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DEVELOPING A HUMANISTIC TEACHER EDUCATION COURSE MODEL: AN EXPLORATORY STUDY

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Henry Malcolm McCarthy

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ABSTRACT

The term humanistic education came to be applied in the early 1960's to a movement that offered possible solutions for some educational problems. Since that time a number of humanistic education programs have been developed at universities such as Florida and Massachusetts. However, as the movement has grown, confusion concerning the basic concepts of humanistic education and their application has resulted. For this reason a study to explore the basic concepts of humanistic education and their application can offer help to those who are interested in developing a humanistic education course model.

The purposes of this study were:

1. To identify educators who have made significant contributions to the humanistic education movement.

2. To determine the basic underlying concepts or principles that selected writers felt were part of humanistic education.

3. From the concepts of the writers, to draw conclusions and make recommendations for the development of a teacher education course model that would reflect the philosophies of the writers researched.

The research instruments used in the exploratory design consisted of a closed questionnaire, seven reference sources, an open questionnaire, informal telephone interviews, and content analysis.

The respondents to the questionnaire identified seven concepts which they felt were basic to humanistic education. The seven concepts

in order of their dominance are: individual growth, emotional growth, communication, meaningful experiences, values clarification, disciplined direction, and social issues. Of these seven concepts, individual growth was viewed by the respondents as the most important. A humanistic education course model was developed to include these seven basic concepts. It contains goals, objectives, and activities for student participation.

This study also makes recommendations for future research in the area of humanistic education. The topics could include: a comparison of the basic concepts of humanistic education to the basic concepts of behavioristic education; an expanded, replicative study which might have as many as one hundred humanistic educators responding to the open questionnaire; a historical study of the underlying principles of humanistic education.

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CHAPTER I

INTRODUCTION

Humanistic education is currently being discussed in American educational circles. Numerous educators, psychologists, and philosophers are contributing to this movement. It seems appropriate to further look at this philosophy and its implications for teacher education.

The writer did not study all of the writers in the field of humanistic education because of the prohibitive number. Only selected American writers since 1960 were studied. Nor was attention given to other philosophical movements in education. Although these movements were not explored, it was the assumption of the writer that other theories of learning have contributed significantly to the field of education.

The writer hopes that the ideas gained through the process of this study will contribute to the continued improvement of teacher education programs. A quote by John Stuart Mill illustrates the need for educated teachers who are sensitive and capable:

> Men are men
> before they are lawyers
> or physicians
> or manufacturers;
> and if you make them
> capable and sensible men
> they will make themselves
> capable and sensible
> lawyers and physicians.
>
> (Inaugural Address at St. Andrews, 1867)

I. STATEMENT OF THE PROBLEM

This study surveyed the ideas of leading contributors to humanistic education in America since 1960 in order to develop a teacher education course model. The specific purposes of the study were to:

1. Identify American educators since 1960 who have made contributions to the humanistic education movement;

2. Determine the basic underlying concepts or principles that selected writers felt were part of humanistic education;

3. From the concepts of the writers, draw conclusions and make recommendations for the development of a teacher education course design that would reflect the philosophies of the authors reviewed.

Definitions

Humanistic education. For the purposes of this study the following definition is accepted based on its inclusion in the Humanistic Education Sourcebook. Humanistic education begins with the assumption that teaching is first and foremost a relationship between teacher and student. This involvement includes human behavior, human meanings, and human understandings that grow out of human experiences. Humanistic educators emphasize further that a student's and a teacher's feelings and perceptions are as important as thinking and knowing in the educational program (Read, 1975).

Facilitation of learning. According to Carl Rogers it is the ability to transform a group including the teacher into a community of learners, to free curiosity, to permit individuals to go charging off in new directions dictated by their interests, to unleash curiosity, to open everything to questioning and exploration, to recognize that everything is in process of change (Read, 1975).

Self-actualized. Abraham Maslow (1968) characterized this term as people who have the following attributes: clear perceptions and acceptance of reality, ability to recognize their own shortcomings and those of others, and desire to improve and eliminate discrepancies between what should be and what is.

Humane individuals. According to Combs there are four basic qualities that seem to be central to the dynamics of such personalities. They are people who are well-informed, possessed of positive self concepts, open to experience, and possessed of deep feelings of identification with others (Read, 1975).

Affective education. Thomas Ringness defines as the dealing with the emotional aspects of education--the influences on our choice of goals, and the means we choose for attaining them. He points out further that it includes our tastes and preferences, attitudes and values, morals and character, and our philosophies of life, i.e. our guiding principles (Ringness, 1975).

Teaching model. Joyce and Weil define this concept as a pattern or plan which can be used to shape a curriculum or course, to select instructional materials, and to guide a teacher's actions (Joyce, 1972).

Concept. Cooper describes three ways a concept may be defined. The term may be used synonymously with idea; it may mean a theme or topic; or it may express a general statement. For the purpose of this study the writer is using the term to refer to an idea or theme (Cooper, 1977).

Interchangeable response. This is a procedure for assessing teachers' empathic understanding of their students. These responses help the learner explore until he/she achieves an understanding of the problem and is thus able to plan an effective course of action (Aspy, 1975).

Assumptions

There were three assumptions basic to this study: (1) Our schools play a significant part in the personal and social growth of the individual. For our social system to survive and carry out the democratic ideas of the writers of the Constitution, we must continue to seek methods of learning that contribute to the development of the whole person. (2) Humanistic education is related to the work of certain psychologists such as Maslow and Rogers. (3) There are enough significant writers in the field of humanistic education to be able to identify certain basic principles of the movement that would aid in the development of a course design.

Rationale

The ASCD Commission on Humanism in Education compiled a list of destructive practices that contribute to student alienation. This list included: (1) testing instead of evaluating, (2) the

objectivity model which prevents meaningful relationships from developing between teachers and students, (3) the ignoring principle of "feedback readiness" (Combs, 1971).

Although the study by the ASCD Commission is adequate in its detailed description of practices that contribute to student failure, the data are more of a description of the problem rather than a solution. However there is research that indicates teachers have positive influences on students and that they can be facilitated in helping students become more self-actualized. Carl Rogers, David Aspy, Dennis Battaglini, and R. R. Carkhuff have contributed to research in this area. Their research provided a rationale for the present study and also evidence for further humanization of instruction.

David Aspy has made studies which involved investigating the teacher's use of empathy and its relationship to student cognitive growth.

> From a research point of view, perhaps the clearest definition of empathy was that posited by Carkhuff who defined a minimally facilitative empathic response as one that was interchangeable with that of the client. In this sense, empathy involves entering the other person's frame of reference and then communicating to that person what he or she seems to be experiencing (Aspy, 1975A, p. 4).

The following are specific examples of the results of Aspy's investigation.

A study in Lexington, Kentucky, involved six teachers and 120 third-grade students. Students of teachers who offered high levels of empathy attained significantly higher placement on standardized reading tests than did those receiving low levels of empathy.

A second investigation in Monroe, Louisiana, supported this finding but extended its implications by indicating that the reading teachers who were trained in using interchangeable responses enhanced their students' achievement during a summer school session. In this study the teachers were given ten feeling statements and were asked to select the one closest to the student's feeling about his/her reading and to repeat that statement to the student when he/she finished reading orally.

Perhaps a more concrete correlate of interchangeable responses by teachers was found by Middlebrooks in a one year study in an elementary school in Shreveport, Louisiana. When the teachers increased their interchangeable responses to their students, student absence decreased significantly, reaching the lowest levels in the school's 45-year history. These findings have been further supported by studies in Williamsburg, Massachusetts, and Orlando, Florida (Aspy, 1975A).

The College of Saint Teresa at Winona, Minnesota, has developed a "Humanistic, Competency Based Curriculum for Preservice Elementary Science Teachers." The program has incorporated some of Aspy's ideas, particularly in relation to the professor sharing with or being a guide for students. The developers of this project point out that it was important for the instructor to demonstrate that he/she was not there to give answers but to help students look for them. Results of the project indicate that as the students in the program progressed, they grew in the desire and ability to enjoy each other, and to share with others as they learned in the

laboratory and out of doors (Battaglini, 1975).

The preceding studies indicate that the facilitation of teachers in the area of humanistic education can have positive effects on students. However this research did not include specific steps to be taken for the development of a teacher education course design that offered the potential teacher an opportunity to be exposed to an overview of humanistic education (Joyce, 1972).

Delimitations

Writers who had not published since 1960 were not included in this study primarily because ERIC, Social Science Index, and CIJE do not list humanistic education as a separate category until the 1960's when the movement emerged.

A second limitation of this study was the necessity of investigating humanistic education as a separate theory. Other learning approaches that are equally important to the field of education were not considered.

A third limitation of this study was related to the development of a course model in humanistic education. The University of Massachusetts and the University of Florida both have complete departments centered around the humanistic approach. However this study was not seeking to develop such a broad-based curriculum but simply to develop an introductory course design for students in a teacher education program.

II. OVERVIEW OF PROCEDURES

This study was primarily exploratory in design; therefore, a study of this type may have a number of functions. Among them are: (1) increasing the investigator's familiarity with the phenomenon he wishes to investigate in a future study or with the setting in which he plans to carry out such a study; (2) clarifying concepts; (3) establishing priorities for further research; (4) gathering information that could be used to carry out practical projects in real life situations; and (5) providing a survey of problems regarded as urgent by people working in a given field (Selltiz, 1976).

Specifically this study involved at least four aspects of an exploratory study. They were:

1. Formulating a problem for a more precise investigation. (The writer planned to use the information gained in the study for future research and development.)

2. Clarifying concepts (this study will enable the reader to become better informed as to what humanistic education is and the various approaches that exist).

3. Gathering information that could be used to carry out practical projects.

4. Providing a survey of a problem that was regarded as urgent by society (Selltiz, 1976). (The ASCD Commission on Humanism in Education noted that the problem of humanizing educational institutions is a primary concern of many people in our social system.)

To gather research that will lead to the development of a humanistic course, it was necessary to analyze current leading educators' works in relation to developing such an approach. As the writings of the authors were analyzed or explored, specific concern was given to the following areas:

1. Humanistic leaders' definitions of humanistic education.
2. Philosophical or theoretical bases of the educators.
3. Plans for developing a humanistic education course in teacher education institutions.

The following techniques were used to select writers and to gain information from them in relation to the basic principles of humanistic education.

Selection of writers. The ASCD Yearbook publication on affective learning states some of the difficulties in the selection of humanistic education writers to include in a study (Berman, 1977). However there were seven sources of information available that aided the researcher in the selection of the authors. They were:

1. The Humanistic Education Sourcebook.
2. The Social Science Citation Index.
3. Current Index to Journals in Education.
4. ERIC--This is the counterpart to CIJE and its purpose is to prepare bibliographic citations and abstracts of research. The researcher requested and received an ERIC search to determine the number and content of publications related to humanistic education.

5. The ASCD 1977 yearbook entitled, Feeling, Valuing, and the Art of Growing (Berman, 1977).

6. National Humanistic Education Center--1976 Program and Publications List (recommended by Sidney Simon, editor of Humanistic Education Sourcebook).

7. Philadelphia Humanistic Education Center Publications List 1976 (recommended by Sidney Simon).

Although books by individual authors such as Harold C. Lyon's Learning to Feel and John P. Miller's Humanizing the Classroom are excellent resource books in the humanistic education field, they did not include a complete list of humanistic writers. Also the Reader's Guide to Literature contained a number of articles by humanistic writers but did not have a separate section entitled humanistic education; therefore, these sources were not used to identify humanistic educators.

The writer began his initial selection of authors by referring to the Humanistic Education Sourcebook. This book was selected as a starting point due to the number of times it was cited by telephone conversations with the writers in the area of study and its inclusion on the recommended reading list of the National Humanistic Education Center and the Philadelphia Humanistic Education Center.

After selecting writers on the basis of number of articles and content (content selection was made on the criteria of whether the article or book related to teacher education), the writer proceeded to check the Social Science Index, CIJE, ERIC, and ASCD to substantiate their significance. When a writer was not cited in

the previous mentioned publications, the name was removed from the list. If a writer was cited extensively in the publications but not in the Humanistic Education Sourcebook, the name was added.

Research instruments. The research instruments used in the exploratory design consisted of a closed questionnaire, seven reference sources, an open questionnaire, telephone use, and content analysis. Chapter III includes a description and application of each of these research procedures.

Application of the basic concepts to the model. Since the writer was developing a course model to be used in a college teacher education program, the responsibility for the application of the basic concepts rested primarily with him. However other research was referred to including that of Joyce and Weil (1972) and John P. Miller (1976).

III. ORGANIZATION OF THE STUDY

Chapter I contains an introduction to the problem, and it includes a statement of the problem, definition of terms, assumptions, rationale for the study, delimitations of the study, overview of procedures and organization of the study.

Chapter II includes related literature and research. Two main areas of research were examined: (1) literature related to the definition of humanistic education and (2) literature related to the development of humanistic models.

Chapter III presents the methodology used in developing and conducting the investigation. It contains a description of the

seven reference sources, the open questionnaire, telephone use, and content analysis. Also there is a description of the methods used by outside readers in analyzing the data.

