults, may serve to give the individual the reassurance he needs, the conviction that he is wanted and valued, and thus involved and consolidated in a network of values with others. (77:248).

In a study of adolescent friendships, an effort to break through the convention that love is almost entirely sexual in origin by reasserting the distinction between tender motherly love and sexual love and by showing the extreme complexity of the canalizations of each child's love for his teddy bear, for his baby sister, for his teacher, and for the members of his group revealed that for each child there are many rich and complex experiences important for his own personal development. Affection of

all sorts was stated as derived in large part from a general reservoir of warm feeling which may be canalized into friendship, parental love, or sexual love. (126:19).

The love which should and often does exist between mother and child was termed the model and the pattern of the human relationship which should exist between all human beings. Human beings should love each other as a mother loves her children. (77:301).

The child reaching out for love only to find rejection was vividly described by a judge of a juvenile court:

> A child--a human being--reaches out for love. And gets hit. And he reaches out again, and gets hit again. And he keeps reaching out, and every time he's denied. And then finally, defensively, he stops reaching. And in no longer looking for love, he loses the ability to love, and the ability to feel. The capacity to feel for another person is cut off, and he can destroy other people without reaction. And then you get rapes and robberies and murder. Take this little boy--he's tried to reach out and be loved. He's made a desperate effort. And he's been turned off. How long can you expect a child to keep reaching out? (137:23).

Many everyday encounters are unpleasant, embarrassing, and loveless, because of inept social behavior. Many difficulties and frustrations could be eliminated by loving understanding and better training in the skills of social interaction. (4:11, 28:26).

Love as an art to teach was not to be confused with an "oversentimental" tender-loving-care attitude; instead, it was stated as the shared concern for exploring the many facets of reality in which lives are immersed. It was presented as an art to be cultivated, as a science to be

applied in a situation of genuine humaneness. (85:9, 28:1).

With regard to the affirmation of the child's life, two aspects were mentioned. One was described as the care and responsibility absolutely necessary for the preservation of the child's life and his growth; the other aspect was described as an attitude which instills the love to be alive, the wonder of being a little girl or boy, the good-to-be-on-this-earth feeling. (28:41).

The fact that the model presented by the society determined the peacefulness or destructiveness of man was evident in research analyzing three different societies and distinguishing three different systems. System A was a system that affirmed the preservation and growth of life in all its forms. System B was described as basically nondestructive, yet aggressiveness and war were normal occurrences in this system. System C--the destructive societies--were distinctly characterized by interpersonal violence, destructiveness, aggression, and cruelty, both within and against others. The main point of the research was not statistical but qualitative, that is to show the main contrasts between systems A, B, and C. A detailed example of a characteristic society was given for each system. (27:193).

Humane Teaching

According to Aspy, learning is a process which occurs between individuals, a process which can be

enhanced or diminished in effectiveness according to the degree of interpersonal facilitation with which it is carried out. All individuals are involved in a developmental process throughout life and can therefore benefit from a healthier interpersonal environment. It is possible for men to learn to care and understand others. (5:5). Jersild has elaborated on this idea: "Each teacher, in mastering the art of love, will seek the best he can to face himself and to find himself in order to further his own growth." (46:18).

What is done in teaching is said to depend on what teachers think people are like and what they can become. (59:107). Moser commented on an attitude of acceptance as follows:

> A human being cannot foster much freedom to his fellows if he does not himself have the freedom from a condescending attitude. And it seems abundantly, although not undebatably clear, that an attitude of acceptance of one's fellows stems from a deep and abiding regard for oneself. (81:133).

Murphy has stated that the interpersonal relations of teacher and pupil, and the pupil's potential response to the reality to be discovered, are two aspects of the learning process. The irrational and the rational are intimately blended in the teacher's communications, as they are in the intercommunications between the members of the group which is learning. (85:44).

Murphy also maintained that the role of the teacher in relation to human intellectual emancipation has been

found to emphasize the biological individuality which evolutionary theory has stressed. The teacher's role was also described as helping the learner to believe in his own individuality and his capacity to learn. (85:47).

If a child is to achieve a fully rounded and integrated personality as an adult, he must receive consistent, meaningful recognition of his worth and talent. This was inferred to mean not mere recognition of his intelligence and attainment, but the appreciation and understanding of his emotions, temperament, interests, and attitudes as well. At all times, the individual must be encouraged to believe in himself, his own worth, his possibilities, and in the reciprocal nature of his relationships with others. This becomes especially difficult if the teacher himself has a personality unsuited to the task or if the residues of childhood have stunted or diminished his maturity and his ability to be effective and affective in his concern for others. (34:54).

The central goal of an educator for mankind was described as the rendering of an educative service concerned that more people should have meaningful self-fulfillment, that more and more people should gain the perspective provided by the past, and that more and more people should glimpse what man might become. The heaviest responsibility today for advancing such a goal was attributed to those who already have advanced it furthest. Heaviest responsibility tomorrow was projected to be with the children now

in our schools, and, therefore, with their teachers as well. (33:73).

The humane teacher could make a conscious and specific effort to expose students to situations and experiences that would urge formation of specific value constructs. Deviation must be respected while a persistent effort for developing humane values persist. The interactive teacher-student process was referred to as a "helping relationship." This helping relationship was described as one in which one of the participants intends that there should come about in one or both parties more appreciation of, more expression of, and more functional use of the latent inner resources of the individual. (93:40).

This helping relationship was considered dynamic and fluid and characterized by warm communication, both verbal and non-verbal. The helping teacher was perceived as attempting to free the student from external threat and fear as well as making efforts to help the child to deal with his internal feelings and conflicts which he found threatening with himself. (93:41).

Research regarding positive outcome indicated that the more the teacher or therapist is sensitively understanding, the more likely is constructive learning and change. (5:16, 110:17, 129:106). Researchers also found that children's reading improved significantly more when teachers exhibited a high degree of understanding than in

classrooms where such understanding did not exist. (5:18, 110:19).

A task force of teachers at the University of California, Los Angeles, identified characteristics of the humanist teacher which were subsequently related to Carl Rogers' inference that the teacher consistently put aside false facades and expose himself to his students as he really is. The humanist teacher was described as:

1. fair and honest;
2. open-minded;
3. flexible;
4. stable emotionally;
5. caring about children and coming across "real";
6. trusting children and not being suspicious;
7. carefully listening to children;
8. aware of his own feelings;
9. aware of the children's feelings;
10. aware of personal impact upon others;
11. building upon the individual spirit of the child;
12. focusing on the child's process of growth;
13. communicating effectively with children;
14. not negating, humiliating, or belittling children, but rather creating a positive feeling in the child; and
15. helps children to live up to their potential. (33:54-55).

Research under the direction of Arthur Combs at the University of Florida tended to substantiate this

description of the helper teacher. These studies consistently indicated that effective helpers saw people from the inside rather than from the outside. They were more sensitive to the feelings of students and were more concerned with people than with things. They saw behavior as caused by here-and-now perceptions and environment rather than by historical facts. They saw others and themselves as able, worthy, and dependable. They saw their task as freeing rather than controlling and as an involved in an encouraging process. The one significant finding was that objectivity had a negative correlation with effectiveness as a helper. (16:37). "They seek an honesty, openness, a genuineness of personal relationship; they are out to find a genuine feeling, a touch, a look in the eyes, a sharing of fantasy." (71:306).

The fact that each teacher has his effect upon the self-concepts of students, whether he wants to or not, has been revealed consistently by researchers. (15:78, 136:296, 89:11). The only thing the teacher can control is whether his impact on the student will be positive, negative, or of no account. The attitudes of self-acceptance and openness to experience, characteristics of adequate persons and effective teachers, are the consequences of successful experiences in this realm. One learns to accept oneself from having been accepted by other people. Openness to experience is learned partly from positive feelings about self which make risk-taking possible and partly from

association with open, courageous persons. Feelings of commitment, encounter, and oneness in the human condition are learned in the process of growing up from those around s. (15:78).

The humane teacher was envisioned as one who could hold up realities to be seen by the pupil and could convey, through the shaft of sunshine, the nursery, the dew on the grass, and the salty splash of the sea, the sparkle of the mind. This teacher would be able to help the child to discover for himself a reality which is then shared, realities which the child bumps into, hears, smells, looks at, manipulates, and enjoys. Together--hand in hand--teacher and child seek order and discover more clearly and more personally because things arise out of their own experiences--experiences with quality and value, experiences aroused by the interest in the history of the world. (85:37).

CHAPTER III

METHODOLOGY

The purpose of this chapter is to detail the procedures followed in testing the two hypotheses of the study. The chapter is organized into six sub-sections: population and sample, research design, measurement, treatment, data collection, and data analysis. The findings and discussion are reserved for Chapter IV.

Population and Sample

Subjects

The subjects in the present study (N=40) consisted of the entire population of EMR pupils who were enrolled in a summer recreation program for EMR pupils, sponsored by the Youth Opportunity Office, City of New Orleans. Pupils had been recruited for the program by a series of announcements in the local newspaper. To be eligible for the tuition-free program, pupils had to (a) show proof of enrollment in an EMR class in Orleans Parish, (b) be between the ages of 6 and 12 years, and (c) have parental consent for field trips, testing, and bus transportation. All of the subjects had been identified previously as EMR through psychological evaluation required by the parish and

the state. The mean age of the subjects was 8 years, 10 months; there were 29 males and 11 females; 30 subjects were Black and 10 were White. The overwhelming majority of the subjects were from families of low socioeconomic status. The mean I.Q. on the Stanford-Binet Intelligence Scale (Full-Scale) for the sample was 58.26. Table 1 presents descriptive information on each of the subjects.