Chapter IV consists of the presentation, discussion, and application of data.

Chapter V summarizes the study, presents conclusions, and makes recommendations.

Appendixes include examples of forms used to select writers, copies of questionnaires, and important correspondence from selected writers. Complete content analyses for each of the three readers of the questionnaires plus the review of literature section analysis are included.

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of a two part review of literature. Part I is related to a definition of humanistic education. Among the areas analyzed are: the definition of humanistic education from a historical basis, and from a philosophical-psychological basis.

Part II of the review of literature consists of works related to the development of humanistic teacher education course models.

There are several comprehensive works that have been published in recent years that consider the definition of humanistic education and humanistic models. Among those to which the writer referred are: Read and Simon's Humanistic Education Sourcebook, Nash's two volume issue of the Boston Journal of Education, the ASCD 1977 yearbook entitled Learning to Feel and Feeling to Learn, Patterson's Humanistic Education, Charles' The Instructional Endeavor. Also the Institute for Scientific Information's publication, Social Sciences Citation Index, and CIJE (Current Index to Journals in Education) were particularly helpful to the writer in narrowing the topics to be reviewed.

The writer requested and received an ERIC search of the topic humanistic models. This search included bibliographic citations and abstracts of research documents which are announced in Resources in Education and issued through the ERIC Document Reproduction Service.

I. DEFINITION OF HUMANISTIC EDUCATION

Historical Basis

One of the central questions that Paul Nash considers in a two volume issue of the Boston Journal of Education is the definition of humanistic education. Nash's position is that humanistic education is neither new nor a static phenomenon, that its elements have existed for a long time, and they have been developing throughout time in response to social, economic, and political forces. He states:

> My central thesis is that the resurgence of humanistic education has been associated with historical periods of human awakening and self-liberation when people were throwing off previous limitations and gaining a vision of new human possibilities (Nash, 1975, p. 9).

As examples of these periods Nash looks at classical Greece, the Renaissance, the agricultural and industrial revolutions in England, the Romantic period, the revolutions in consciousness created by Freud and the existentialists, and the World War II period.

Nash contends further that until the 1970's the American social system was in a period that was conducive to the development of humanistic education. According to him, at each historical peak a large number of people gain a glimpse of humanistic vision, and if we observe the whole stretch of history, there are larger numbers of people than ever before living by humanistic values and attitudes (Nash, 1975).

Hilary Evans Bender contends that humanistic education is viewed by some educators as having the mentality of an orphan. These individuals contend that the movement has popped up from nowhere, and it stands like an onion in a flower patch with no place to grow. Bender sees this orphan child view as regrettable because it makes the humanistic influence on the educational world defensive and reactive. Furthermore he contends that the view is not true, and that humanistic education is a growing movement that reaches back at least a century and is the product of the vigorous thrust of generations of thinkers. Among the thinkers is Wilhelm Dilthey who is unknown in education circles despite the fact that (according to Bender) his work is basic to Weber, Jaspers, and Buber.

Bender describes two needs of humanistic education. They are a need for the movement to return to the western thought from which it came, and a second need is to recognize that there is no conflict between humanism and disciplined direction. He believes that humanistic education must escape the reactive "orphan child" approach and learn from discipline and scientific rigor. Furthermore the educator must give serious attention to building a methodology of his/her own, and that subjective impressions of a romantic nature should give way to research anchored in an empirical order (Bender, 1975).

Charles, like Bender, believes that humanistic education is a product of generations of thinkers. According to Charles, the movement had its beginnings with the Greeks and that throughout the 2500 years of its existence, humanism has consistently focused

on the intrinsic value of the individual. Charles states that humanistic education has developed from the historical influences of humanistic psychology, and beginning in the late 1900's psychology was composed of two widely differing views of the nature of man.

One of these views was first put forth in the 17th century by John Locke who stressed that the mind is a blank slate at birth. This view developed into the school of behaviorism which placed primary attention on the processes of stimulus-response behavior. A second view of man's mind was put forth by Leibnitz who believed that the mind was active, operating on the environment and directing man in purposeful behavior. This view came to influence the humanistic view.

Also Charles has developed a diagram which summarizes the major contributions to the development of humanistic education. His diagram includes: the traditions of Greek humanists, Rousseau and Leibnitz, Gestalt psychology, Freud, and Jung. In the latter stages of the diagram he illustrates the impact of Allport, Maslow, and Rogers. Charles concludes with a demonstration that the concepts have grown out of major movements. Examples of these concepts are values, humaneness, and the fully functioning person (Charles, 1976).

Philosophical-Psychological Basis

Alschuler is a writer who views humanistic education in terms of psychological education. He identifies four procedures that are essential to psychological education. They are:

1. Procedures to develop a constructive dialogue with one's own fantasy life.

2. Procedures that involve nonverbal exercises, such as silent improvisations, free-expression dance movements, meditation, and a wide variety of games.

3. A third set of procedures focuses on developing and exploring the individual's emotional responses to the world.

4. A fourth set of procedures emphasizes the importance of living fully and intensely "here and now" (Alschuler, 1970).

Victor Kestenbaum prefers to see humanistic education in terms of the expressed act, and he believes that the concept of expression figures prominently into the definition. He further suggests that humanistic teachers are engaged in the promotion of expression. Kestenbaum contends that teachers should promote spontaneous expression, especially nonverbal expression, and to look for flashes of creative expression. Teachers are reminded by the author that different students have different media of expression: some talk, some draw, some run, and still others do nothing. Therefore it is important to recognize the students' expressive acts so they may truly come to know the student.

One final contention of Kestenbaum is that humanistic psychology has influenced education significantly. He believes the writings of Allport, Asch, Buhler, Fromm, Goldstein, Horney, Maslow, Moustakas, Rogers, Jung, Adler, and the existential psychologists provide inspiration for humanistic education (Kestenbaum, 1975).

Kamal equates dialogue with humanistic education and defines it as an encounter between persons with diverse values, needs, and orientations. He proposes a framework of conditions that persons engaging in dialogue may find helpful. Among them are: equalization of power, a cooperative effort, an ethic of interdependence, and regard for each person as a valuing being (Kamal, 1975).

Hein also views humanistic education as having a psychological-philosophical base. He points out that this base can be seen in both the humanistic movement and open education:

> Advocates of both movements urge that education concern itself with the whole person--cognition, feeling, and social interaction--and that these aspects of personality and life cannot be separated from each other (Hein, 1975, p. 8).

Hein describes a number of similarities. Among them are:

Loose structure. Both terms refer to a set of ideas and practices that are loosely defined and cover a broad range of thought.

School and community. These two approaches to education attempt to break down the distinction between school and society. They recognize that the time spent in school contributes to the life experience of a person and cannot be dismissed as only a preparation for the experiences outside of schooling.

> Thus there is a stress by these educators on feelings, social issues, questions of power and politics, and the hidden curriculum. Rather than attempting to shield children away, every effort is made to integrate school and community (Hein, 1975, p. 8).

Dialogue. According to Hein, humanistic education stresses the importance of dialogue between teacher and pupil. Relationships are viewed as important, and the total person is important. However

he stresses the need for emphasizing both the cognitive and affective.

Values. The humanistic position recognizes the view that any position implies some value judgment, and there are no neutral techniques. Behaviorism, derived from 19th century efforts to have psychology follow the model of the physical sciences, has a strong commitment to the ideas of objective truth. Advocates of humanistic education stress their own belief that any view about learning and the nature of the person are related to social views and specific values rather than to objective truths.

Action oriented. Hein believes that both humanistic and open education movements are present oriented. They get their definition from what actually occurs, rather than from academic research, controlled situations or theory. This is related to the idea that what humanistic education is includes what humanistic educators do (Hein, 1975).

Carl Rogers takes a position somewhat similar to Hein's in defining humanistic education. Rogers prefers to refer to the teacher as a facilitator of learning. He contends that there are certain attitudes which characterize a facilitator. They are realness, trust, empathic understanding, and empathic response. He believes the most basic of these essential attitudes is realness or genuineness. The following quote clarifies Rogers' beliefs:

> When a facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or a facade, he is much more likely to be effective. This means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself. He is present to the student (Rogers, 1971, p. 4).

Therefore Rogers would view teaching as the freeing of curiosity, to permit individuals to go in new directions dictated by their own interests and to recognize that everything is in a process of change (Rogers, 1971).

Arthur W. Combs views the definition of humanistic education in terms similar to Rogers. He believes that education must produce humane individuals, persons who can be relied on to pull their own weight and to behave responsibly and cooperatively. Combs feels that society needs to have individuals who are good citizens, loving fathers and mothers, persons of goodwill whose values and purposes are positive.

Combs equates the term self-actualization with humanistic education and states:

> The humane qualities we seek in education, such as positive self-concepts, feelings of identification, responsibility, openness to experience, adaptability, creativity, effective human relationships are, like any other behavior, outcomes of personal meaning; and it is here that we need to look for answers to our problems of accountability (Combs, 1972, p. 2).

If Rogers and Combs have similar views about education, this is not the view of R. S. Peters who criticizes the two preceding writers. He argues that Rogers does a positive disservice to education and society by minimizing the role of the teacher in transmitting values. The author contends that Rogers' philosophy is not an attempt to think systematically about the actual problems of teaching and learning in a concrete historical context. Furthermore, Rogers' recommendations for using T groups and other sensitivity experiences

for educational administrators is reminiscent of Plat's suggestion that society can be saved only if philosophers become kings. But (according to Peters) Plato, unlike Rogers, did know something about politics and institutional change (Peters, 1975). Also, according to Plato, philosophers were born as philosophers, and not trained to become philosophers.

Berman and Roderick have identified some specific definitions of humanistic education. Although they prefer the term affective education, their viewpoints are similar to those of Combs and Rogers. One definition they refer to is: humanistic education pertains to the practical life, to the emotions, the passions, the moral and aesthetic sensibilities and the capacity of feeling (Berman, 1977).

Hamachek prefers to give a broader definition of the term. He stresses that there is nothing magic about a humanistic approach to education and that it takes hard work, planning, preparation, and dedication to be a good teacher. Also the author points out that teaching and learning from a humanistic standpoint do not mean that teachers play amateur psychologists or that thinking and knowing take second place to feeling and perceiving. Finally, Hamachek contends that humanistic education begins with the assumption that teaching is first a relationship between teacher and student. In this context a student's (and a teacher's) feelings are not more important than thinking and knowing, but equally important in the educational program (Hamachek, 1975).

Fantini has described humanism and humanistic education in terms that are different from the preceding writings the writer reviewed.

He sees the humanistic movement as being too narrow and self-centered when it focuses only on the self. Fantini believes that a humanist is not someone who is preoccupied with himself. A true humanist is likely to be deeply concerned with the welfare of others. A humanist is likely to be someone who sees all people as belonging to a family. As with most families, when one member is ill, the entire family worries and seeks to help. According to the author humanistic behavior does not seem to flourish when a family member seeks "joy" and "ecstasy" while another member of his family is in trouble.

Fantini believes that too many in the present "humanistic movement" are at this moment seeking personal pleasure while their fellowmen are starving. It seems ironic to him for those in the humanistic movement to be engaging in the personal pleasures of sensitivity groups while others in the family of man are in poverty and ignorance (Weinstein, 1970).

II. HUMANISTIC RELATED TEACHER EDUCATION MODELS

Dobson has developed a teacher education model in which he suggests four major areas for focus and study:

Phase I--Theory/Knowledge Base Information. During this phase, inservice teachers read and discuss the underlying assumptions of humanistic education and its psychological and philosophical bases. Once the concepts are understood, teachers derive, by consensus, their definitions of humanistic education that they plan to implement in the school.

Three possible strategies are explained by Dobson to facilitate the teachers in their efforts to understand the humanistic concepts. These strategies are brainstorming, comparing and contrasting, open and closed educational processes, and incomplete sentences.

Phase II--Basic Beliefs and Personal Behaviors. During this phase of training, teachers are provided opportunities to examine what they believe about the nature of people, how children learn, what constitutes a high quality civilization, and what life skills are needed to participate in this type of civilization.

Phases III and IV--Developing Authentic Human Communication and Alternatives for Implementation. In this phase of the model teachers form small groups of five to six members. Each small group is instructed to choose a leader without talking. Five minutes is allowed for this task. After each group has identified its leader, the members are asked to discuss the sequence of events that resulted in the choice and decide which group member took the most active part in choosing a leader.

Another part of the training in this phase is verbal communication and authentic communcation. In the authentic communication part of the program, role playing and video taping are used to promote sharing and self evaluation by each individual participant.

In phase IV of this process teachers are involved in a decision making process which is to aid them in implementing programs when they return to their schools (Dobson, 1975).

Soba like Dobson attempts to apply recent research findings to a possible organizational model of human relations training in a

small college setting. The model is broken down into six training sequences: (1) affective experiences, (2) human relations, (3) practice in application, (4) preservice, and (5) inservice I and II (Soba, 1976).