Although these subjects were not randomly selected from the larger population of EMR pupils in the parish, they appeared to be fairly typical of this group. Of course, the subjects were volunteers for a program, not an experiment. Volunteer characteristics of these subjects were: (a) ability of subject or someone close to subject to discern the nature of the program, (b) desire of the subject and/or parent or guardian for participation, and (c) ability to attend the registration. In these ways, the study subjects may have differed from other members of the larger EMR population.

Teachers

The teachers who administered the treatments (N=8) to the subjects comprised the population of EMR teachers participating in the summer recreation program. Teachers were recruited through the normal employment channels of the Youth Opportunity Office, City of New Orleans. All of the teachers were state-certified in special education; five were Black and three were White; six were female and

TABLE 1

CHARACTERISTICS OF EMR STUDENTS IN THE STUDY
GROUP A--EXPERIMENTAL

Student Number	Sex	Age	Race	Parental Occupation	I.Q. (S-B)
1	Male	8	Black	Laborer	66
2	Male	9	Black	Welfare	55
3	Female		Black	Truck Driver	50
4	Female	12	Black	Social Security	61
5	Male	6	Black	Laborer	65
6	Female	10	Black	Housewife	54
7	Male	11	Black	Teacher	59
8	Male	8	Black	Postman	56
9	Male	7	Black	Welfare	53
10	Female	9	White	Social Security	68
11	Male	10	Black	Laborer	59
12	Male	7	Black	Unemployed	60
13	Male	8	White	Carpenter	63
14	Male	12	Black	Laborer	61
15	Male	6	White	Mechanic	60
16	Female	9	Black	Welfare	56
17	Male	11	Black	Laborer	58
18	Male	7	White	Laborer	62
19	Male	10	White	Saleslady	67
20	Male	9	Black	Unemployed	54
21	Male	7	Black	Welfare	66
22	Male	11	Black	Brick Mason	53
23	Male	8	White	Housewife	64
24	Male	12	Black	Truck Driver	59
25	Female	6	Black	Welfare	53

TABLE 1 (CONTINUED)

GROUP B--CONTROL

Student Number	Sex	Age	Race	Parental Occupation	I.Q. (S-B)
1	Male	11	Black	Laborer	55
2	Male	6	Black	Housewife	62
3	Male	12	Black	Laborer	59
4	Female	7	Black	Welfare	56
5	Male	8	Black	Welfare	53
6	Male	11	White	Pension	58
7	Male	12	Black	Laborer	54
8	Female	10	Black	Unemployed	66
9	Female	9	White	Welfare	58
10	Male	8	White	Carpenter	53
11	Female	9	Black	Laborer	61
12	Male	7	Black	Truck Driver	57
13	Male	7	Black	Welfare	56
14	Male	10	Black	Laborer	60
15	Female	6	White	City Hall Clerk	57

two were male. They ranged in teaching experience from 2 to 16 years with a median of 6.5 and a mean of 7.25 years. None of the teachers had received previous training in humane values as determined by interviews and transcript examination. The descriptive characteristics of these teachers are found in Table 2. Although these EMR teachers were not randomly selected from a larger pool of EMR teachers, they appeared to be fairly typical of this group. When the teachers applied for the positions in the summer program, they did not know they would be involved in the study or an experimental program. Therefore, they should be deemed as normal teachers who were being paid for services in a summer program.

It is proposed that, by cautious analogy, the findings of this study may be generalized to other similar EMR pupils and EMR teachers.

Research Design

The present study can be classified as an experimental study in that the independent variable, treatment, was manipulated by the researcher. This manipulation involved (a) the random assignment of subjects to the experimental (n_e=25) and control (n_c=15) groups and (b) the administration of treatment experiences to these subjects. Since the treatment was dependent upon the teacher, teacher behavior was an important intervening variable not measured directly.

TABLE 2

CHARACTERISTICS OF THE TEACHERS IN THE PROGRAM

Humane Value Teacher	Sex		Age	Race		Highest Degree	EMR Certification	Years of Teaching Experience	Prior Experience Related to Workshop Teaching
	Male	Female		Black	White				
1	X		24		X	BA+	X	3	None
2		X	34		X	BA	X	6	None
3		X	26	X		BA	X	2	None
4		X	28	X		BA-MA	X	7	None
5	X		40		X	MA+30	X	16	None
Conventional Teachers									
6	X		23	X		BA	X	4	None
7		X	29		X	BA-MA	X	9	None
8		X	37	X		BA-MA	X	11	None

The research design of this study employed a combination of two experimental designs, the Pretest-Posttest Control-Group Design and the Posttest-Only Control-Group Design. This design enabled the researcher to assess the effect of treatment on three measures: (a) the Stanford-Binet Intelligence Scale, (b) the Peabody Picture Vocabulary Test, and (c) the Behavior Rating Scale. Schematically, the design may be illustrated as follows:

$$R\ O_{111}\ O_{211}\ E\ O_{121}\ O_{221}\ O_{321} \quad (N=25)$$

$$R\ O_{112}\ O_{212}\ C\ O_{122}\ O_{222}\ O_{322} \quad (N=15)$$

where:

R = random assignment to group

E = experimental treatment

C = control treatment, and

O_{ijk} = the set of scores on the i^{th} measure, on the j^{th} occasion, for the k^{th} group (for example, O_{321} refers to the third measure (Behavior Rating Scale), on the second occasion (posttest) for the first group (experimental).

In this study, treatments were administered by eight teachers, five in the experimental group and three in the control group. Since the pupil-teacher ratio was 1:5, this accounted for the different sizes of the experimental and control groups. Since participation in the pre-school Humane Value Workshop (a prerequisite for administering the experimental treatment) was on an unpaid, voluntary basis, the possibility existed of an interaction of selection of teachers and the treatment. This posed two problems: first, the possibility existed that the volunteers

also were the superior teachers and that any treatment group differences were a consequence of this factor rather than the treatment per se; second, the possibility existed also that the results of the study could not be generalized beyond a population of volunteer and non-volunteer teachers. Evidence regarding the equivalency of experimental- and control-group teachers has been presented previously; evidence regarding the actual activities of the experimental and control group teachers is presented in the subsection on administration of treatments (v.i.).

The observations on the Behavior Rating Scale were made by two impartial raters who were not aware of the identities of experimental and control subjects. This design removed concerns of awareness of the disguised experiment, possible pretest sensitization, and Hawthorne Affect as described in studies discussed by Webb, Entwisle, Rosenthal and Rosnow, and Roethlisberger and Dickson. (107:37, 117:84, 96:36, 91:18).

Measurement

The study employed three dependent measures: (a) the Stanford-Binet Intelligence Scale (Full-Scale), (b) the Peabody Picture Vocabulary Test (Total Score), and (c) the Behavior Rating Scale. Each of these measures is described below as to its nature and the rationale for its use in this study.

Stanford-Binet Intelligence Scale

The Stanford-Binet is probably the best known and most widely used of all individually administered intelligence tests. The first version of this test was published in 1916 by Lewis Terman of Stanford University and revised in 1937, 1960, and 1968. The 1968 version of the Stanford-Binet, Form LM, was used in this study; it uses a deviation I.Q. scale having a mean of 100 and a standard deviation of 16. The test-retest reliability of the 1968 scale is over .90 (.98 in the present study) and has moderate correlations with school grades and achievement test scores (.40-.75). The items on the Stanford-Binet include vocabulary, abstract words, sentence building, similarities and differences, analogies, reasoning, some manipulative skills, and memory. The Stanford-Binet was an appropriate measure of intelligence for the EMR children of young mental age. (106:142, 22:14, 24:12).

Peabody Picture Vocabulary Test

The Peabody Picture Vocabulary Test (PPVT) is perhaps the best known of the pictorial intelligence tests. The PPVT consists of 150 plates, arranged in ascending order of difficulty by age level and containing four pictures each. The examinee points to the picture on a given plate that best illustrates the meaning of the stimulus word provided by the examiner. Since no verbal response is required, the PPVT was an appropriate measure of

intelligence for the EMR children. Form A of the PPVT, published in 1959, was used, the Total Score being the unit of analysis. The PPVT has moderate reliability (parallel forms r=.77) and correlates fairly well (r=.70) with the Stanford-Binet (r=.70; r= 54 in the present study). (116:35, 145:450).

Behavior Rating Scale

The Behavior Rating Scale was a research-developed instrument designed to measure the frequency of positive and negative behaviors exhibited during school hours (see Appendix A). The scale consisted of five general categories:

1. Group Cooperation. (The student reacts in harmony when assembled in a group by being cooperative, not completely dependent, and accepting constructive guidance.)

2. Peer Relationships. (The student accepts help, gives help, and is friendly and agreeable with a reasonable number of associates of equal status.)

3. Initiative. (The student voluntarily participates in program activities and shows enthusiasm about meeting new situations.)

4. Emotional Stability. (The student does not exhibit excessive movement which would indicate a lack of courtesy and attentiveness.)

5. Deportment. (Respects the rights of others and exercises self-discipline by refraining from acts of physical and verbal infliction of pain on others.)