Aspy and Carkhuff are two educators who have developed a highly structured teacher training model. Their model focuses on specific communication conditions which they contend are necessary for effective interpersonal functioning. These conditions include empathy, genuineness, respect, specificity of expression, self disclosure, confrontation, and immediacy. These two men argue that these conditions can be measured, and they have developed rating scales for this purpose--for example, a one to five scale for rating empathy. At the lowest level, "the . . . person appears completely unaware or ignorant of even the most conspicuous surface feelings of the other person"; at the highest level the person almost always responds with accurate empathic understanding (Aspy, 1975A).

Combs offers a humanistic teacher education model for student teachers. His program at the University of Florida was one of the better known models in this area of education. His curriculum was organized around three principles: (1) providing information, (2) providing for involvement, and (3) providing for personal exploration and discovery. Combs would provide for personal exploration through a series of small group seminars. Other methods that he would use are: a college-wide lecture series, special workshops, trips, and practice teaching. Also the problem of evaluation would be shared by the instructor and students (Combs, 1965).

Rogers is another writer who shares some ideas that are similar to Combs. In his book Freedom to Learn, Rogers gives three different examples of models that could be used to facilitate learning. These examples come from a sixth grade teacher, a college professor, and an instructor in a graduate course. Miss Shiel, the teacher in the sixth grade experiment, gave her students much more than the traditional amount of freedom and reported positive results. Professor Faw took a different approach than Miss Shiel; he divided his psychology course into five major parts. These were: (1) persons, (2) interactions, (3) procedures, (4) content, and (5) institutional press. Although Faw's approach could be considered tradition in some respects, he reported a significant amount of success in getting the student to select and follow his own path of learning.

The third model that Rogers gives is a graduate course that he taught at California Western University. This course was primarily geared to doctoral students and placed a great deal of emphasis on sensitivity. Rogers points out that one of the outcomes of this approach was that the students were allowed to follow their own goals and, therefore, they worked harder and retained more than they would have in a conventional course (Rogers, 1969).

III. SUMMARY

Having reviewed the preceding writings in relation to the definition of humanistic education models, several observations may be made. The first is that writers in the field of humanistic

education believe that some concepts are central to the movement. To identify these concepts a content analysis of key themes and phrases that appeared in the review of literature section was conducted (see pages 41, 119 -121). For help in conducting the content analysis the writer relied on one outside reader and the works of Ole R. Holsti (1969) and T. Carney (1972).

The concepts that recurred most frequently in the review section were: (1) Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth); (2) Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification); (3) Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth); (4) Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences); (5) Humanistic education recognizes the importance of dialogue between teacher and pupils (communication); (6) Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction); (7) Humanistic education recognizes the importance of the student's being concerned with social issues (social issues); (8) Humanistic education recognizes the need for man to view himself/herself as part of the family of man (family of man); (9) Humanistic education recognizes that thinking and knowing are equally as important as one's feelings (thinking and knowing);

and (10) Humanistic education recognizes that social organization can promote the growth of the individual (social interaction).

The second part of the Review of Literature consisted of humanistic teacher education models that were designed for the implementation of the basic humanistic concepts. Among the models reviewed were those of Dobson, Soba, Aspy, and Carkhuff, Combs, and Rogers.

Dobson, Combs, and Rogers had three primary aspects of their models: (1) providing information for the learner; (2) providing student involvement; (3) providing for personal exploration and discovery for the student. Soba's goals did not include providing information to the student but did include providing student involvement and personal exploration. Aspy and Carkhuff had one primary goal in their highly structured model. Their model focused on facilitating the teacher in communication skills. Among the skills Aspy and Carkhuff desire to foster in the teacher are empathy, specificity of expression, self disclosure, and confrontation.

CHAPTER III

PROCEDURE OF THE STUDY

This chapter includes a definition of the population to be studied and the procedures used to arrive at the stated goals of the investigation. The research design was exploratory and utilized a closed questionnaire, seven references (sourcebooks and indexes), an open ended questionnaire, telephone, and a content analysis verified by one outside reader for the review of literature section and two outside readers for the questionnaires.

I. THE POPULATION

The target population that the writer studied was leading educators who had published in the humanistic field since 1960. As stated previously there is difficulty in identifying humanistic educators due to the vast amount of published material and also because of the wide spectrum of definitions applied to the term humanistic education. However the writer identified thirty humanistic educators by analyzing seven reference sources beginning with the Humanistic Education Sourcebook.

Selection of a Sample

The initial instrument used by the writer to identify significant writers in the humanistic field was a closed questionnaire (Appendix B).

This questionnaire was sent to six humanistic educators. Five of these educators were chosen because of their inclusion in the Humanistic Education Sourcebook.

Five of the six recipients of the questionnaire responded; however, a majority of the respondents identified their close associates as humanistic educators. For example one educator listed only his graduate students as humanistic educators, and another mentioned only those who worked at the same university. After reviewing the results of the data gathered by the closed questionnaire, the writer chose to modify the research procedures by utilizing seven references to identify selected humanistic educators.

Seven references. The following are seven sources that aided the writer in the selection of the sample to be used in the study. These sources were selected based on recommendations by The University of Tennessee library staff, members of the doctoral committee, and telephone conversations with writers in the humanistic field.

Humanistic education sourcebook. This book is a collection of readings written by individuals who have contributed to the field of humanistic education. This source which served as a starting point for this investigation was recommended by The University of Tennessee library staff and was cited extensively in the Current Index to Journals in Education. The editors of the Sourcebook give the following description:

> We had feelings that teachers would welcome the comfort in holding between the same two covers a rich vein of ideas from pioneers in humanistic education such as Rogers, Combs, Weinstein, and others. It is our hope that with the readings and commentaries that fellow, teachers, administrators, counselors, and students will re-examine their own attitudes concerning the teaching . . . learning situation (Read, 1975, p. viii).

The writer used the Humanistic Education Sourcebook to begin identification of humanistic educators. Twenty-three writers were selected from the book. These writers were selected on the basis of whether the title and content of their articles related to teacher education programs. For example the writer chose Richard A. Schmuck because of his article "Helping Teachers Improve Classroom Processes" which related to teacher education programs. However Milton K. Reimer was not chosen because his article "Critique of Sensitivity Training" was not related to the research topic.

Social science citation index (SSCI). SSCI is a calendar-year index which includes all issues of journals published and available during the time period covered. It is made up of the Citation Index, the Source Index, the Corporate Address Index, and the Subject Index. To use SSCI as a second step in the identification of humanistic educators the writer started with twenty-three authors previously identified and then entered the Citation Index and searched for that particular author's name. When he located the author's name, he checked to see which references corresponded to the particular one of interest.

In addition to the two previous mentioned sources which served as a primary basis for the identification of selected writers, five other sources were consulted: Current Index to Journals in Education (CIJE), Educational Resources Information Center (ERIC), ASCD 1977 Yearbook entitled Feeling, Valuing, and the Art of Growing, and the National and Philadelphia Humanistic Education Centers' publication lists.

When a writer was not cited in a majority of the previous publications but was cited in the Humanistic Education Sourcebook, the name was removed from the list. This was done to reduce the writer's dependence on only one primary source, the Humanistic Education Sourcebook, and to allow for inclusion of writers in the study who were overlooked by the editors of the Humanistic Education Sourcebook.

II. THE METHOD

Open Questionnaire

The open form or unrestricted type of questionnaire calls for a free response in the respondent's own words. This type of questionnaire provides for greater depth of response. In the open questionnaire the respondent reveals his frame of reference and the reason for his response (Best, 1970).

Having used the seven references to identify thirty individuals who had made significant contributions to the humanistic education field, the writer developed an open questionnaire (Appendix E). The open questionnaire contained three questions:

1. What do you feel are the basic principles (concepts) of humanistic education?

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

3. If possible, list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

Along with the questionnaire an accompanying cover letter addressed to the respondent was mailed (Appendix E). The letter explained the purpose and value of the study and the reason the respondent was included in the sample. Furthermore the writer typed each cover letter and questionnaire so that the respondents would view their contribution to the study as one that would be meaningful to the writer. A stamped, self-addressed envelope was included in the letter.

There are two other concerns with which the writer dealt in applying the open questionnaire. These were validity and the potential problem of lack of returns. Two of the procedures used to validate the questionnaire were: telephoning the editors of the Humanistic Education Sourcebook to ask them if the questions in the survey were appropriate. Secondly, the writer developed the three questions by referring to the goals of the study. These goals had been determined after extensive review of literature in humanistic education. Therefore there was less potential for the questions to lack significance for the respondents (Gay, 1976).

The potential problem of lack of returns was averted by implementing the following ideas:

1. The questionnaire dealt with a significant topic in the field in which it was being used.

2. Determination was made to see if the respondents for the sample possessed the desired information and that the topic was of interest to them.

3. The questions were kept as brief as possible so that it required a minimum of the respondents' time.

Many of the respondents not only answered the questionnaire but sent accompanying materials which took more of the respondents' time than the writer had anticipated.

4. A planned follow up was necessary to reach the eighty percent of returns. When the questionnaire was not returned after the initial mailing, a postcard and/or telephone call was administered to the respondent (Ary, 1972).

Telephone Use

The writer relied on the telephone numerous times throughout the study and would concur with Selltiz about its positive uses (Selltiz, 1976). One example of the writer's reliance on the telephone was at the beginning of the study when the writer was determining the correct methods for selection of significant humanistic educators. During that stage of the study the writer contacted Simon and Read by telephone and received helpful information regarding the selection of authors for their book. As a result of these telephone discussions, Simon and Read sent the writer a recent Philadelphia Humanistic Education Center Publications List.

There are some disadvantages to relying on the telephone for data gathering. Among those the writer discovered was the problem of cost when the person being called has a busy, flexible schedule and lives a long distance from the researcher. For example the writer called one

respondent eight different times before she could be included in the responses. Although the telephone was used in this study, all of the respondents to the questionnaire sent the writer a written answer to his questions.

Content Analysis

Carney describes content analysis as the knack of reformulating the kinds of questions ordinarily applied to literary texts so that it becomes possible to count the answers. According to Carney the simplest king of counting involves a mere check to see whether something is there or not. The next simplest form of counting is: "Is there a lot or a little of this something?" Then comes: "Here's a yardstick--in comparison with it, is our 'something' high, medium, or low?" (Carney, 1972).

Carney and Holsti both were relied on in organizing the content analysis and were helpful to the writer in progressing from the simple question of how many times a concept appeared in the review of literature section to the results of the data gained from the questionnaires.

III. ANALYSIS OF DATA

Twenty-four writers responded to the open questionnaire. Six of the writers did not respond for the following reasons: a lack of time to do an adequate job in responding to the questionnaire; the questions did not apply to their particular field of interest; and the addresses of three of the writers were not correct.

Use of One Outside Reader for Review of Literature Section

Before the responses to the open questionnaire were analyzed, a content analysis of key concepts that appeared in the review of literature, sections I and II was completed by the writer and an outside reader, Reader One. The writer and Reader One counted the number of key themes that writers used in describing humanistic education. Examples of these themes are values, individual growth, and communication. These themes were identified first by locating the paragraph and then the sentence that contained a key descriptive word or phrase. After this was completed, results of the two analyses were integrated; then the writer grouped the themes into ten concept areas and used a member of the University of Tennessee English Department, a dictionary, and thesaurus to verify the ten groups (Tables 1 and 8-10, Appendix). After the preceding process was completed, the writer and Reader One counted the number of times these ten concepts appeared in the Table of Contents to the Humanistic Education Sourcebook. (See Appendix O for names and addresses of two outside readers for review of literature section.)

Use of Two Outside Readers for Questionnaires

After the ten concepts had been identified in the review of literature sections, the writer trained two outside readers to analyze the questionnaires.

The following is a step by step process which each reader used in analyzing the questionnaire:

1. Two hours were spent in discussion with the writer. These discussions included the ten concepts identified from the review of literature sections and essays by writers in the Humanistic Education Sourcebook.

2. Each reader was given a list of the ten concepts and key themes which had been identified from the review of literature sections and asked to record the number of times these key themes appeared in the responses to the questionnaire (Tables 12-14, Appendix).

3. Each reader was asked to come up with concepts other than the ten concepts listed from the review.

4. So that there would be less misunderstanding of the procedures, the writer stayed with the reader until the first questionnaire had been analyzed.

5. Each reader was asked to record where he/she found the concept (Example: section A part b).

6. After each of the readers had completed his/her analysis, the writer tabulated and compared the results of each reader's analysis to the writer's separate analysis. Conclusions were then made concerning the importance of each concept (Tables 2-7, 12-14, Appendix).

The approximate amount of time involved in these procedures was three to four weeks. One of the more difficult aspects of these procedures was locating individuals who were willing and qualified to analyze the data.

CHAPTER IV

PRESENTATION, DISCUSSION, AND APPLICATION OF DATA

This chapter consists of the presentation, discussion, and application of the data and is divided into three sections. The first section includes a presentation of the data derived from the content analyses of the review of literature sections of the dissertation and the questionnaires. The second section contains a discussion of the data, and the third part of the chapter is an application of the identified concepts to a teacher education course model. Also the writer has included in Appendix C the names of individuals the respondents to the questionnaire believed were making significant contributions to the field of humanistic education.

I. PRESENTATION OF DATA

The following are the fourteen concepts identified based on the content analyses of the review of literature sections of the dissertation and the open questionnaires. The first ten concepts were identified in both the review sections and the questionnaires. Readers were sensitized to the ten concepts which were used as a frame of reference for the analysis of questionnaires. The last four concepts were identified by two readers only in the questionnaire. The fourteen identified concepts were:

1. Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth).

2. Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification).

3. Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth).

4. Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences).

5. Humanistic education recognizes the importance of dialogue between teacher and pupils (communication).

6. Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction).

7. Humanistic education recognizes the importance of the student's being concerned with social issues (social issues).

8. Humanistic education recognizes the need for man to view himself/herself as part of the family of man (family of man).

9. Humanistic education recognizes that thinking and knowing are equally as important as one's feelings (thinking and knowing).

10. Humanistic education recognizes that social organization can promote the growth of the individual (social interaction).

11. Humanistic education recognizes the importance of self evaluation by the student (self evaluation).

12. Humanistic education recognizes that conflict and confrontation can promote student growth (conflict and confrontation).

13. Humanistic education recognizes the importance of the student's understanding change (understanding change).

14. Humanistic education recognizes self initiation can contribute to a student's reaching his/her fullest potential (self initiation).

The following tables represent the procedures used to identify the concepts listed above.

Table 1

Table 1 represents the results of the content analysis of the review of literature section of the dissertation. The groups A through J show the basic themes identified by the writer and one outside reader. These themes were organized into the ten groups by the writer and verified by a member of The University of Tennessee English Department, a thesaurus, and a dictionary.

After the groups had been developed, the writer and Reader One separately identified a common concept for each theme group and integrated the results. These results are the ten basic concepts that are included in the table under the term summary concept.

Table 2

After the content analysis of the review of literature section was completed, a content analysis of the questionnaires was conducted. Table 2 illustrates the number of times Reader One observed each of the concepts.

TABLE 1

WRITER AND ONE OUTSIDE READERS' CONTENT ANALYSIS
REVIEW OF LITERATURE SECTION

Themes	Summary Concept
Group A	
human awakening	Humanistic education recognizes the importance of facilitating human beings' individual potential.
self liberation	
human possibilities	
living fully here and now	
intrinsic motivation	
personal meaning	
human potentialities	
individual freedom	
self actualization	
personal encounter	
process of change	
positive self concepts	
flexibility	
individualization	
socialization	
freedom	
Group B	
values	Humanistic education recognizes that any position taken by a student implies some value judgment.
intrinsic value	
human dignity	
man's inherent goodness	
realness	
trust	
moral	
Group C	
subjective impressions	Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential.
fantasy world	
emotional responses	
feelings	
affective	
affective interaction	
Group D	
active	Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education.
presented oriented	
expressed act	
action oriented	
experiences	
practical life	

TABLE 1 (continued)

Themes	Summary Concept
Group E dialogue nonverbal exercises free expression personal encounter relationship encounter	Humanistic education recognizes the importance of dialogue between teacher and students.
Group F disciplined direction responsibility behaving responsibly and cooperatively	Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction.
Group G good citizens social issues	Humanistic education recognizes the importance of the individual's being concerned with social issues.
Group H humaneness welfare of others loving fathers and mothers persons of good will members of one family concern for others	Humanistic education recognizes the need for man to view himself/herself as part of the family of man.
Group I thinking and knowing	Humanistic education recognizes that thinking and knowing are equally important as one's feelings.
Group J social interaction	Humanistic education recognizes that social organization can promote the growth of the individual.

TABLE 2

CONTENT CATEGORIES APPLIED TO QUESTIONNAIRES--
TOTALS FOR READER ONE

Respondent	Concepts														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Aspy	1	1		1											3
Combs	1			1			2								4
Hicks	2				1					1					4
Kirschenbaum	1	1	1	1	1		1								6
Rogers	1	1		1											3
Schmuck	1	1	1	1	1				1	1					7
Simon	1	1	1												3
Weinstein	1	2													3
Purkey	1			2											3
Patterson	2			1											3
Berman	1		1												2
Yamamoto	1		1												2
Alschuler	2			2			1								5
Phenix	1	1		1	1				1						5
Rich	3			1											4
Roderick	1														1
Carkhuff				2		3									5
Silberman	1	1		1	1		1								5
Nash	1	1	1	1			1								5
Saltmarsh	3	1	1	1	1		1								8
Read	1	2	4	1	1	1	1								11
Hatcher	1	1	1		1	1	1								6
Kohlberg															0
Total	28	14	11	19	8	5	9		2	2					98

Reader One--Martha Coleman

As the data illustrates, Reader One's total frequency count was 98 with concepts 1, 4, 2, 3, 7, 5, and 6 receiving the highest totals. Concept 1 was the dominant concept with 28 responses. The other six concepts with the highest totals ranged from 19-5. The table further shows very low frequencies for concepts 9 and 10 with totals of 2 while the remaining concepts 8, 11-14 have 0 responses.

This table suggests the dominance of the first seven concepts and the insignificance of the last seven. The respondent with the highest frequency was Read with 11. He is followed by Saltmarsh 8, and Schmuck 7. All other respondents were identified in Reader One's total except Kohlberg who was not cited. See Appendix L for Reader One's complete content analysis.

Table 3

Table 3 summarizes Reader Two's content analysis of the questionnaires and includes totals for each concept which he identified. Reader Two's frequency total was 228 with concepts 1, 5, 3, 8, 4, 10, and 2 receiving the highest totals. This table shows concept 1 to be the dominant concept with a frequency of 42. The seven other concepts with the highest totals ranged from 33-17 while the remaining six received significantly lower frequencies. Concepts 6 and 7 were found 10 and 6 times each with concepts 11 through 14 receiving a very low frequency of 1 each.

Table 3 suggests the dominance of the first ten concepts as compared with the insignificance of the last four. The respondents with the highest

TABLE 3

CONTENT CATEGORIES APPLIED TO QUESTIONNAIRES--
TOTALS FOR READER TWO

	Concepts														
Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Aspy	2	1	2	3		1	1	4	1	2					17
Combs	2	1	2	1				2							8
Hicks	2		1	2	2			2	1						10
Kirschenbaum	4		2	2	1	1	2	1	9	2	1				25
Rogers	2	1	1		1			1							6
Schmuck			2		2			1	1	1					7
Simon	4	1	4	1	2	4			2	2					20
Weinstein															0
Purkey	4	5		4	5			4		5					27
Patterson															0
Berman	1		1		1					1					4
Yamamoto															0
Alschuler	2					1									3
Phenix	1	1	1				1								4
Rich	2			1	2			1							6
Roderick	1		1		1					1					4
Carkhuff															0
Silberman	1		1	1	2	2		1		2					10
Nash	7	1	6	2	5	1		2	1	2		1	1		29
Saltmarsh	1	1	2		2			1							7
Read	3	2	5	1	4			3	4					1	23
Hatcher	3		1	2	3		2	2		2					15
Kohlberg		3													3
Total	42	17	32	20	33	10	6	25	19	20	1	1	1	1	228

Reader Two--John Harte

frequency were Nash 29, Purkey 27, Kirschenbaum 25, Read 23, and Simon 20. Fifteen other respondents' questionnaires were identified as containing at least one concept. The four respondents receiving no totals were Weinstein, Patterson, Yamamoto, and Carkhuff. See Appendix M for Reader Two's complete content analysis.

Table 4

This table contains results of the writer's content analysis of the questionnaires. The writer's frequency total was 183 with concepts 1, 3, 5, 4, 2, 6, and 7 receiving the highest frequency. Concept 1 was the dominant concept with 44 responses while the other six high frequency concepts range from 34-8. A significant drop in frequency is noted in concepts 8-14 with only 1-2 responses per concept.

Table 4 suggests the dominance of the first seven concepts and the lack of significance of the last seven. The respondents with the highest totals were Nash 25, Purkey 18, Read 16, and Simon 11. All other respondents were listed with at least one concept reference. No respondent was omitted from the total. See Appendix N for the writer's complete content analysis.

Table 5

This table summarizes the data of Tables 2-4, and it shows a combined frequency total of 509 for the three readers. Concept 1 is the dominant concept with a total of 114. It is followed by concepts 3, 5, 4, 2, 6, 8, 7, 9, and 10 with totals ranging from 77-23. The remaining four concepts have significantly lower frequencies with 2-3 per concept.

TABLE 4

CONTENT CATEGORIES APPLIED TO QUESTIONNAIRES--
TOTALS FOR THE WRITER

Respondent	Concepts														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Aspy	1	1	1	2							1				6
Combs	3	1	1	2		1									8
Hicks	3	1	1		2										7
Kirschenbaum	3		2	1	1						1				8
Rogers	2	1	1	1	1										6
Schmuck	1		1	2	2				1	1					8
Simon	4	1	2	3	1										11
Weinstein	1														1
Purkey	3		5	4	6										18
Patterson	1		2	2											5
Berman	1			1	1										3
Yamamoto	1			1		1									3
Alschuler	3	1	1	1											6
Phenix	2	1	1	1		1									6
Rich	3	1	1		2										7
Roderick	1			1	1										3
Carkhuff	1			2		3	3								9
Silberman	1		1	2	2										6
Nash	5	1	4	2	5	2	2	1	1			1	1		25
Saltmarsh	2		2		2		1							1	8
Read		2	8	1	3	1		1						1	16
Hatcher	1	1		1	1	2	2								8
Kohlberg	1	4													5
Total	44	15	34	27	32	12	8	2	2	1	2	1	1	2	183

The Writer--Henry McCarthy

TABLE 5

CONTENT CATEGORIES APPLIED TO QUESTIONNAIRES--
TOTALS FOR THREE READERS

Respondent	Concepts														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Aspy	4	3	3	6		1	1	4	1	2	1				26
Combs	6	2	3	4		1	2	2							20
Hicks	7	1	2	2	5			2	1	1					21
Kirschenbaum	8	1	5	4	3	1	3	1	9	2	2				29
Rogers	5	3	2	2	2		1	1							16
Schmuck	2	1	4	3	5			1	3	3					22
Simon	9	3	7	1	5	5			2	2					34
Weinstein	2	2													4
Purkey	8	5	5	10	11			4		5					48
Patterson	3		2	3	1										9
Berman	3		2	1	2					1					9
Yamamoto	2			2		1									5
Alschuler	7	1	1	3		1									13
Phenix	4	3	2	2	1	1	1		1						15
Rich	8	1	1	2	4			1							17
Roderick	3		1	1	2					1					8
Carkhuff	1			4		6	3								14
Silberman	3	1	2	4	5	2	1	1		2					21
Nash	13	3	11	5	10	3	3	3	2	2		2	2		59
Saltmarsh	6	2	5	1	5		2	1						1	23
Read	4	5	17	3	7	2	1	4	4					2	49
Hatcher	5	2	2	3	5	3	5	2		2					29
Kohlberg	1	7													8
Total	114	46	77	66	73	27	23	27	23	23	3	2	2	3	509

This table suggests the dominance not only of concept 1 but of the first ten concepts with the last four 11-14 appearing insignificant. The respondent with the highest frequency total was Nash with 59 followed by Read 49, Purkey 48, Kirschenbaum 39, and Simon 34. The other nineteen respondents had frequency totals ranging from 29-4 which shows a variance in quantity of response to the questionnaire.

Table 6

Table 6 is a comparison table combining the frequency totals for the three readers. It shows that Reader Two had the highest total frequencies 228 followed by the Writer 183 and Reader One. This table suggests agreement among readers on the dominance of the first seven concepts. It shows further the insignificance of the last four concepts.

A difference is shown between Reader Two's frequency totals for concepts 8, 9, and 10 and those of the two other readers. Reader One found these three concepts 4 times, the Writer 5, while Reader Two found them 64 times. This would suggest the lack of validity for these three concepts which do not show the same agreement among readers that the other eleven do. Therefore Table 6 shows the first seven concepts to be the dominant ones according to two of the three readers.

Table 7

Table 7 contains the totals for the three readers for the first seven content categories in the questionnaires. This table further shows observed frequencies compared with expected frequencies. The data in this table were tested through the use of a Chi square to determine if there

TABLE 6

CONTENT CATEGORIES APPLIED TO QUESTIONNAIRES--
TOTALS FOR EACH READER

	Concept														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Reader 1	28	14	11	19	8	5	9		2	2					98
Reader 2	42	17	32	20	33	10	6	25	19	20	1	1	1	1	228
Writer	44	15	34	27	32	12	8	2	2	1	2	1	1	2	183
TOTAL	114	46	77	66	73	27	23	27	23	23	3	2	2	3	509

TABLE 7

TOTALS FOR EACH READER ON 1ST SEVEN CONTENT CATEGORIES--
APPLIED TO QUESTIONNAIRES

	1	2	3	4	5	6	7	Total
Reader One								
Observed	28	14	11	19	8	5	9	94
Expected	25.2	10.2	16.6	14.6	16.1	6.7	4.6	
Reader Two								
Observed	42	17	32	20	33	10	6	160
Expected	42.8	17.3	28.1	24.8	27.4	9.8	7.9	
Writer								
Observed	44	15	34	27	32	12	8	172
Expected	46.0	18.6	30.3	26.6	29.5	10.5	8.5	
TOTAL	114	46	77	66	73	27	23	426

$$\chi^2 = \left[\left(\frac{O-E}{E}\right)^2\right]$$

$$= 19.64$$

The $P > .10$ hence is not significant.

was significant difference between the observed and expected frequencies of the three observers on the first seven identified concepts. Since the observed level was .10 which is less than the .05 level of probability for a minimum measure of significance, one may conclude that there was no significant difference in the readers' identification of the first seven concepts.