Under each category were five specific descriptions of behavior which were considered representative of the general category. The specific behavioral descriptions were worded for desirable behaviors (e.g., "gives help") and negatively for undesirable behaviors (e.g., "does not engage in verbal abuse"). If an item was checked, it meant the observer either saw a desirable response or failed to detect a negative response. Scores could range from zero (poor rating) to 25 (excellent rating).

Since the Behavior Rating Scale had never been used prior to this study, statistical evidence in support of its construct validity and reliability were missing. One means of seeking evidence for the construct validity of a scale is through a family of statistical procedures known as factor analysis. In essence, factor analysis is a procedure that involves a search for groups of items that tend to cluster together and form common factors. The factor analysis used in this study was the program SPSS-10, Statistical Package for the Social Sciences, Version 6.01.1, University of Pittsburgh, 1975. To test for the factorial structure underlying the Behavior Rating Scale, a principal components factor analysis was performed to separate the 25 items into a 5-factor configuration. After oblique rotation with Kaiser normalization (Δ=0.00), the factor matrix showed four rather distinct factors with the item clusters approximately on the diagonal. This pattern is shown in Table 3. Based on this initial factor

TABLE 3

HIGHEST LOADING ITEMS FOR EACH OF FIVE FACTORS ON THE BEHAVIOR RATING SCALE

Item	Factor				
	1	2	3	4	5
1	.77*				
2	.65*				
3	.59*				
4		.87			
5		.62			
6	.73				
7	.66				
8	.71				
9	.72				
10	.67				
11	.50				
12	.36				
13	.39				
14			.82*		
15			.90*		
16				.63*	
17			.92		
18				.77*	
19				.54*	
20				.49*	
21					.66*
22				.51	
23					.56*
24					.86*
25					.90*

*In hypothesized factor clustering.

analysis, it was concluded that the Behavior Rating Scale did a reasonable job of measuring at least five independent factors involved in the observations of EMR children's behavior, though not in the exact configuration hypothesized.

Since the Behavior Rating Scale was used by two raters in this study, the reliability information needed for proper interpretation of results was that of inter-rater consistency. In order to estimate the inter-rater agreement of the two raters, their rating of all the children on the five categories were paired for three randomly selected observation periods. Sample checklists are included in Appendix A.

Treatment

Organization of the Program

As indicated previously, the program was sponsored by the Youth Opportunity Office, City of New Orleans. The purpose of the Summer Recreational Therapy Program (SRT_{75}) was to provide an environment in which EMR pupils could be guided through a series of experiences which would promote problem-solving and personal adjustment.

The program location was William O. Rogers Public School, 2327 St. Phillip Street, New Orleans, Louisiana. The basement floor provided an office, assembly hall, and cafeteria. Activity centers were located on the second floor. The SRT_{75} consisted of eight home bases, with an

average of five students per base. Activities were carried out on a flexible schedule at home base, in parks, community centers and the countryside. There was one teacher assigned to each group, which met daily from 8:30 to 4:00, five days a week, June 4-August 15, 1975. Two private buses were hired to transport students to and from school and to provide transportation for trips away from home base. Free breakfast and lunch were served to all students participating. A typical daily schedule is shown in Figure 1.

General Curriculum Plan

An activity curriculum was based around centers where pupil interest was developed and recreational and aesthetic needs met. Center activities were coordinated to contribute to the total learning experience of pupils. The activity-centered program provided all the essential elements believed necessary for enabling the mentally-retarded child to express himself creatively without regard to limitations.

The general objectives of the program were as follows:

1. To lend to the formation of habits enabling pupils to understand themselves and to get along with others;

2. To lead to the formation of habits in physical development and safety,

3. To provide for harmonious communication necessary for peaceful solutions to problems of

July 28, 1975

Groups A - B - C - D - E*

8:30 - 9:30 - Breakfast and Daily Assembly

9:30 - 11:30 - Trip - City Park (Nature Contact)

11:30 - 1:00 - Back to Home Base - Lunch, Rest and Travel

1:00 - 3:30 - Planned Daily Center Activity

3:30 - 4:00 - Bus Preparation

Groups F - G - H✓

8:30 - 9:30 - Breakfast and Daily Assembly

9:30 - 11:30 - Planned Daily Center Activity

12:00 - 1:00 - Lunch, Rest and Travel

1:00 - 3:30 - Trip City Park (Nature Contact)

3:30 - 4:00 - Bus Preparation

* = Human Action Models

✓ = Conventional Teachers

Figure 1. Sample daily activity schedules.

everyday life;

4. To enable pupils to participate in creative leisure as a productive way of life; and

5. To enable pupils to appreciate and express themselves through music, art, drama, dance, physical activities, and nature.

It was important for teachers of these EMR pupils to plan lessons each day. The objectives of a specific activity, as well as the total program sequence, would be difficult to effect properly and efficiently without the consistent planning of activities and experiences. For efficient learning to occur for the EMR pupil the teacher must structure the type of environment which will provide the most appropriate situation for involvement in learning. Therefore, each segment of the daily lesson plans contained clear and explicitly-stated objectives. These objectives were of the short-term (daily) variety and well within the students' range of accomplishment by the end of each day.

There were six centers designed to meet the general and specific objectives: (a) Physical Activities, (b) Arts and Crafts, (c) Drama, (d) Dance, (e) Music, and (f) Nature Contact. They are depicted conceptually in Figure 2.

Personnel

There were two administrators involved in the program the project director and the program director. The

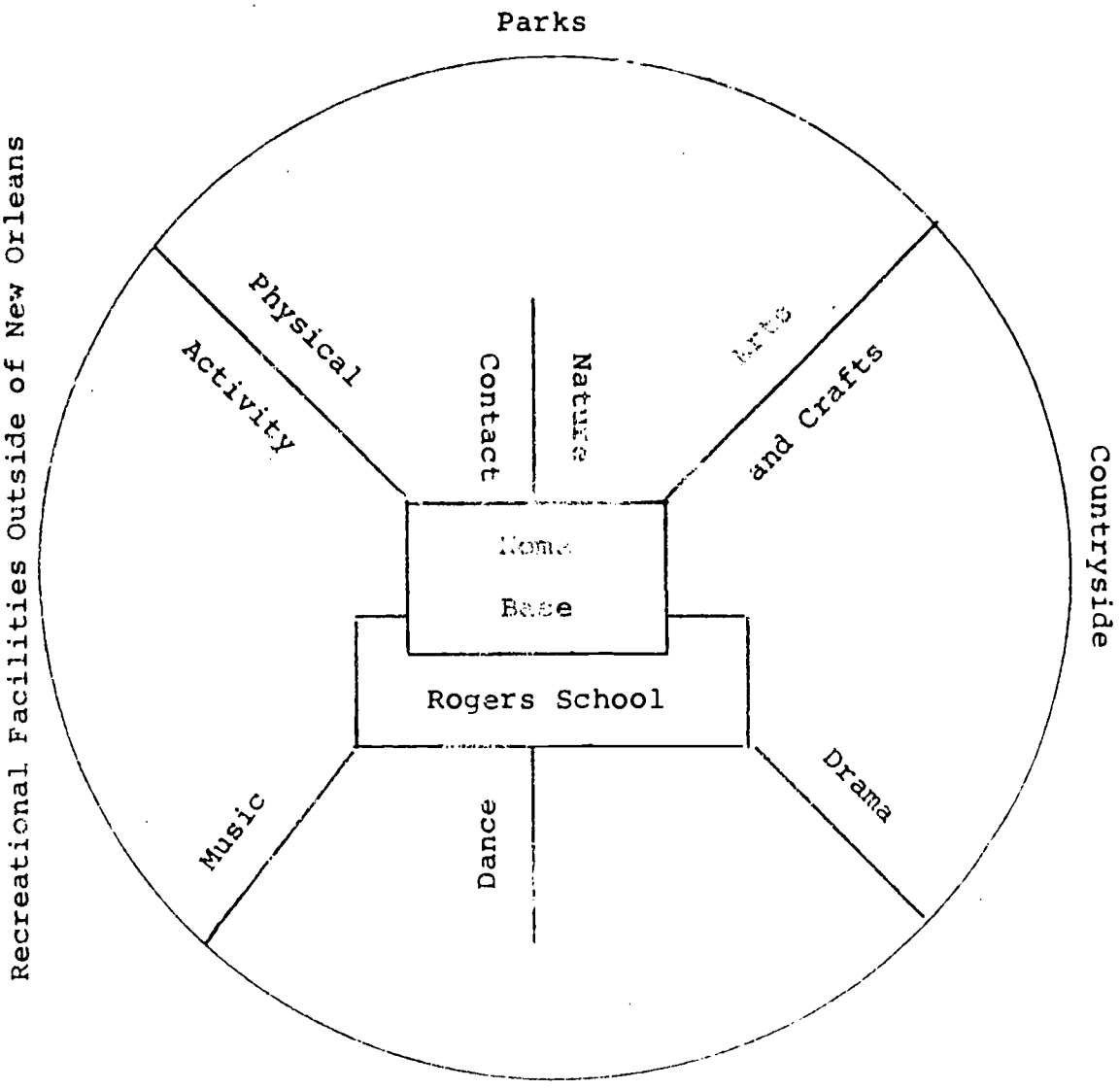

Figure 2. Schematic design of enters

project director was a Black male with teaching and administrative experience. He held a master's degree in recreation and state certification in EMR. He was directly responsible to the Coordinator of the Youth Opportunity Office. The program director was a Black male with a master's degree in special education and seventeen years of teaching experience. He was responsible to the project director and was charged with supervising all activities of the SRT_{75} program.

The program innovator (the researcher) was involved in designing and implementing the program. She was a Black female and held a master's degree +30 in Special Education with state certification in elementary education and guidance and counseling. The program innovator had three years' experience as a consultant in special education, three years' experience as a teacher of the educable mentally retarded, one year's experience in teaching emotionally disturbed and mentally retarded in home instruction and twelve years in elementary education.

The Youth Opportunity Coordinator was a White female with a bachelor's degree in sociology and eight years of experience in social work. She provided three weeks of service to the program as a behavior rater.

A consultant was involved in the program on a part-time basis. This person was a White male who was available from the Youth Opportunity Office to assist the director. He held a master's degree in recreation and provided three

weeks of service to the program as a behavior rater.

The program psychologist was a licensed psychologist who volunteered her services. She was a Black female with three years of professional experience as a psychometrist. She was responsible for administering the Stanford-Binet and supervising the administration of the PPVT.

The program psychologist was assisted by a volunteer educational psychologist who offered his services for the first three weeks and the last three weeks of the program. He was Black and had three years' experience.

An important aspect of the SRT_{75} program was parental involvement, which included parental consent for testing, field trips, and bus transportation. The involvement of parents was considered vital for program success. This cooperative involvement assisted the staff in better understanding the students.

Teachers and their duties have been identified and discussed previously. All were state-certified special education teachers and were responsible to the project director.

Differentiation between Experimental and Control Treatments

Humane Value Workshop

Five teachers were involved in Humane Value Workshops for two weeks prior to the program. The workshop teachers were described as Humane Value Models

(experimental teachers). The three teachers not attending were described as conventional teachers (control teachers).

The workshops planned for the experimental group teachers began at 9 a.m. and continued until 3 p.m., Monday through Friday, June 2-13, 1975. One half-day was spent in general session, the other half-day in self-confrontation sessions. Self-confrontation sessions included self-confrontation exercises and exercises of body as well as meditative periods. General sessions included discussion and sharing of related information.

The workshop included dissemination of information relative to the self-concept of the teacher model, this being a prerequisite for enhancing the self-concept of pupils. Teachers were exposed to information regarding release of potential in self and others and were involved in experiences in which their harmonious behaviors could be transmitted to the experimental subjects. Teachers also were involved in experiences in facilitating discovery and creativity.

The workshop discussion schedule provided sessions on the dynamics of B-love, B-value and metamotivational factors, love and the need for caressing and stroking and discussions on books listed in Appendix B. A model depicting the Humane Value idealization is in Figure 3. Several games used during self-confrontation sessions were: (a) Exercise on Communication without Words, and (b) Interpreting Other's Non-Verbal Cues to Express Warmth and

L_C

E.C.E.

P_C I_C

$$\frac{P_C + I_C + L_C}{E.C.E.} = H.A.M.$$

where:

L_C = Loving Value Component,

P_C = Physical Component,

I_C = Intellectual Component,

E.C.E. = Experience Change Environment, and

H.A.M. = Humane Action Model.

Figure 3. Humane Value model designed for SRT_{75}.

Coldness. (47:103-114).

The workshop activities were centered on affective elements of education and the necessity of meeting the student's need for love, since self-actualization and sense of accountability were believed to be made fertile by flowing of love. The retarded child, like any other child, was considered incapable of progressing to the fullest extent without the love component being nurtured.

Experimental Treatment

The objective of the experimental treatment was to inject humanistic content into the activity curriculum. The humanistic activities were not predetermined by the researcher; instead, the formation of activities was left to the discretion of the teachers. It was anticipated that teachers would utilize the humanistic approach in developing their plans and would keep within the scope of the general objectives of the program. Workshop objectives may be found in Appendix E.

Control Treatment

The objective of the control treatment was to provide EMR pupils with a highly stimulating yet conventional activity program. Like the experimental teachers, the conventional teachers were free to develop lesson plans within the scope of the program's general objectives. Since these teachers had not been exposed to the Humane Value Workshop, their activities were not geared to the

humanistic approach.

Evidence of Differentiation

The attendance records of the workshop are found in Table 4. The overall attendance rate for the ten-day workshop was 88 percent. At the end of the study, experimental and conventional teachers were given a checklist on exposure to books used in the Humane Value Workshops (see Appendix B). A t-test for independent samples revealed, as expected, that the experimental teachers had significantly greater familiarity with these books ($t=2.87$, $df=6$, $p<.05$). Finally, a random sample of experimental and conventional teachers' lesson plans was taken (see Appendix C) and subjected to a checklist on humanistic content in lesson plans (see Appendix D) utilized by two independent judges. The mean rating assigned to the experimental plans was 41.46, and the mean rating assigned to the control plans was 32.63. A t-test for independent samples revealed, as expected, that the lesson plans of experimental teachers had significantly more humanistic content than the lesson plans of the conventional teachers ($t=4.68$, $df=58$, $p<.01$). The purpose of this evidence is to propose that the experimental and control treatment groups experienced significantly distinct and different treatments; moreover, it is contended that this difference was an outgrowth of the Humane Value Workshop training provided for experimental teachers.

TABLE 4

ATTENDANCE RECORD OF TEACHERS PARTICIPATING IN HUMANE VALUE WORKSHOPS

Teacher	Attendance at Workshops									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
1	X	X	X		X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X		X		
Total	5	5	5	4	5	5	4	5	4	4

Data Collection

Stanford-Binet Intelligence Scale

The Stanford-Binet was administered by the program psychologist twice to each subject. The test was designed for administering to a wide age range, and there was no time limit. The time generally ranged from 1 to 1 1/2 hours for test administration. The subtests were scored according to a required number of correct subtest items and a month-value figured for each subtest. Deviation IQ's from the 1968 version norms were used.

Peabody Picture Vocabulary Test, Form A

The PPVT was described as an untimed, individual test. It was administered in 15 minutes or less by two teachers assisted by the project psychologist. The test was straight-forward to administer; no specialized preparation was required of the examiners beyond assuring themselves of the proper pronunciation of all stimulus words. The equipment needed was the book of plates, an answer sheet, and a pencil. The answer sheet gave the stimulus word for each item, the correct response, and space for recording the subject's response; the reverse side contained space for identifying information and for recording behavioral observations. (116:35).

Items were arranged in ascending order of difficulty, and the subject responded only to the items between his basal and his ceiling. Scoring was rapid and objective.

The examiner placed a mark over the item number of incorrect responses; these were counted and subtracted from the ceiling score. The total score was converted to standard score deviation I.Q. and tables were used for raw scores of 5 to 100 for I.Q.'s.

Behavior Rating Scale

An impartial board was established comprised of two raters, the youth opportunity coordinator and the consultant. The two raters kept records of all students' behaviors on individual rating sheets during the last three weeks (15 observations) of the program. During this time, the pupils wore name tags and the board observed them at work and play. The board was not told which were the experimental and control subjects. At the end of the three-week period, the pupils' behavioral sheets were tallied and rating totals summed. There were a total of 30 ratings for each subject on each of the five categories of behavior. As indicated previously, inter-rater agreement was found to be .91.

The schedule of events in the data collection phase is presented in Table 5.

Data Analysis

The first hypothesis tested the difference between two groups on two dependent variables considered simultaneously, after adjustment for pretest scores, also considered simultaneously. The appropriate statistical test for this hypothesis was multivariate analysis of

TABLE 5

DATA COLLECTION SCHEDULE

	Name--Type of Instrument	Instrument Administered Completed	Target Group	Scheduled Dates	Person Responsible
Hypothesis 1	Stanford Binet Intelligence Scale, Form L.M.	Pretest June 4-13 Posttest August 4-13	All Students in Program	June 11, 1975 August 13, 1975	Project Psychologist
	Peabody Picture Vocabulary Test Form A	Pretest June 11-13 Posttest August 11-13	All Students in Program	June 13, 1975 August 15, 1975	Project Psychologist and Teachers
Hypothesis 2	Social Behavior 1-5 Rating Scale	Last 3 Weeks of Program	All Students in Program	July 28 to August 15	Program Coordinator and Consultant

covariance (MANCOVA) with a discriminant analysis between experimental and control groups. Expressed statistically, the null hypothesis tested was:

$$\begin{matrix} \mu_{11} \\ \mu_{12} \end{matrix} = \begin{matrix} \mu_{21} \\ \mu_{22} \end{matrix}$$

where:

μ_{11} = the mean of the population of values for dependent variable number one (Stanford-Binet Full-Scale I.Q. posttest) from population number one (experimental treatment group),

μ_{12} = the mean of the population of values for dependent variable number two (Peabody Picture Vocabulary Test Total Score posttest) from population number one (experimental treatment group),

μ_{21} = the mean of the population of values for dependent variable number one (Stanford-Binet Full-Scale I.Q. posttest) from population number two (control treatment group), and

μ_{22} = the mean of the population of values for dependent variable number two (Peabody Picture Vocabulary Test Total Score posttest) from population number two (control treatment group).

The Hotelling-Lawley's Trace was employed to estimate the significance of the multivariate F-ratio.