II. DISCUSSION OF DATA

When one analyzes the preceding tables, a number of observations can be made in relation to the degree of significance of the fourteen concepts. The first ten concepts were found in both the review of literature section and the questionnaires. Concepts 11 through 14 were found in the questionnaires but not in the review of literature section. Of the fourteen concepts numbers 1, 3, 5, 4, 2, 6, and 7 had the highest frequency count and also the highest degree of agreement among readers.

If one compares the first seven concepts further, it becomes clear that concept 1 is the most dominant followed by 3, 5, and 4. Concept 2 is not as significant as 3, 5, and 4 but is of greater dominance than 6 and 7.

Concepts 8, 9, and 10, although cited frequently, did not possess an acceptable degree of agreement among readers with one reader showing a significant variance with the other two readers. Reader One found these three concepts only four times, the Writer three times; however, Reader Two found them sixty-four times. Obviously Reader Two is not in agreement with Reader One and the Writer; therefore, further research

needs to be conducted in relation to this discrepancy among readers on concepts 8, 9, and 10.

Concepts 11 through 14 were found only in the responses to the questionnaires by Reader Two and the Writer. Furthermore there was a very low frequency of occurrence of these four concepts. Therefore these concepts, although interesting, are of questionable validity.

For the purposes of this study concepts 8 through 14 will not be considered of primary importance in the development of the teacher education course model because of low frequency and lack of agreement among readers.

Since concepts 1 through 7 are of importance to the development of the course model, it is necessary to view them separately. The data clearly suggest that concept 1 (individual growth) is the dominant theme in the review of literature section and the questionnaires. The three readers of the questionnaires identified this theme a total of 114 times. Reader One found the concept twenty-eight times, Reader Two, forty-two times, and the Writer, forty-four times. All twenty-four respondents emphasized the concept at least once. However Nash, Simon, Purkey, Rich, Hicks, Alschuler, Combs, Saltmarsh, and Rogers placed significant emphasis on the concept. The following quote was identified in Rogers' response and it illustrates the importance of the concept to educators:

> This process of the good life is not, I am convinced, a life for the faint--hearted. It involves stretching and growing, becoming more and more of one's potentialities. It involves the courage to be. It means launching oneself fully into the stream of life. Yet the deeply exciting thing about human beings is that when the individual is inwardly free, he chooses as the good life this process of becoming.

Simon also made specific reference to the concept of individual growth. He stated:

1. Human beings have a much larger potential than they are currently reaching.

2. One can shape one's life. We are not pawns on a large chess board.

3. There are exercises and strategies in humanistic education that contribute to his/her search for fullest potential.

Saltmarsh and Aspy like Simon made direct response to concept 1. Saltmarsh stated that learning tends to spring forth a natural condition (curiosity) and that educators should nourish curiosity. Aspy added that education's essential purpose is to facilitate human beings' use of their individual and collective potential.

Concepts 3, 5, and 4 follow 1 in order of importance. Read was the writer whose responses contained concept 3 (emotional growth) the largest number of times. Read advised that the teacher can promote the emotional growth of the learner by believing that he/she is the most capable, beautiful, and joyful human being that lives. Furthermore, Read placed a good deal of emphasis on the student's learning about the internal world of one's being and suggests that the affective should be stressed more in the classroom.

For concept 4 (meaningful experience) Purkey and Aspy responded with significant emphasis. In his reply Aspy stated his belief that a person's experience was the most important aspect of education and that all learning begins with the learner's frame of reference. He stressed further that "learning is a total experience throughout life," and that

"people are more than the sum of the parts of their physical, intellectual, and emotional beings."

Concept 5 recognizes the importance of dialogue between teacher and pupils (communication). Purkey commented on the need for encouragement of the learner to communicate more effectively by citing samples of ways to promote this concept:

> Correspond with students. Whether you call the process "journals," "letters," "insight cards," "notes," or whatever, encourage your students to write to you regularly. These messages may be questions, reactions, arguments, comments, or whatever. Their purpose is to open up a system of written communication between teacher and student.
>
> Take time for "one-on-one." Although it's difficult with large classes, it's vital that the teacher squeeze out a few moments for semi-private chats with individual students. These chats may not last but a minute or so, but they can be a powerful invitation to learning.

Concept 2 (values clarification) was considered to be important by Kohlberg, Read, and Purkey. Kohlberg's response demonstrated this concept the largest number of times.

The respondents who viewed concept 6 (disciplined direction) as important were Carkhuff, Simon, and Hatcher. The writer found this to be an interesting result because Simon in practice does not apply the same methods as do Carkhuff and Hatcher.

Concept 7 (social issues) was viewed by Hatcher and Nash as having importance. In response to this concept Hatcher stated that "Humanistic education should communicate dialogue on problems of the future such as fading sources of energy, international dependence and trust, Third World development, and the foibles of fadism."

In the preceding discussion the writer has illustrated the importance of concepts 1 through 7. Concepts 1, 3, 5, and 4 have received particular emphasis because of their dominance as shown in the content analysis; therefore, the teacher education course model will be based primarily on concepts 1, 3, 5, and 4. However concepts 2, 6, and 7 will also be applied to the model.

III. APPLICATION OF DATA TO TEACHER EDUCATION COURSE MODEL

The writer stated in chapter one that the final purpose of the study was to draw conclusions and make recommendations for the development of a teacher education course model that would reflect the philosophies of the writers surveyed.

Joyce and Weil define a model as a pattern or plan which can be used to shape a curriculum or course, to select instructional materials, and to guide a teacher's actions (Joyce, 1972). This definition by Joyce and Weil is similar to Webster's New World Dictionary which defines the term model as a plan or a style of structure, design. The writer in using the term model is primarily referring to a course that could be incorporated into a curriculum designed for the education of teachers. The writer does not contend that a final humanistic course model is within the exploratory design of the study.

Included in the model are: identification of the population; examples of goals, objectives, and activities which reflect the basic concepts that were identified in the study. For the purpose of applying

the concepts to the model the writer is defining goals as general aims that one strives to attain and objectives as more specific aims that relate directly to the learning activities. The writer found two books which were particularly helpful in the organization of the following pages: Humanizing the Classroom by John P. Miller (1976), and Patricia and Richard Schmuck's A Humanistic Psychology of Education (1974).

Identification of the Population

Participants in the course would include individuals who have considered becoming educators. Also individuals who were in other areas of social service such as social workers could be included. One criterion for the selection of the participants would be expressed interest of potential students in humanistic education. As Purkey and Aspy stated in their response to the questionnaire, individuals should be invited to attend and not be coerced into participating. Furthermore, assuming there were no structural problems in implementation of the course, participants could range from first year education students to graduate students who possessed teaching experience.

The Seven Concepts Applied to the Model

The seven concepts to be applied to the model in order of their dominance are as follows:

1. Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth).

3. Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth).

5. Humanistic education recognizes the importance of dialogue between teacher and pupils (communication).

4. Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences).

2. Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification).

6. Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction).

7. Humanistic education recognizes the importance of the student's being concerned with social issues (social issues). See Figure 1.

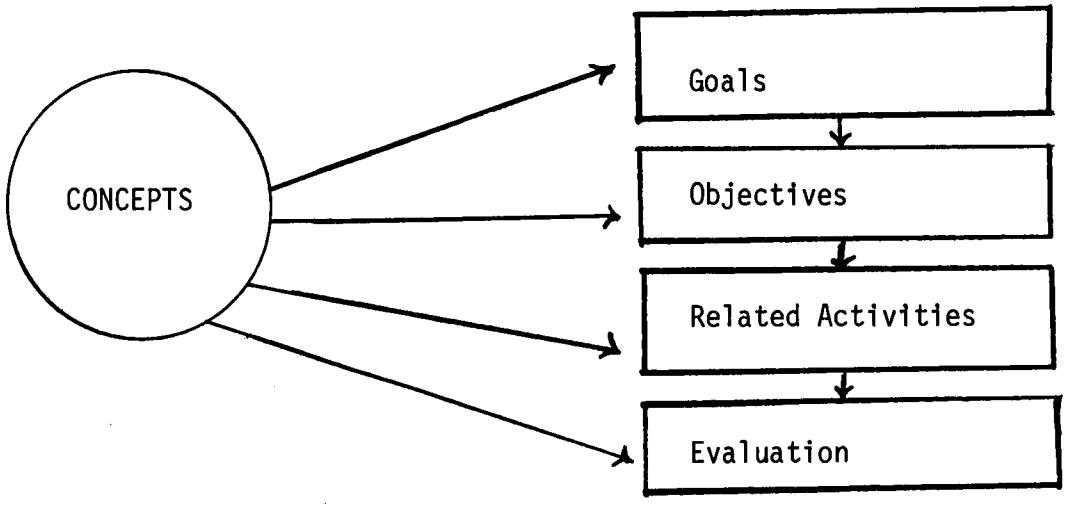

Figure 1. Overview of the model.

Concept 1--Individual Growth

Goal: To enable the student to gain a better understanding of himself/herself.

Objective: To provide opportunities for the student to achieve self-knowledge through participation in the following activities: role playing, drama, counseling, and writing a student initiated paper.

Related Activities: (from Miller (1976), and respondent Nash)

Role Playing--This activity can help to promote inner direction by improving self-concept. It gives the student opportunities to engage in roles that are quite different from the ones he/she normally assumes. This activity can also aid the individual student in learning to adapt to a variety of situations without feeling uncomfortable. A problem situation should be chosen for the activity. It can be a story, a scene from a film, television show, or any stimulating situation. The steps to be taken in role playing involve:

1. "Warming up" the group (problem confrontation)
2. Selecting the participants (role players)
3. Setting the stage
4. Preparing the audience to participate as observers
5. Role playing (enactment)
6. Discussing and evaluating
7. Further enactment (replaying revised roles)
8. Further discussion
9. Sharing experiences and generalizing

Drama--There are numerous exercises that one could participate in related to drama. They range from the student producing or writing a one act play that would relate to his/her teaching area to reading articles about the current use of dramatics to train teachers at some universities.

Counseling--There are three phases to this activity: (1) students make tapes in which they counsel other students, parents, and others; (2) the students attempt to compare their perceptions of what other people are saying and feeling with the perceptions of "experts" who can be on films and tapes or people who come to the group; (3) students undertake some project that requires a realistic look at expectations and goals.

Student initiated paper--(1) the paper should start with the student's first-hand experience which should provide the question, problem, or topic to be explored; (2) the paper should demonstrate an acquaintance with relevant literature and other sources that are about the topic; (3) the student should gain some generalization or conclusion, not a lifelong dogma, a conclusion on which he at the moment is willing to stand; (4) the paper should be shared with the professor and at least one or more others in the class. See Figure 2.

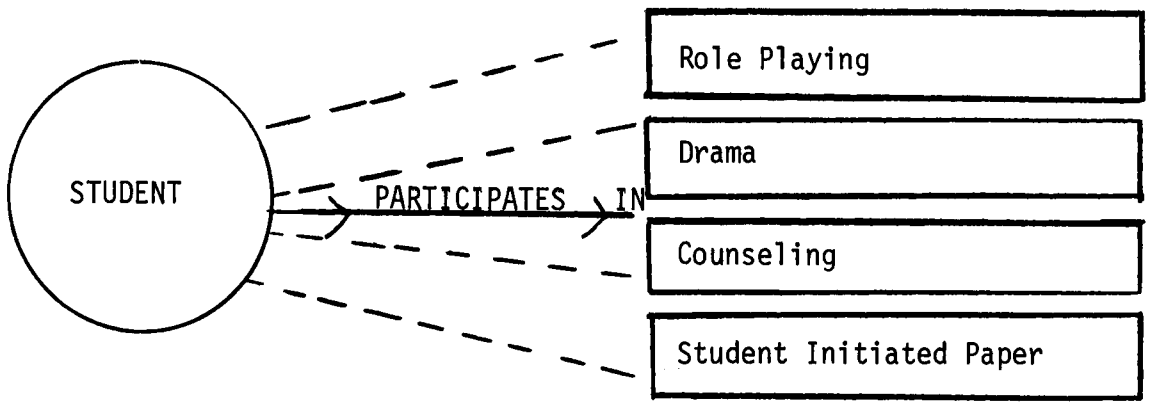

Figure 2. Related activities for concept 1.

Books recommended by respondents to questionnaire related to concept 1:

Shaftel, Fannie and George Shaftel. Role Playing for Social Values Decision Making in the Social Studies. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

Gazda, George M. Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, Inc., 1973.

Knoblock, Peter and Arnold Goldstein. The Lonely Teacher. Boston: Allyn and Bacon, Inc., 1971.

Castillo, Goria. Left-handed Teaching: Lessons in Affective Education. New York: Praeger Publishers, 1974.