The second hypothesis tested the difference between two groups on a single dependent variable on an ordinal scale. The appropriate statistical test for this hypothesis was the non-parametric Mann-Whitney U-test. Expressed statistically, the null hypothesis tested was:

$$H_o: \quad F = G,$$

where:

F = the distribution function of population number one, the experimental treatment group, and

G = the distribution function of population number two, the control treatment group.

The obtained U was converted to a Z-value of the table of areas under the normal curve. An examination of the respective distributions was employed to determine the direction of a significant difference.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE FINDINGS

In this chapter, the findings for each research hypothesis are presented. After each hypothesis is discussed, findings are analyzed and related to the assumptions and limitations. Conclusions and recommendations are reserved for Chapter V.

Presentation of the Findings

Research Hypothesis One

The first research hypothesis predicted that the experimental treatment group would outperform the control treatment group on the Stanford-Binet Intelligence Scale (Full-Scale I.Q.) and the Peabody Picture Vocabulary (Total Score) posttests, after statistical adjustment for pretest scores. A one-way multivariate analysis of covariance (MANCOVA) was performed to determine if there were a difference between the two vectors of means. The Hotelling-Lawley's Trace produced an F-ratio of 0.71 which failed to attain significance at the .05 level. The null hypothesis failed to be rejected; therefore, no significant difference was found between the PPVT. Table 6 presents these findings.

TABLE 6

MEANS AND STANDARD DEVIATIONS FOR EXPERIMENTAL AND CONTROL GROUPS ON STANFORD-BINET AND PPVT PRE- AND POSTTESTS

	Stanford-Binet Deviation I.Q.				PPVT Total Test Score			
	Pretest		Posttest		Pretest		Posttest	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Experimental (N=25)	59.28	5.02	60.01	5.33	60.16	5.75	61.48	5.42
Control (N=15)	58.55	4.35	59.72	4.47	59.98	4.63	61.41	4.85

Research Hypothesis Two

The second research hypothesis predicted that the experimental treatment group would outperform the control treatment group on the Behavior Rating Scale. Because of the ordinal-level of measurement of this instrument, the non-parametric Mann-Whitney U test was performed to determine if there were a difference between the distribution functions of the two groups. The value of U was 165. This U value was transformed to a z equal to 2.18, representing a given area under the normal curve significant at the .0146 level. The null hypothesis was rejected. An inspection of the rankings revealed the mean rank of the experimental treatment group was 25.6, while the mean rank of the control treatment group was 12.0. This indicated that the highest ratings were held by the experimental treatment group. Therefore, the experimental treatment group outperformed the control treatment group on the Behavior Rating Scale as hypothesized. Table 7 presents descriptive data relevant to this hypothesis.

Discussion of the Findings

The finding for the first research hypothesis suggested that the Humane Value treatment had no effect on I.Q. scores of EMR pupils. Since two highly reliable and intercorrelated measures (the Stanford-Binet and the PPVT) were used, this finding was a parsimonious one. Of course, the Humane Value treatment was highly affective in nature,

TABLE 7

SUMMARY STATISTICS FOR RATING TOTALS AND RANKS FOR EXPERIMENTAL AND CONTROL GROUPS ON BEHAVIOR RATING SCALE

	Subject	Rating Total	Rank	Subject	Rating Total	Rank
Experimental Treatment Group	1	468	28	14	263	2
	2	468	27	15	547	38
	3	442	22	16	433	18
	4	576	39	17	510	33
	5	337	10	18	439	20
	6	454	25	19	316	7
	7	333	8	20	440	21
	8	578	40	21	488	32
	9	537	36	22	474	29
	10	522	35	23	456	26
	11	488	31	24	435	19
	12	511	34	25	450	23
	13	544	37			
	Rating Total $\bar{X}_e$=460.36, Rank $\bar{X}_e$=25.6					
Control Treatment Group	1	357	11	9	389	16
	2	353	9	10	285	4
	3	426	17	11	454	24
	4	212	1	12	388	15
	5	302	6	13	366	13
	6	476	30	14	294	5
	7	362	12	15	376	14
	8	269	3			
	Rating Total $\bar{X}_c$=352.60, Rank $\bar{X}_c$=12.00					

and any change in I.Q. would have been attributed to a more positive responsiveness of the pupil in the testing situation. This did not occur; however, if the Humane Value treatment were conducted over a longer time span, say six months to a year, such I.Q. changes might appear. The finding failed to confirm the holdings of previous studies in general learning areas as well as specific areas such as reading. (5:16, 110:17, 129:106). Of course, it may have been that teachers were far more attuned to affective rather than cognitive changes in pupils and failed to pick up the germs for cognitive growth. The teacher workshops were clearly affective in nature and this might explain why the cognitive changes were not produced. Only further research can answer this question.

The findings for the second research hypothesis confirmed that the Humane Value treatment had a positive effect on the behavior of the EMR pupils. This finding corroborated the results of previous studies in that the anticipated affective changes did take place. (16:37, 15:78; 136:296, 89:11). Again, the teachers' capitalization on the anticipated behavioral changes surely must have contributed to this outcome. The Behavior Rating scale, though untested prior to the study, demonstrated both face and construct validity, and was interpreted reliably by the two behavior raters. Since the affective emphasis was strong in the Humane Value treatment, it was anticipated that pupil behavior would show an improvement.

It must be remembered that the behavioral ratings were made at the conclusion of the SRT_{75} and how long these behavior changes lasted was an unanswered question in the study.

Clearly, more research is needed in this area to (a) confirm the relationship between the Humane Value workshop for teachers and subsequent teacher behavior, (b) determine if other behavioral measures produce similar findings to those obtained with the Behavior Rating Scale, and (c) assess the impact of Humane Value treatment over a longer period of time using different subjects and teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Problem

The purpose of the study was to assess the relative efficacy of a Humane Value, activity-oriented summer program for EMR pupils. Two hypotheses were tested:

H_1: The experimental treatment group will outperform the control treatment group on the Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test.

H_2: The experimental treatment group will outperform the control treatment group on the Behavior Rating Scale.

Method

Sample

Subjects consisted of the 40 EMR pupils enrolled in a summer recreation program sponsored by the City of New Orleans. These pupils had been diagnosed previously as EMR, were between ages 6 and 12 years, and had parental consent for participation. Teachers administering the treatments (N=8) were recruited for the program by the Youth Opportunity Office. All were certified EMR teachers.

Design

The design was a combination of two experimental designs, the Pretest-Posttest Control-Group Design for the two I.Q. measures, and the Posttest-Only Control-Group Design for the Behavior Rating Scale. These designs did not take into account the fact that teachers were not randomly assigned to administer the treatments.

Measurement

Three dependent measures were utilized, the Stanford-Binet Intelligence Scale (Full-Scale I.Q.), the Peabody Picture Vocabulary Test (Total Test), and the researcher-developed Behavior Rating Scale. The validities and reliabilities of the former two I.Q. measures are well known and referenced in the literature. Factor analysis of the Behavior Rating Scale offered support for its construct validity. Inter-rater agreement (N=2) for the data collected in this study was .91.

Treatment

Experimental and control treatments were administered to the subjects over a two-month period. Both groups received conventional activity programs. However, the teachers for the experimental group received an intensive ten-day workshop prior to administering the treatment. Experimental teachers were trained in the humane value concept and how to incorporate this concept into activities with EMR children. This distinction separated experimental

from control. Evidence to support this distinction was presented.

Data Collection

The Stanford-Binet was administered by the project psychologist in accordance with the test manual. The PPVT was administered by two teachers and the project psychologist, also in accordance with the test manual. The Behavior Rating Scale was utilized by an impartial board of two raters. The raters kept record of students behaviors enumerated on the Behavior Rating Scale during the last fifteen days of the program. The board did not know to which groups the pupils belonged.

Data Analysis

The first hypothesis was tested by means of multivariate analysis of covariance (MANCOVA) with a discriminant analysis between experimental and control groups. The second hypothesis was tested by means of the non-parametric Mann-Whitney U-test. The $p=.05$ was used as the significance level for rejection of the null hypothesis in all cases.

Findings

1. There was no difference between the experimental and control groups on the Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test.

2. The experimental group demonstrated more favorable behavior than the control group on the Behavior Rating Scale.

Conclusions

In view of the limitations of the study, the following conclusions were warranted:

1. The Humane Value Workshop may effect teacher planning so that humanistic content is noticeably present in their teacher activities.

2. The Humane Value treatment does not appreciably affect the I.Q. scores of EMR pupils within two-month-or-less time periods.

3. The Humane Value treatment does promote more favorable behaviors on the part of EMR pupils after a two-month period.

Recommendations

Several recommendations are in order:

1. The study should be replicated under similar conditions using a different sample of pupils and teachers.

2. The Humane Value treatment should be studied in relation to other types of handicapping conditions, for example, emotionally disturbed and physically handicapped.

3. The Humane Value treatment should be studied in a regular EMR classroom over a longer period of time, such as a full school year.

4. Research should be conducted which examines other key variables, for example, teacher self-concept and teacher behavior related to the effective consequences in the children, and alternative measures of intelligence.

5. Individual objectives should be written for students in future efforts; such might increase behavioral changes.

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APPENDIX A

INDIVIDUAL BEHAVIOR OBSERVATION GUIDE

INDIVIDUAL BEHAVIOR OBSERVATION STUDENT - _____

Guide GROUP CODE - _____

Behavior Category -	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	To
I. Group Cooperation																
1. Cooperation																
2. Accepts constructive guidance																
3. Accepts limits to autonomy																
4. Appropriate program attire																
5. Adheres to cleanliness rules																
II. Peer Relationship																
1. Accepts help																
2. Friendly and agreeable																
3. Reasonable number of associates																
4. Sharing																
5. Gives help																

Behavior Category -	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	To
III. Initiative																
1. Voluntary participation																
2. Enthusiasm over meeting new situtions																
3. Eager to express own ideas																
4. Eager to participate in group games																
5. Uses free time profitably																
IV. Emotional Stability																
1. Remains seated during lunch																
2. Remains with group during field trips																
3. Attentive listener																

Behavior Category - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Tot.
4. Verbalizes using moderate tone
5. Able to relax during rest period
V. Department
1. Respect for authority
2. Practices courtesy
3. Respects property of others
4. Does not engage in physical abuse
5. Does not engage in verbal abuse

APPENDIX B

CHECKLIST ON EXPOSURE TO BOOKS USED IN HUMANE VALUE WORKSHOPS

Checklist on Exposure to Books
Used in Humane Value Workshops

Author, Book	Have Read	Read Parts	Heard Contents Discussed	Heard Little Only	Never Heard of
Assagioli, R. Psychosynthesis					
Buck, K.W. Beyond Words					
Brown, G. Human Teaching for Human Learning					
Combs, A. The Professional Educating Teachers					
Fromm, E. The Heart of Man					
Fromm, E. The Art of Loving					
Johnson, D.W. Reaching Out					
Maslow, A. Farthest Reaches of Human Nature					
Montagu, A. Touching					

Author, Book	Have Read	Read Parts	Heard Contents Discussed	Heard Little Only	Never Heard of
Moser, L. The Struggle for Human Dignity					
Murphy, G. Human Potentialities					
Rogers, C.R. On Becoming a Person					
Rogers, C.R. Freedom to Learn					
Schultz, C.W. Here Comes Everybody					
Schultz, C.W. Joy					

APPENDIX C

XEROX COPIES OF RANDOM SAMPLE OF EXPERIMENTAL AND CONVENTIONAL TEACHERS' LESSON PLANS

{E-1
R-1 - 35
R-2 - 34

SRT 75 DAILY LESSON PLAN

ACTIVITY Drama
DATE July 6, 1976
TEACHER St Williams

INTRODUCTION

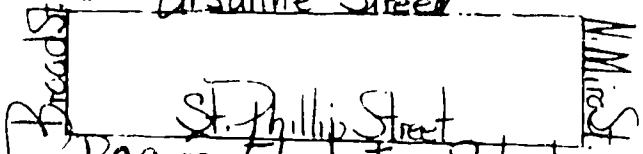
This field trip is designed to reveal the social environment of the people, places and things in a community.

OBJECTIVES

1. The community
   a. People
   b. Places
   c. Things
2. The child
   a. Discuss the different races of people living together.
   b. Discuss various places. Eg. Bakery, Drugstore, Bus-stops
   c. Discuss what makes a community.

CONTENT

People, places, and things in the 6th ward.



MATERIALS USED

E-2
R-1 -43
R-2 -43

SPT 75 DAILY LESSON PLAN

ACTIVITY Drama
DATE June 20, 1975
TEACHER L. William Mitchell

INTRODUCTION

This trip is designed to expose the students to the wonders of scents in nature's flowers and to play the Game Pretend.

OBJECTIVES

1. To encourage the smelling of flowers.
2. To provide opportunities for verbal discussions with peers.
3. To play the game pretend you are a flower in an effort to encourage the openness present in pantomime.

CONTENT

We will use the rose garden and flower lanes in city park. The pretend game will be played on the site across from the tennis court. The site is built like a "Greek stage".

EVALUATION

SRT 75 DAILY LESSON PLAN

{ K-3
K-1 (41)
K-2 (37)

ACTIVITY Drama

DATE July 11, 1975

TEACHER C. Regan

DESCRIPTION

This session is designed to allow the child to perform, and to enhance peer acceptance.

OBJECTIVES

Understandings
1. Lines and Blocking
2. Acting and character feedback

Skills.
1. Practices lines to memory
2. Distinguishes the blocking movements on stage

CONTENT

1. Play - "If I could Draw the World" (15 minute skit).

2. Costumes - the costumes made of paper from Art class will be used.

3. To be performed at Home base (at 1st assembly)

MATERIALS NEED

Costumes
Rodgers School Stage

E-14
-46
-R-2-44

SRT 75 DAILY LESSON PLAN

ACTIVITY Nature Contact
DATE Sept 25 1975
TEACHER D. Mitchell
(City Park)

INTRODUCTION The students will be taken to City Park to view the many kinds of leaves after viewing the film "Leaves in Season".

OBJECTIVES 1. To assist student in verbalizing their perception of the different leaves.
2. To get the student to observe the many shades of green etc.
3. To collect fallen leaves for the purpose of making nature murals.

CONTENT The film will be shown before leaving home base. It is hoped that the film will create interest and enthusiasm. Nature murals will be made at the park site.

MATERIALS USED
Film
Paper bags to collect leaves
construction paper
Crayola

E-5
R-1 (43)
R-2 (41)

SRT$_{75}$ DAILY LESSON PLAN

ACTIVITY Music
DATE June 2, 1975
TEACHER Jackie Faiola

INTRODUCTION

Record on Tape - Children playing rhythm instruments - "make your own music".

OBJECTIVES

To motivate child, and bring him a step further to the world of doing things to achieve self satisfaction.

CONTENT

Encourage the child to make a little time clap; praise given for each effort.

MATERIALS USED

Rhythm instruments

E-6
R-1 -40
R-2 -41

SRT 75 DAILY LESSON PLAN

ACTIVITY Art
DATE June 18, 1985
TEACHER S. Williams

INTRODUCTION

Silhouette will be made of pupils to put on display. They will also do some finger painting as an expression of inner creativity.

OBJECTIVES

1. To strengthen the child's ability to recognize and appreciate features in themselves and others by observing and identifying silhouettes.
2. To allow children to be creative with fingers and palms with the use of finger paints.

CONTENT

1. An overhead projector will be used to make a silhouette of each child.
2. After each silhouette has been cut out, it will be held next to the child so that a comparison of features can be made.
3. The children will use their fingers and palms to do finger painting.

MATERIALS USED

1. Black Paper
2. Overhead Projector
3. Finger Paints
4. Art Paper

E-7
R-1-49
R-2-46

SRT$_{75}$ DAILY LESSON PLAN

ACTIVITY Art

DATE June 4, 1975

TEACHER [illegible]

INTRODUCTION

The children will draw and paint a mural of the things they saw at City Park.

OBJECTIVES

1. To encourage pupils to express themselves through painting.
2. To teach paint mixing .
3. To allow pupils to plan and execute the painting of a colorful mural of those sights that impresses them on their trip.

CONTENT

1. We will discuss the sights seen at the park, that is, those sights most impressive.
2. We will mix Tempera paints to prepare for painting.
3. Children will draw and paint murals with the help of teacher.

MATERIALS USED

1. Paint
2. Brushes
3. Craft paper(7ft. in lenght)
4. Pencils

E-8
R-1-47
R-2-45

SRT 75 DAILY LESSON PLAN

ACTIVITY Music
DATE July 8, 1975
TEACHER L. Mitchell

INTRODUCTION

We will prepare a performance "Happy Hang" for presentation on our Cardboard T.V.

OBJECTIVES

To prepare children to participate in a situation where they originate, produce and share the final product with others.

CONTENT

The 15 minute "Happy Hang" is a musical depicting the sounds of a happy child. The suggestion happy child is made by the teacher. The sounds are produced by the student.

MATERIALS USED

Patrol Boy Bongo drums - balloons
wood sticks
tin trays

{E-9
Score R1-48
R2-48

DAILY LESSON PLAN

ACTIVITY Music
DATE August 5, 1975
TEACHER J. Williams

INTRODUCTION

The children will help the teacher make up a funny song.

OBJECTIVES

1. To stimulate the child's curious mind about music in his world and how it relates to reality.
2. To utilize their imagination

CONTENT

1. The tape recorder will be used to record the original song.
2. Each child will be given the opportunity to contribute.
3. The encouragement of laughter and jovial participation.

SPECIAL EQUIPMENT

Tape Recorder

E-10
R-1 -48
R-2 -49

SRT 75 DAILY LESSON PLAN

ACTIVITY Music - Relaxation
DATE April 22 1975
TEACHER D. Williams Mitchell

INTRODUCTION

The children will listen to the theme from "Love Story" for the purpose of relaxation and make believe.

OBJECTIVES

To recall daydream and make believe while lying on the floor listening to music.

To expose the students to a way of spending leisure time in a tranquil manner.

CONTENT

The portable tape recorder will be used for listening. Prior to the relaxation session students will be motivated to talk about "make believe" and "daydreaming".

MATERIALS USED

Portable tape recorder plugs
(recorded) Theme from Love Story

E-11
R-1-47
R-2 43

SMT 75 DAILY LESSON PLAN

ACTIVITY Drama

DATE July, 11 1975

TEACHER C. Champagne

INTRODUCTION

To be a clown is the lesson planned for the purpose of developing characters of free choice.