Weinstein, Gerald and Mario D. Fantini (Ed.) Toward Humanistic Education: A Curriculum of Affect. New York: Praeger Publishers, 1970.

Read, Donald and Sidney Simon. Humanistic Education Sourcebook. Princeton, N. J.: Prentice Hall, 1975.

Concept 3--Emotional Growth

Goal: To enable the student to become more aware of his/her emotions.

Objective: To provide opportunities for the student to become aware of his/her emotions by participating in the activities--"feelings about inclusion," "communication by touching" "interviewing," and "where do I belong?"

Related Activities: (from Respondents Schmuck and Schmuck)

"Feelings about inclusion"--A simple diagnostic method is to ask students to check their reactions to the first day of class on a five point scale such as; (1) strongly favorable, (2) favorable, (3) neutral, (4) unfavorable, and (5) strongly favorable. Answers can be put on the board and then discussed.

"Communication by touching"--Participants begin by focusing on themselves by touching their face, trunk, legs, arms, etc. Next, pairs are formed, and they similarly become acquainted by nonverbal touching. Both members keep their eyes closed. Finally if crayons, chalk or other supplies are available, the student draws a feeling portrait of himself/herself and his pair mate.

"Interviewing"--Each student is paired with another student to be both interviewer and interviewee. The interviewer will then introduce his partner to the group. Since this activity works best when the questions are decided upon in advance, a discussion should precede the lesson on the questions that really help in getting to know another student.

"Where do I belong?"--Students mill around the center of the room and without verbal communication are asked to form groups of four. As groups become too large members are asked to leave and form another group. The teacher should not suggest where students should move but only remind them of the four to a group rule. The students are then to discuss how it felt to leave one group and go to another. Also verbal and nonverbal messages of acceptance or rejection should be discussed. The students should be encouraged to construct a list of behaviors that communicate acceptance or rejection and ways to help new student members feel more at ease. See Figure 3.

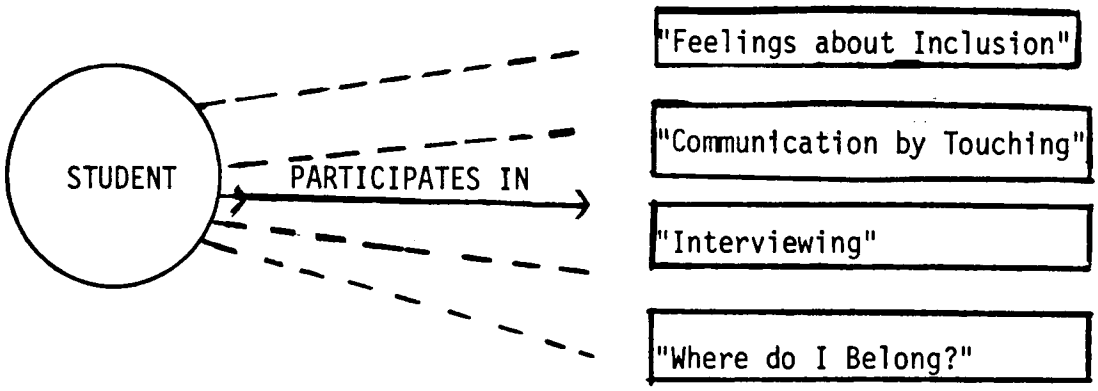

Figure 3. Related activities for concept 3.

Books recommended by respondents to questionnaire related to concept 3.

Fast, Julis. Body Language. New York: J. B. Lippincott Co., 1970.

Goffman, Erving. Encounters. New York: The Bobbs-Merrill Co., Inc., 1961.

Gunther, Bernard. Sense Relaxation Below Your Mind. New York: Collier Books, 1968.

_____, What to do Till the Messiah Comes. New York: The Macmillan Publishing Co., 1971.

Lyon, Harold C. Learning to Feel-Feeling to Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1971.

Maslow, Abraham H. Religions, Values, and Peak-Experiences. New York: The Viking Press, 1970.

Peterson, Severin. A Catalog of the Ways People Grow. New York: Ballatine Books, Inc., 1971.

Purkey, William W. Self Concept and School Achievement. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970.

Rogers, Carl and Barry Stevens. Person to Person. Lafayette, Calif.: Real People Press, 1967.

Rubin, Theodore Isaac. The Angry Book. New York: Macmillan Publishing Co., 1969.

Weinstein, Gerald and Mario D. Fantini. Toward Humanistic Education. New York: Praeger Publishers, 1970.

Ruitenbeek, Hendrik M. The New Group Therapies. New York: Discuss Books, 1970.

Concept 5--Communication

Goal: To enable the student to increase his/her ability to communicate more effectively.

Objective: To provide opportunities for the student to identify specific areas of communication in which he/she wishes to improve and participate in the following activities: "paraphrasing," "behavior description," "feelings description," "feedback," "correspond with students," "take time for 'one-on-one'."

Related Activities: (from respondents Schmuck and Schmuck and Purkey)

"Paraphrasing"--This is the skill of restating the essence of what another person has said in one's own words. This activity can be used to insure that one has understood the communication and to demonstrate to the other that he/she has been understood.

"Behavior description"--This activity involves noting some of the overt behaviors of another person without discussing possible motives.

"Feelings description"--because of the use of indirect ways of expressing feelings in a group such as blushing, giggling; it is useful for one to verbalize his/her true feelings.

"Feedback"--This activity involves giving and receiving information about how people affect each other. This should be used at the discretion of the student in order to engage another student in dialogue but not from a need for confrontation.

"Correspond with students"--students should be encouraged to write journals, letters, notes or whatever to maintain correspondence with the teacher. These messages might be questions, reactions, arguments, comments, or any written thoughts. Teachers should respond to the notes.

"Take time for 'one-on-one'"--the student and teacher should take a few moments for semi-private chats. These chats may not last for more than one minute but can be invitations to learning. These chats may occur while walking from class, passing in the hall, or any unstructured time. See Figure 4.

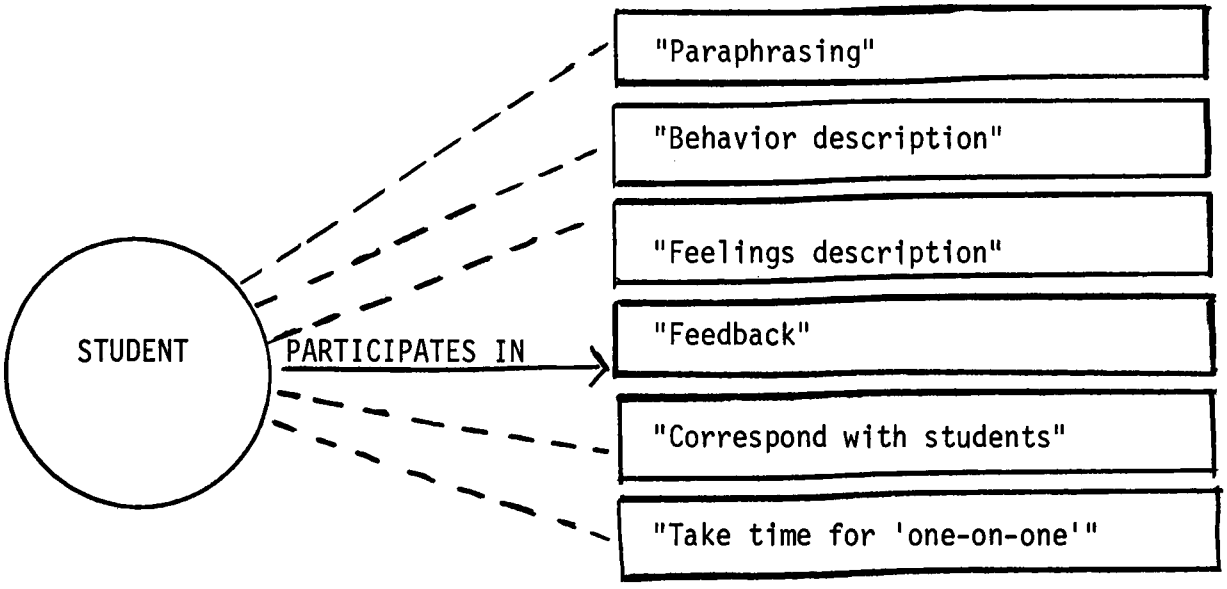

Figure 4. Related activities for concept 5.

Books recommended by respondents to the questionnaire related to concept 5:

Gorman, Alfred E. Teachers and Learners: The Interactive Process of Education. Boston: Allyn and Bacon, 1969.

Schmuck, Richard and Patricia Schmuck. Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Company, 1971.

Stanford, Gend and Barbara D. Stanford. Learning Discussion Skills Through Games. New York: Citation Press, 1969.

Thelen, Herbert. Dynamics of Groups at Work. Chicago: University of Chicago Press, 1954.

Purkey, William W. Basic Concepts for the Helping Professions. Boston: Allyn & Bacon, 1971.

_____, The Helping Relationship Sourcebook. Boston: Allyn & Bacon, 1971.

_____, Inviting School Success. Belmont, Calif.: Wadsworth Publishing Co., Inc., 1977.

Concept 4--Meaningful Experiences

Goal: To enable the student to have meaningful experiences through community involvement.

Objective: To provide opportunities for the student to have meaningful experiences by identifying a specific community problem of his/her choice and developing a plan to solve it, teaching in a situation outside the university, and working as a volunteer in a social service agency.

Related Activities:

Special teaching activity--a student could be asked to spend two hours a day working with an experienced teacher in a public school. For example the student could work in an elementary school's reading class for children experiencing reading problems.

Volunteer activity--the student could assist a director or case worker in a social service agency. This assistance could range from answering the telephone to transporting elderly people to the grocery store.

Problem solving activity--the student could identify a specific community or individual problem and develop strategies for solving the problem. A diary would be kept for the student to be able to chart the progress of the activity. The problem might be one that is unsolvable; therefore, the student would not be expected to always experience the success of solving the problem. Examples of problems in which the student could be involved are: counseling a depressed college roommate and helping them establish goals; teaching swimming to four mentally

retarded individuals; observing and assisting in a home for severely retarded persons; serving on a committee to educate the public regarding problems faced by handicapped individuals; and developing a library service for inmates at the local jail. See Figure 5.

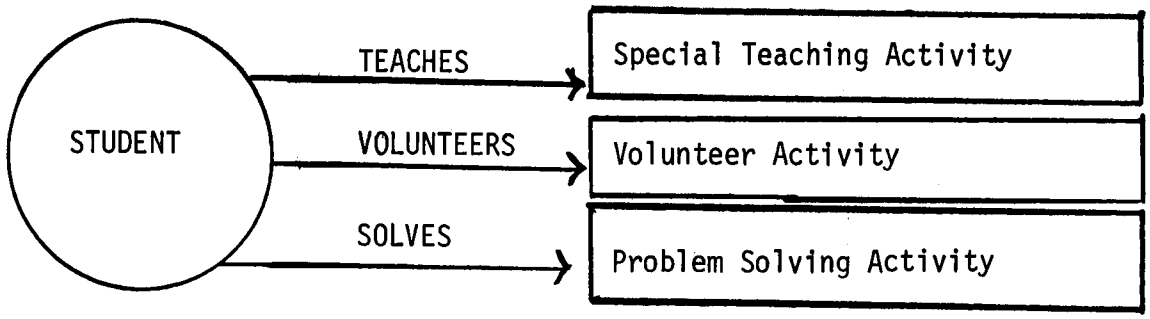

Figure 5. Related activities for concept 4.

Books recommended by respondents to questionnaire related to concept 4:

Friedenberg, Edgar. Coming of Age in America. New York: Random House, 1965.

Holt, John. How Children Fail. New York: Dell, 1964.

Jackson, Philip. Life in the Classrooms. New York: Holt, Rinehart & Winston, 1968.

McPherson, Gertrude. Small Town Teacher. Cambridge, Mass.: Harvard University Press, 1972.

Concept 2--Values Clarification

Goal: To enable the student to clarify his basic values.

Objective: To provide opportunities for the student to examine his basic values through participation in the following activities--"prizing," "choosing," and "acting."

Related Activities: (from Values Clarification (1972) by Sidney Simon)

"Prizing"--This is one of the basic phases of values clarification. One of the popular activities is called "Twenty Things You Love to Do." In this activity the teacher asks the students to list twenty activities that they like most to do. After the lists are completed Simon asks the students to place beside each activity certain symbols which will be self-revealing. For example:

1. "Use the letter 'R' for those things which have an element of risk. This can be physical, emotional, or intellectual risk."

2. "Put N5 next to those items which you would not have listed five years ago."

3. "Put 'F' beside those activities that your father does. This can indicate some values that are shared and some that differ."

4. "Use the letter 'P' for the activities that you would publicly affirm."

"Choosing"--Here the teacher asks the student to construct a choice ladder with eight steps. The teacher then presents a series of alternatives which represent certain values. Using a key word the student ranks the alternatives depending on how strongly he feels about a specific value. An example of this process might include having the student list the person I'd like to be like at the top of the ladder and the person I'd like least to be like at the bottom. A set of choices might include: a philanthropist, an ecologist, a mediator, a helper, a patriot, a business person, a family head, an internationalist. After

the ladders are constructed, the students should get together to discuss their responses.

"Acting"--Here the student is presented with a situation that calls for some proposed action. The teacher asks each student what he/she would do in the situation. These answers can be written and shared in small groups. Some possible situations according to Simon include:

1. You are walking behind someone who after withdrawing his last cigarette from the pack, nonchalantly tosses it on the sidewalk. What would you do?

2. You're driving on a two lane road when the car in front of you starts to lose the nuts off of one wheel. There's no way to pass. What would you do?

3. You are driving along the highway alone on a rainy day. In front of you is a hitchhiker dressed in hippie garb holding a sign with the name of your destination. What would you do? See Figure 6.

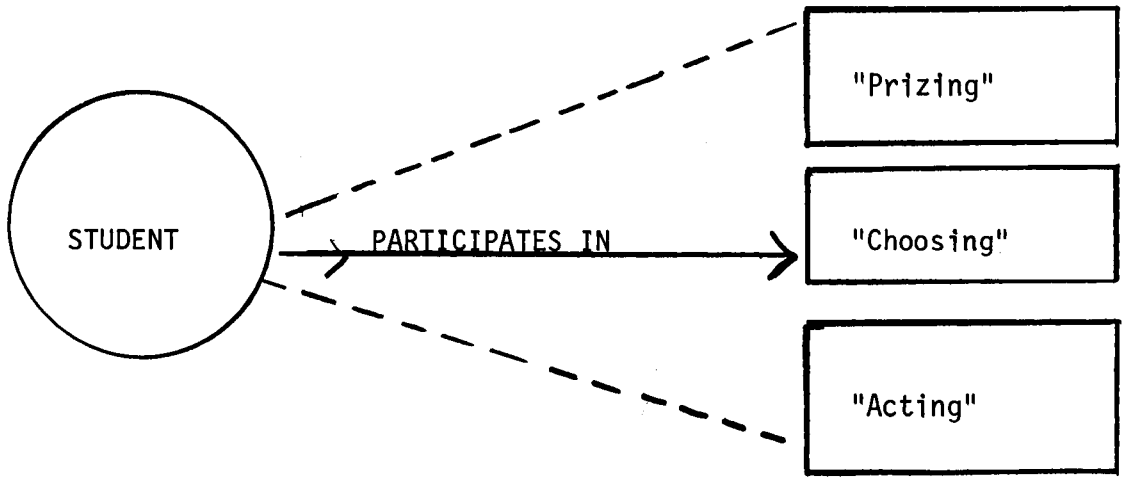

Figure 6. Related activities to concept 2.

Books recommended by respondents to questionnaire related to concept 2.

Hawley, Robert C. Human Values in the Classroom. Amherst, Mass.: Education Research Associates, 1973.

Raths, Louis E. and others. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles Merrill, 1966.

Shaftel, Fannie R. and George Shaftel. Role Playing for Social Values: Decision Making in the Social Studies. Englewood Cliffs, N. J.: Prentice-Hall, 1967.

Simon, Sidney and others. Values Clarification: A Handbook of Practical Strategies. New York: Hart, 1972.

Weinstein, Gerald and Mario Fantini, (eds.). Toward Humanistic Education: A Curriculum of Affect. New York: Praeger, 1970.

Concept 6--Disciplined Direction

Goal: To enable the individual to understand the importance of setting goals and possessing self discipline.

Objective: To provide opportunities for the individual to participate in setting goals through the activity, "The Trumpet."

Related Activities: (from Weinstein Toward Humanistic Education, 1970).

"The Trumpet"--This activity is similar to stages in a problem solving sequence. It systematizes self insight by providing models of the kinds of questions one might ask at each stage of personal exploration. The stages are:

1. Experience confrontations--I interact with a situation that generates data.

2. Inventory responses--How did I respond? What was unique? What was common?

3. What was typical of me?

4. Own patterns--What function does this pattern serve for me?

5. Consider consequences--What does happen, or could happen, in my life because of this pattern?

6. Allow alternatives--Will I allow myself any additional patterns of response?

7. Make evaluations--What happened when I allowed myself a new behavior?

8. Choose--Now that I have a choice, which behavior do I want to use? See Figure 7.



Figure 7. Related activities for concept 6.

Books recommended by respondents to questionnaire related to concept 6:

Sechrest, I., and J. Wallace. Psychology and Human Problems. Columbus, Ohio: Charles E. Merrill, 1967.

Weinstein, G. The Trumpet: A Guide to Humanistic Curriculum. Theory into Practice, 1971.

Weinstein, G. and M. Fantini. Toward Humanistic Education. New York: Praeger, 1970.

Concept 7--Social Issues

Goal: To enable the student to recognize the importance of his/her concern with social issues.

Objective: To provide opportunities for the student to understand the importance of social issues by participating in the following activities--social issue paper and social organization.

Related Activities: (from respondent Paul Nash)

Social issue paper--The student could be asked to write a paper for the purpose of understanding a social issue of concern to him/her. The paper could contain the historical and sociological implications of the particular issue.

Social organization--The student could choose a position concerning a social issue and proceed to develop strategies for solving the issue. Involvement in a political party, prison reform, or community project are three of many possibilities. See Figure 8.

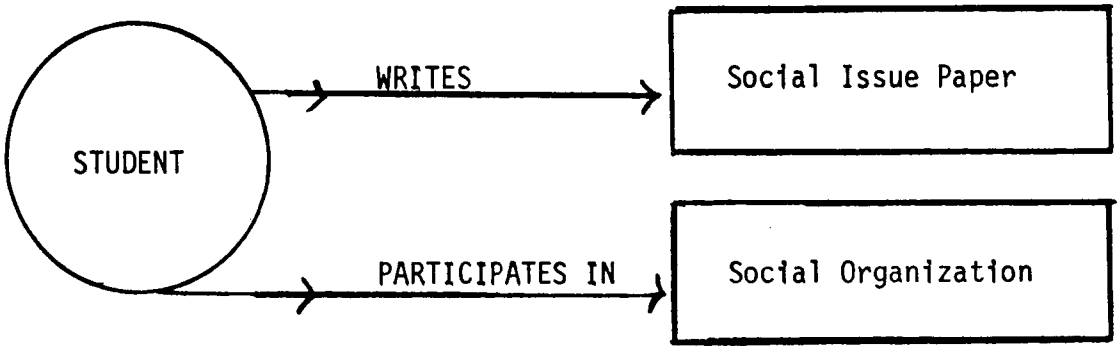

Figure 8. Related activities for concept 7.

Only two references were suggested by respondents to the questionnaire to apply to this concept; they are: Paul Nash's Models of Man and Paulo Friere's Pedagogy of the Oppressed.

Evaluation

Student evaluation--Depending on the activity involved the student will be responsible for evaluation of his/her performance; however, when the activity warrants it, the student and teacher will jointly participate in the evaluation.

Course evaluation--Robert Stake's responsive evaluation design would be the basic component of the course evaluation. A responsive evaluation is based on what people do naturally to evaluate things; they observe and react. To do a responsive evaluation the evaluator conceives a plan of observations and negotiations. He arranges for various persons to observe the program and with their help prepares brief narratives, portrayals, and product displays. He finds out what is of value to his audiences and gathers expressions of worth from various individuals whose points of view differ (Stake, 1976).

The writer believes that a responsive evaluation as described above could provide direction for a course designed to introduce students to humanistic education. However, if responsive evaluation proved unsatisfactory, a combination of two approaches could be implemented. This combination could include the responsive approach and a preordinate approach which would emphasize goals and objectives.

IV. SUMMARY

In this chapter the writer has presented the fourteen concepts that were identified by readers in the review of literature section and the questionnaires. Also the chapter contains the seven tables which summarizes and validate the content analyses of the review of literature section and the questionnaires.

The results of the discussion of data include the following: ten of the concepts were identified in both the review of literature section and the questionnaires; concepts 11-14 were found in the questionnaires but not in the review of literature section. Of the fourteen concepts numbers 1, 3, 5, 4, 2, 6, and 7 had the highest frequency of appearances and the highest degree of agreement among readers. For the purposes of the development of the model these concepts were relied upon. Concepts 8-14 will not be considered because of low frequency and lack of reader agreement.

The third part of Chapter IV has included the application of the basic concepts to a teacher education course model. Included in the model are goals based on the seven concepts identified. Added to these are objectives, identification of learning activities, books, and evaluation procedures.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Problem and Purposes

The term humanistic education came to be applied in the early 1960's to a movement that offered possible solutions for some educational problems. Since that time a number of humanistic education programs have been developed at universities such as Florida and Massachusetts. However, as the movement has grown, confusion concerning the basic concepts of humanistic education and their application has resulted. For this reason a study to explore the basic concepts of humanistic education and their application can offer help to those who are interested in developing a humanistic education course model.

The purposes of this study were:

1. To identify educators who have made significant contributions to the humanistic movement.

2. To determine the basic underlying concepts or principles that selected writers felt were part of humanistic education.

3. From the concepts of the writers, to draw conclusions and make recommendations for the development of a teacher education course model that would reflect the philosophies of the writers researched.

Assumptions

There were three assumptions basic to this study: (1) Our schools play a significant part in the social development and personal growth of the individual in our society. For our social system to survive and carry out the democratic ideas of the writers of the Constitution, we must continue to seek methods of learning that contribute to the development of the whole person; (2) Humanistic education is related to the work of certain psychologists such as Maslow and Rogers; (3) There are enough significant writers in the field of humanistic education to be able to identify certain basic principles of the movement that would aid in the development of a course model.

Delimitations

The list of humanistic writers to be mailed open questionnaires was delimited to thirty individuals. Only those American writers publishing in the field since 1960 were included. The final list was based on whether the writers had written in the area of teacher education and if he/she was included in at least four of the seven reference sources used to identify writers.

Procedures

The procedures included selection of a sample, the methods, and data analysis.

Selection of a sample. The first step in selecting a sample was the compilation of a list of writers who had written in the field of

humanistic education since 1960. There were seven sources of information available that aided the researcher in the selection of writers. These sources were: The Humanistic Education Sourcebook, Social Science Citation Index, Current Index to Journals in Education, ERIC, the ASCD 1977 Yearbook entitled Feeling Valuing and the Art of Growing, and the publication lists of the National and Philadelphia Humanistic Education Centers.

The writer began his initial selection of authors by referring to the Humanistic Education Sourcebook. He then proceeded to check the other six sources to substantiate a writer's significance. When a writer was not cited in a majority of the six other sources, his/her name was removed from the list. If a writer was cited extensively in the six publications but not in the Humanistic Education Sourcebook, his/her name was added to the list.

The method. As discussed in Chapter III the writer initially used a closed questionnaire to identify humanistic educators; however, this method proved unsuccessful. Therefore the writer used the seven reference sources to identify the thirty humanistic educators who received the following open questionnaire (Appendix E). The three questions were:

1. What do you feel are the basic principles (concepts) of humanistic education?

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

3. If possible list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

Data analysis. The content analysis of the review of literature section was completed by the writer and one outside reader. Using ten concepts identified from the review of literature section, the writer and two other outside readers completed a second content analysis based this time on the questionnaires. A comparison of the results of the two content analyses suggested fourteen concepts that were important to humanistic education. Among these concepts only seven were identified as dominant. The other seven, although interesting, were comparatively insignificant.

After the data had been presented and analyzed, the writer, relying on the works of Joyce and Weil and John Miller plus the information sent by the respondents to the questionnaire, proceeded to apply the data to a teacher education course model.

II. FINDINGS

The respondents to question one of the questionnaire suggested seven concepts which they felt were basic to humanistic education. The seven concepts in order of their dominance are:

1. Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth).

3. Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth).

5. Humanistic education recognizes the importance of dialogue between teacher and pupils (communication).

4. Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences).

2. Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification).

6. Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction).

7. Humanistic education recognizes the importance of the student's being concerned with social issues (social issues).

Question Two--The majority of the responses to this question consisted of materials and books often published by the respondents. Therefore materials from the following respondents were included in the model: Schmuck and Schmuck, Purkey, Aspy, Nash, Rogers, Simon, Read, Yamamoto, Rich, and Weinstein.

Question Three--In response to this question the writer received a variety of names (Appendix G). An interesting observation concerned the respondents' consistent identification of co-workers or, at times, relatives as leading humanistic educators.

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. There are currently numerous educators who publish under the title "humanistic education."

2. There are at least seven basic concepts that are important to the field of humanistic education.

3. Of the seven basic concepts, concept 1--individual growth is viewed by respondents as the most important.

4. A humanistic education course model can contain goals, objectives, and activities that relate to the seven basic concepts.

5. Although there is general agreement among humanistic educators concerning the seven concepts, there are differences among the respondents in relation to which concepts should be emphasized the most.

6. On examining these concepts it appears that some of them clearly overlap with other philosophies of education. It also maintains that for an individual to participate in meaningful experiences, he/she must decide what is of value to him/her and proceed with self discipline.

Recommendations

The field of humanistic education is broad and complex. Therefore the writer has not arrived at a final number of concepts that are the basis of humanistic education. Nor does he view the humanistic course model which was developed as a final model.