OBJECTIVES

Understandings: The child understands:
1. The face
2. The clothes
3. The character

Skills:
1. Distinguishes the different types of facial expressions
2. Interprets the types of clothing.
3. Develops the character

CONTENT

1. The child will make up the face of his choice.
2. The child will choose his clothing.
3. The child will choose his character through movement and speech.

MATERIALS USED

1. Make-up kit
2. Costumes

E-12
R.1 -41
R-2 -41

75 DAILY LESSON PLAN

ACTIVITY Dance
DATE July 8, 1975
TEACHER Reiger

INTRODUCTION

The site selected for this lesson is the Esplanade Circle near Beacon St. Mass.

OBJECTIVES

1. To perform an original dance while feeling the grass under our feet.

2. To relate how it feels at this particular site, being able to move about under the bright sun.

CONTENT

Each of us will do our own teaching dance. The site was also chosen for its close distance to the school providing a walking trip. We will also take pictures of individual dances.

MATERIALS USED

Camera
Roll of film

E 13
R. 1 - 35
R-2-33

SPT 75 DAILY LESSON PLAN

ACTIVITY Physical Activity

DATE July 31, 1975

TEACHER C Reagan

INTRODUCTION

Healthy, vigorous activities for park area. Games at seaside, camp, farm, streams, and can be played by small group.

OBJECTIVES

1. Understand rules of game
2. To be able to perform
3. to experience enjoyment

CONTENT

1. One foot of the Gutter Game
2. Red Light - Green light Game
3. Statues "it".

MATERIALS USED

E-14
R-1 (45)
R-2 (42)

SPT 75 DAILY LESSON PLAN

ACTIVITY Dance
DATE July 29, 1975
TEACHER J. Kast

INTRODUCTION

A. Daily Exercise
B. Creative Dance } At Legion Park

OBJECTIVES

A. To help the children relax their bodies.
B. To help the children show how they feel through the media of dance.
C. To enable all the children to work together after individual performance.

CONTENT

Working with individual child under the shade tree in yard. After individual expression we will move to the basement for a "finale" using the stage.

MATERIALS USED

E.15
R-1144
R-2145

SRT 75 DAILY LESSON PLAN

ACTIVITY Personal Security
DATE June 13 1975
TEACHER B. Williams

INTRODUCTION

The Hand-washing Experience Game is chosen to help the pupils use touch in exploring self and surroundings.

OBJECTIVES

To bring into consciousness the hands by doing the Hand-washing Experience Game.

CONTENT

1. Hand-washing Experience - we will slowly wash our hands with water, experiencing the texture of water alone; of one hand against the other.
2. We will wash our hands with sand.
3. We will wash our hands with pebbles.
4. We will compare the various sensations.

MATERIALS USED

1. Water
2. Sand
3. Pebbles

C-1
R-1 (37)
R-2 (34)

SPT 75 DAILY LESSON PLAN

ACTIVITY Music
DATE July 15, 1975
TEACHER Philo Baumgartner

I. INTRODUCTION

A. Presentation of Musical Groups

B. Preparing Songs

II. OBJECTIVES

A. To expose children to band or group of musicians whereas they can feel the actual performance and be enriched by the experience.

B. To enable the child to recognize and participate with a group of musicians.

III. CONTENT

A. Performance by guests (Campo's music store)

B. Performance by students and guest

IV. MATERIALS USED

A. Stage

B. Instruments

C-2
{R-1-32
{R-2-29

SRT$_{75}$ DAILY LESSON PLAN

ACTIVITY Nature Contact
DATE 6-16-75
TEACHER C [illegible]

INTRODUCTION

This field Trip is designed To relate The child with Nature and The realization of Various Things, That is, Joy To Joy experiences

OBJECTIVES

A [illegible] The child understands:
1 Various [illegible] of Trees & flowers
2 The [illegible] of Jack & Jill
B [illegible] The Child
1 [illegible] The Various Types of Trees & flowers
2 Interpreting The Story of Jack & Jill
3 Performing The Jack & Jill characters

CONTENT

A The Rose Garden in City Park Contains Various flowers and Trees
B Storyland in City park Contains Various fairy Tales

MATERIALS USED

C-30
R-1 (31)
R-2 (29)

SET 75 DAILY LESSON PLAN

ACTIVITY Art

DATE August 4, 1975

TEACHER Milo Baumgartner

I INTRODUCTION

The children will make pot holders as a culminating activity in art.

II OBJECTIVES

To give the children an opportunity to create a serviceable or practicable item.

III OUTLINE

A. Teachers will demonstrate how pot holders are made.

B. Children will begin making pot holders under the teacher's guidance.

IV MATERIALS USED

A. Loom

B. Strings of loopers

C. Hooks

SRT 75 DAILY LESSON PLAN

{ G-4 R-1 - 42 R-2 40

ACTIVITY Dance

DATE 6 - 3 - 75

TEACHER C Mayes

INTRODUCTION

A Daily Dance Exercise

B Folk dance

C Preparing for a Contest

OBJECTIVES

A To be able to teach the child rhythm and coordination

B To be able to develop a strong interest in dancing

C To be able to show the child his ability by a challenge

CONTENT

A Daily Dance Exercise for coordination and warm up

B Folk Dance "Lazy Jane" and Jingle Dance

C Contest - To decide the best "Lazy Jane" and Jingle Dance

MATERIALS USED

A Recorder

B Record Player

C-5
R-1(35)
R-2(39)

SRT 75 DAILY LESSON PLAN

ACTIVITY Physical Activity
DATE June 5, 1975
TEACHER M. Richmond

INTRODUCTION
The games were chosen basically to get the children over their first day shyness.

OBJECTIVES To be able to introduce to the children the basic, but simple rules of such games as basketball, checkers, volleyball, dodgeball, and to have them play the game for an approximate time of 15 minutes each.

CONTENT The basketball games will be played the same as regular basketball, with the exception of the court. Only half of the court will be used. The time span for each quarter will also be cut to 15 minutes. All the rules of checkers will be excluded, with the exception of the direction in which players can jump. This game is basically for those who don't want to participate in the actual games.

MATERIALS USED
Basketball
Checkers, volleyball, dodgeball

SRT$_{75}$ DAILY LESSON PLAN

C-6
K-1 -27
K-2 -24

ACTIVITY Drama

DATE 7-25-75

TEACHER C Meggs

INTRODUCTION

"Lets Make Believe" is a game To encourage imagination

OBJECTIVES

A To make believe is played for The purpose of encouraging The students imagination.

B To Converse about The make believe characters

C To provide sound-effects

CONTENT

A make believe may include Comedy, melodrama and Sometimes actual wishes are revealed

MATERIALS USED

C-1
R-1 (57)
R-2 (40)

SRT 75 DAILY LESSON PLAN

ACTIVITY dance

DATE June 24, 1975

TEACHER M. Richmond

INTRODUCTION

A. Beginning dance exercises
B. Square Dancing
C. Procedures for Square Dancing

OBJECTIVES

A. To relate how the exercises presented will help concentrated muscles.
B. To relate all the purposes and reasons why square dancing started.

CONTENT

A. Simple historical story of square dancing
B. Square dance steps
C. [illegible] City Park
Objective: To relate to the children how the outdoors played a vital role in square dancing. The relationship with the old pioneer landscape and the [illegible] of the city park environment.

MATERIALS USED

A. Record Player
B. Square dancing music
C. Caller
D. Exercise record

Expression Session: To relate all of the enthusiasm of the dance.

G-8
R-1 (29)
R-2 (31)

SRT 75 DAILY LESSON PLAN

ACTIVITY Art
DATE June 4, 1975
TEACHER M. Richmond

INTRODUCTION
The children will visit City Park and "Storyland."

OBJECTIVES
A. To enhance the child's appreciation of beauty in nature.
B. To allow children to observe certain scenes depicting various nursery rhymes.

CONTENT
A. Walk through the park observing and discussing the trees, flowers, and shrubery.
B. Walk through Storyland and allow the children to use their knowledge of color, shape, texture, and form in discussing the scenes and characters of Storyland.

MATERIALS USED
The facilities at City Park were utilized for this activity.

C-9
R-1 (36)
R-2 (39)

SRT 75 DAILY LESSON PLAN

ACTIVITY: Drama

DATE: July 18, 1975

TEACHER: Milo Baumgarten

I INTRODUCTION

This Story telling is designed for the child to develop his imagination.

II OBJECTIVES

A. Understandings: The child understands:
1. Attentiveness
2. Listening
3. Imagination
B. Skills: The child
1. Develops the patience involved in attentiveness
2. Increases listening capacity
3. Utilizes his imagination of interpretation

III CONTENT

A. A Holiday For Mister Muster

B. The Man Who Couldn't Read

IV MATERIALS USED

A. Books and Records
1. The Man Who Couldn't Read
2. A Holiday For Mister Muster

SPT 75 DAILY LESSON PLAN

{C-10
R-1(21)
R-2(27)

ACTIVITY physical Activity, Bowling
DATE June 12, 1975
TEACHER Phila Baumgartner

I INTRODUCTION
The children will be engaged in a different sporty and leisure environment by taking them to the bowling alley where they probably never have been.
This game is competitive but even with mentally Retarded children competitiveness is needed sometimes. To let them know what they can do things that others can't do is very important.

II OBJECTIVE
TO be able to introduce the child to a different environment of sports, such as, bowling. TO be able to teach the child the simplist method of bowling.

III CONTENT
Properly Fit the child with his shoes. Choose the proper weight of the ball for the child. Explain the goal involved in bowling. It may also be called target. To teach the child the simpliest form of hand and leg movement.

MATERIALS USED
A. Bowling Shoes
B. Bowling ball
C. Pencil
D. Score card
E. Bowling Alley

SRT 75 DAILY LESSON PLAN

{ 6-11
R-1 (27)
R-2 (32)

ACTIVITY Physical Activity

DATE 7-17-75

TEACHER C Meggs

INTRODUCTION

Ice skating is designed for the child to broaden his knowledge of different types of leisure activities

OBJECTIVES

To be able to introduce to the child different sporting and leisure environments

CONTENT

To instruct to the child the proper way to put on the skates. There is a cross lacing of the skate in which emphasis is placed on the position of the ankle. To stand on the ice skates and balance yourself is very important to determine the strength of the ankle. For the child who does succeed, he will be allowed to receive further instruction as to sliding etc

MATERIALS USED

ice skates, clothing (long pants and long sleeves, skating rink)

C-12
R-1(27)
R-2(18)

SRT 75 DAILY LESSON PLAN

ACTIVITY Dance

DATE July 15, 1975

TEACHER Phil Baumgartner

I INTRODUCTION

A. Daily EXERCISE
B. African Dance
C. Irish Jig
D. Trouilliers Dance school presentation of African and Irish Dance.

II OBJECTIVES

A. To Familarize the children with dances From Africa and Ireland.

B. To relate to the children how stories were told through dancing

III CONTENT

A. Daily EXERCISE
B. Film on AFRICAN Dance
C. Film on Irish Jig

IV Trouilliers Dance presentation
A. To let the children watch other children of their age level perform in actual stage performances
1. Objective - TO help Class and Child's Fear of performing on the stage IN FRONT OF an audience.

V. Materials used
A. Film projector
B. Film on African Dance
C. Film on Irish Dance
D. Records
E. Record player

SRT 75 DAILY LESSON PLAN

{C-13
R-1 (25)
R-2 (23)

ACTIVITY Drama

DATE 7-25-75

TEACHER C. Metts

INTRODUCTION

This field Trip is designed To expose The child To places for entertainment

OBJECTIVES - The child understands:

A Understandings
1 Proscenium Stage
2 Theatre in The Round

B Skills - The child
1 Utilize the proscenium stage for a puppet show
2 Utilize theatre in the round To visualize performances in The new terms for participation

CONTENT

MATERIALS USED

Theatre of The Performing Arts
Imaginal Auditorium

C-14 R-1 (40)
R-2 (44)

SRT$_{75}$ DAILY LESSON PLAN

ACTIVITY Nature Contact
DATE June 23, 1975
TEACHER M. Richmond

INTRODUCTION

A walk around the lagoon, and feeding the ducks, for the purpose of observing the duck families.

OBJECTIVES

A. To make the child aware of the mother tending her baby ducks.
B. To stimulate group discussion about pets.
C. To enable students to hear their own conversations.

CONTENT

An effort will be made to initiate verbal responses from the students. A taping session will be done under the shade trees. Students will listen to their discussions.

MATERIALS USED

(45)
39)

Music
July 8, 1975
Phila Kindergarten

I

A. Bongo Drum Making

II

A To expose children to other aspects other than their ready made instruments
B To enable the children to sing along and to make a beautiful sound
C. To enrich the ability to make and play on their own bongos.

III

A outside activities for learning simple songs.
B. To listen and learn different phases of music
C plan and prepare for making bongo drums

IV

A oatmeal or Grits box
B Scissors
C. Colorful yarn
D. Posters, pa . Medium brushes, Fol
E. Piano
F. Records and Record player

APPENDIX D

Checklist on Humanistic Content in Lesson Plans

CHECKLIST -

HUMANISTIC CONTENT IN LESSON PLANS

		SCORING
1.	Encourages child to make imaginative responses	_____
2.	Allow for child to make spontaneous verbalization	_____
3.	Promotes appreciation for humor	_____
4.	Enables child to express his feelings openly	_____
5.	Encourages child to practice contemplation	_____
6.	Assists child to appreciate beauty in nature	_____
7.	Promotes a more positive self-concept	_____
8.	Encourages child to observe and respect nature	_____
9.	Facilitates harmonious interaction with peers	_____
10.	Provide for imagining and fantasying	_____
11.	Promotes non-verbal communication	_____

TOTAL POINTS _____

SCORING

5 - Strongly agree

4 - Agree

3 - Undecided

2 - Disagree

1 - Strongly disagree

HUMANE VALUE WORKSHOP OBJECTIVES

The objectives of the Humane Values Workshop were:

1. To assist the participants in realizing a commitment to that which we as individuals perceive to be humane action, and thus from this commitment deriving our individual value system, our behavior being motivated by these values.

2. To keep open the capacity for genuing affection, compassion, empathy, and honesty of feeling, persisting in the direction of becoming humane.

3. To gain a better understanding of the insufficiency of words for the communication of the deepest and most authentic emotion of love and the genuine concern of one person for another.

4. To afford activities such as creative movement, creative reading, meditation, and listen-to and talking-to sessions.

5. To provide opportunities where laughter, play, and fantasy are encouraged; thus the need to suppress all childlike feelings are discouraged.

6. To decrease pressure and stress through sessions where overcautiousness and suppression of childlike feelings are lost in laughter, play and fantasy.

7. To assist each other in recognizing that existing knowledge is imperfect and incomplete, thus directing thought in terms of alternatives.

8. To encourage, recognize, and acknowledge original ideas and to appreciate the value of imperfect, yet promising ideas.

9. To work at learning the value of one's own intuition and reduce pretense and diffidence, self-doubts and lack of stable anchors, and confused self-concepts by listening when womeone has something urgent to say, respecting and encouraging the commitments of others, and encouraging their search for new aspects of the truth.

SRT '75 , 1975 The Times-Picayune, New Orleans, La.

Special Children Display Talents

By WILLIAM W. SUTTON JR.

Music, athletics, drama, dance, and art....It was all there, along with love and cooperation, at the closing activities for a summer recreational program sponsored by the Mayor's Youth Opportunity Program.

The Summer Recreational Program, or SRT '75 as it is commonly referred to, is

.. a summer program for children funded by the Mayor's Council on Youth Opportunity. Winston A. Vaz is the camp director.

Among those present were: Sen. Sidney Barthelemy; Robert Tucker, executive assistant to the mayor; Harold Montgomery, assistant director of the Mayor's Youth Opportunity Program; Charles McGillberry, coordinator for the Mayor's Council on Youth; and John M. Glapion, deputy director of the New Orleans Recreation Department (NORD).

The campers opened "their day", as Vaz called it, with a processional which they titled "Around the World". It consisted of parading, singing and dancing under the City Park shelter where the program was held.

Camp director Vaz welcomed all of those present and Lois Tillman, the program's innovator, gave the group's history and philosophy.

She said the program began last year as an experimental program, under her direction. She said the program proved a success last year so it was continued this year. "I hope to see SRT continued through the year 2000," she said.

She said, "Our philosophy is based on love and cooperation and the fact that a special child, like all other children, has the ability to love and receive love

The campers had five groups that showed their individual talents and abilities. The drama group performed a rather impressive skit showing what preparations went into a SRT birthday party they recently held. The music group performed a number of songs, some along with instruments, such as "I've got that SRT Feeling" and "My Hat Has Three Corners."

The athletic group performed a series of somersaults, cartwheels and hula-hooped. The art group displayed a number of crafts, and paintings they have made throughout the program.

Sen. Barthelemy presented the most outstanding campers in each category awards for their achievements. But he didn't stop there; all the campers received some type of award, which brought bright smiles to all of their faces.

Montgomery spoke of the "tremendous job" Vaz has done with the children and presented him a trophy for outstanding service. Sen. Barthelemy presented Vaz with a key to the city for his efforts.

Vaz said the summer's program, consisted of activities including many field trips to Fontainebleau State Park, City Park, Audubon Park, a bowling alley, Lake Ramsey, Avery Island, and a skating rink. He said many of these kids perhaps would have never made such trips.

One of the staff members described her experiences with the group this summer. She said, "One of the best experiences one can experience is to see a child do something for the first time." She said it was "just beautiful."

APPENDIX G

LETTER OF CONSENT

PRIDE BUILDS NEW ORLEANS

MOON LANDRIEU
MAYOR

CITY OF NEW ORLEANS
OFFICE OF THE MAYOR

August 30, 1975

Walden University
Dissertation Committee

Dear Sirs:

I am happy to inform you that SRT_{75}, a phase of our Youth Opportunity Program, was deepened by the implementation of the Love Concept designed by Ms. Lois Tillman this summer.

We feel deeply appreciative of her efforts and will long be glad our young people were able to benefit from exposure to the highly imaginative and effective program.

We are pleased to grant permission for Ms. Tillman to use SRT_{75} program data as the study "Love Concept as an Integral Part in the Education of the Educable Mentally Retarded Youth."

Our sincere concern and cooperation is extended toward Ms. Tillman's creative endeavor.

Sincerely,

Harold H. Montgomery
Assistant Director

HHM:il