However, sufficient data have been generated in this exploratory study to offer suggestions for topics of future research in this area. The topics could include:

1. An expanded, replicative study which might have as many as one hundred humanistic educators responding to the open questionnaire.

2. Concepts such as self evaluation, social organization, conflict and confrontation, and self initiation need to be further analyzed to determine their future significance to humanistic educators.

3. A comparison of the basic concepts of humanistic education to the basic concepts of behavioristic education.

4. On examining these concepts it appears that some of these concepts overlap with other philosophies of education. It is therefore recommended that these concepts be compared with the concepts underlying other philosophies of education.

5. A study of the evaluation procedures used by humanistic educators--particularly in the affective area of learning.

6. An experimental study to determine the advantages and disadvantages of humanistic and behavioristic course models.

7. Tracing the impact of writers in humanistic psychology and social psychology on current humanistic practices in education.

8. A historical study of the underlying principles of humanistic education.

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APPENDIXES

APPENDIX A

RESPONDENTS TO CLOSED QUESTIONNAIRE

RESPONDENTS TO CLOSED QUESTIONNAIRE

1. Arthur W. Combs, Greeley, Colorado
2. Carl R. Rogers, Center for Studies of the Person, La Jolla, California
3. Arthur Pearl, College of Education, University of California, Santa Cruz
4. Sidney Simon, College of Education, University of Massachusetts, Amherst
5. Gerald Weinstein, College of Education, University of Massachusetts, Amherst
6. Howard Kirschenbaum, Adirondack Mountain Humanistic Education Center, Upper Jay, New York

APPENDIX B

CLOSED QUESTIONNAIRE

3700 Sutherland Avenue Apt. N-3
Knoxville, Tennessee 37919
November 11, 1976

Dr. Carl Rogers
Center for Studies of the Person
La Jolla, California 92037

Dear Dr. Rogers:

I talked with Lloyd Henderson by telephone today, and he indicated that you preferred to do your correspondence by mail. As I mentioned to him, I am writing my doctoral dissertation in the area of humanistic education and am planning to send a questionnaire to approximately fifteen leading humanistic educators.

My committee felt that I needed some means of determining who the leading educators are other than you. Therefore, I am enclosing a list of ten names that have been given to me. If you would simply check the ones with whom you are familiar and add any names that are not listed, it would be very helpful.

Sincerely yours,

Henry M. McCarthy

HM/pm

Enclosure

HUMANISTIC EDUCATORS

_____1. George I. Brown, College of Education, University of California, Santa Barbara

_____2. Arthur W. Combs, Greeley, Colorado

_____3. Mario Fantini, Dean, School of Education State University of New York, New Paltz

_____4. John Holt, Boston

_____5. Sidney Jourard, College of Education University of Florida, Gainesville

_____6. Carl R. Rogers, Center for Studies of the Person, La Jolla, California

_____7. Howard Kirschenbaum, Director, Adirondack Mountain Humanistic Education Center, Upper Jay, New York

_____8. Arthur Pearl, College of Education, University of California, Santa Cruz

_____9. Harold C. Lyon, Deputy Associate Commissioner of Education, U. S. Office of Education, Washington, D. C.

_____10. Sidney Simon, College of Education, University of Massachusetts, Amherst

_____11. Richard A. Schmuck, College of Education, University of Oregon, Eugene

Other Educators Not Listed

_____

_____

_____

_____

_____

_____

_____

APPENDIX C

TYPICAL RESPONSE TO CLOSED QUESTIONNAIRE

November 23, 1976

Henry McCarthy
3700 Sutherland Avenue, Apt. N-3
Knoxville, TN 37919

Dear Henry McCarthy:

I have checked names of the humanistic educators with whom I have had personal contact. I know the names of all of your group. I have added the names of two who are not so well known, but in my estimation would be. If you want material on Dr. David Aspy, look up Education, Winter/1974, and read his article.

Sincerely,

Carl R. Rogers

Carl R. Rogers, Ph.D.
Resident Fellow

CRR:vh
Encl.

HUMANISTIC EDUCATORS

_____1. George I. Brown, College of Education, University of California, Santa Barbara

__✓__2. Arthur W. Combs, Greeley, Colorado

__✓__3. Mario Fantini, Dean, School of Education State University of New York, New Paltz

_____4. John Holt, Boston

__✓__5. Sidney Jourard, College of Education, (Deceased) University of Florida, Gainesville

_____6. Carl R. Rogers, Center for Studies of the Person, La Jolla, California

__✓__7. Howard Kirschenbaum, Director, Adirondack Mountain Humanistic Education Center, Upper Jay, New York

_____8. Arthur Pearl, College of Education, University of California, Santa Cruz

__✓__9. Harold C. Lyon, Deputy Associate Commissioner of Education, U. S. Office of Education, Washington, D. C.

_____10. Sidney Simon, College of Education, University of Massachusetts, Amherst

__✓__11. Richard A. Schmuck, College of Education, University of Oregon, Eugene

Other Educators Not Listed

Dr. David Aspy
National Consortium for
Humanizing Education
Box 10001
Washington, DC 20018

Dr. Laurabeth Hicks
Southern University
Department of Counselor Education
P. O. Box 9349
Baton Rouge, LA 70813

APPENDIX D

HUMANISTIC EDUCATORS SELECTED FOR OPEN QUESTIONNAIRE

HUMANISTIC EDUCATORS SELECTED FOR OPEN QUESTIONNAIRE

1. David Aspy, National Consortium for Humanizing Education, Washington, D. C.
2. George I. Brown, College of Education, University of California, Santa Barbara *
3. Arthur W. Combs, College of Education, Northern Colorado University, Greeley
4. Mario Fantini, School of Education, State University of New York, New Paltz *
5. Laurabeth Hicks, Southern University, Baton Rouge, Louisana
6. Howard Kirschenbaum, Adirondack Mountain Humanistic Education Center, Upper Jay, New York
7. Harold C. Lyon, U. S. Office of Education, Washington, D. C. *
8. Carl R. Rogers, Center for the Study of the Person, La Jolla, California
9. Patricia Schmuck, College of Education, University of Oregon, Eugene
10. Sidney Simon, School of Education, University of Massachusetts, Amherst
11. Richard Schmuck, College of Education, University of Oregon, Eugene
12. Gerald Weinstein, College of Education, University of Massachusetts, Amherst
13. William Purkey, College of Education, University of North Carolina, Greensboro
14. Cecil Patterson, College of Education, University of Illinois, Urbana
15. Louise Berman, College of Education, University of Maryland, College Park

16. Kaoru Yamamoto, College of Education, Arizona State University, Tempe

17. Alfred Alschuler, School of Education, University of Massachusetts, Amherst

18. Philip H. Phenix, Department of Philosophy, Columbia University, New York

19. John Martin Rich, College of Education, University of Texas, Austin

20. Jessie A. Roderick, College of Education, University of Maryland, College Park

21. Robert R. Carkhuff, Harkness Road, Pelham, Massachusetts

22. Melvin L. Silberman, Department of Education, Temple University, Philadelphia

23. Lawrence Kohlberg, Larsen Hall, Harvard University, Cambridge

24. Paul Nash, Department of Education, Boston University, Boston

25. Robert Saltmarsh, Department of Education, Eastern Illinois University, Charleston

26. Donald A. Read, College of Education, Worchester State College, Worchester, Massachusetts

27. Irvin L. Child, Department of Psychology, Yale University, New Haven, Connecticut *

28. David E. Purpel, College of Education, University of North Carolina, Greensboro *

29. Nolan C. Hatcher, College of Education, Auburn University, Auburn

30. Thomas A. Ringness, College of Education, University of Wisconsin, Madison *

*Did not respond

APPENDIX E

OPEN QUESTIONNAIRE

3700 Sutherland Ave. N-3
Knoxville, Tenn. 37919
April 26, 1977

Dear Dr. _____:

I am a doctoral student at The University of Tennessee and am developing an introductory humanistic education course model.

Based on my research in humanistic education you have made significant contributions in this field. If you would complete the enclosed questionnaire and return it to me in the self-addressed envelope, I would greatly appreciate it.

The information gained from you will be included in the introductory course and in a dissertation I am completing. I look forward to receiving your response.

Best regards,

Henry M. McCarthy

HMC/pmc

Enclosures

QUESTIONNAIRE

1. What do you feel are the basic principles (concepts) of humanistic education?

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

3. If possible list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

APPENDIX F

TYPICAL RESPONSES TO OPEN QUESTIONNAIRE

QUESTIONNAIRE

1. What do you feel are the basic principles (concepts) of humanistic education?

   My ideas about humanistic education are very modest. I try to approach humanism from an "invitational" framework, which includes:

   *Individuals have a basic need to be confirmed through the psychological invitations of significant others.
   *By invitations I mean all those verbal and non-verbal, formal and informal, ways which we inform one another that we are able, valuable, and self-directing.
   *The attitudes and expectancies of school personnel manifested in the nature of invitations or disinvitations extended to students, have the potential to make a significant contribution to self concept and to school success.
   *Teaching is inviting: it is a process of inviting students to see themselves in positive ways, and to feel that they are active participants in their own development.
   *There is now a special need in schools to be concerned with the "disinvited" student as we are now concerned with the disadvantaged and disabled student.

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

   (please see attached material)

3. If possible list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

   O. K.

QUESTIONNAIRE

1. What do you feel are the basic principles (concepts) of humanistic education?

A. Academic learning and personal feelings hold equal importance.

B. Interpersonal relationships are open, direct and honest; confrontative conflict as well as support and warm fuzzies are equally open.

C. Organizational structure (i.e., management, scheduling, division of labor) work toward fulfilling the organizational goals and promote individual learning. Structures are flexible and adaptive.

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

Should be cognitive (i.e., reading and critiquing the literature), experiential (practice what you preach), and allow practice trials (practicum field experience).

3. If possible list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

See the enclosed article for reference.

QUESTIONNAIRE

1. What do you feel are the basic principles (concepts) of humanistic education?

A. That a person's experience is the most important aspect of education.

B. That all learning begins with the learner's frame of reference.

C. That education's essential purpose is to facilitate human beings use of their individual and collective potential.

D. That learning is a total experience throughout life.

E. That people are more than the sum of the parts of their physical, intellectual, and emotional beings.

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

A. Our work in hundreds of settings indicates that training programs must be comprehensive so that people get an extended opportunity to become humanistic educators. One course will not do.

B. It is preferable to select students who lean toward humanistic education and allow them to grow in a separate experience than to try to "convince" others to use humanistic procedures. It seems that historically we must understand that humanistic education is a type of alternative education. The mainstream is not vern concerned about it.

3. If possible list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

QUESTIONNAIRE

1. What do you feel are the basic principles (concepts) of humanistic education?

1. That human beings have a much larger potential than they are currently reaching.

2. That one can shape one's life. We are NOT pawns on a large chess board.

3. That understanding feelings, emotions, and values can contribute to our reaching our potential.

4. That there are exercised and strategies in humanistic education that can contribute to our search for our fullest potential.

There are others, but this will do.

2. Do you have any suggestions for inclusion of the concepts in an introductory course model?

I enclose an outline of concepts taught in my Education of the Self course.

3. If possible list on the back of this sheet the names and addresses of educators you feel are making significant contributions in humanistic education.

See the bibliography attached. Addresses you'll have to dig up.

APPENDIX G

SIGNIFICANT HUMANISTIC EDUCATORS AS SELECTED BY RESPONDENTS

SIGNIFICANT HUMANISTIC EDUCATORS AS SELECTED BY RESPONDENTS

1. Elizabeth Simpson
2. Flora Roebuck
3. Virginia Aspy
4. Sidney Simon
5. Gerald Weinstein
6. Marie Hartwell
7. Hilary Bender
8. Richard Rajacz
9. Constance Seidner
10. John Joyce
11. Cornelia Sheeban
12. Norman Newberg
13. Lee Howe
14. Elliott Seif
15. James Wilson
16. Mario Fantini
17. Carl Rogers
18. George Brown
19. Albert Alschuler
20. Arthur Combs
21. David Aspy
22. Robert Carkhuff
23. Ned Flanders
24. John Childers
25. Jan Kelley
26. Don Caren
27. Betty Siegel
28. Harry Wong
29. Howard Kirschenbaum
30. Donald Read
31. Robert Hawley
32. Isabel Hawley

APPENDIX H

MATERIALS RECOMMENDED BY RESPONDENTS FOR HUMANISTIC EDUCATION COURSE

RECOMMENDED MATERIALS TO BE USED IN HUMANISTIC

EDUCATION COURSE

1. Simpson, Elizabeth. Humanistic Education: An Interpretation, 1976.
2. Berman, Louise and Jessie Roderick. Curriculum: Teaching the What, How, and Why of Living, 1977.
3. Patterson, C. H. Humanistic Education, 1973.
4. Weinstein, Gerald and Mario Fantini. Toward Humanistic Education: A Curriculum of Affect, 1970.
5. Miller, John P. Humanizing the Classroom: Models of Teaching in Affective Education, 1976.
6. Purkey, William. "Inviting School Success Twelve Ways," 1977.
7. Alschuler, Alfred. Motivating Adolescents Achievement, 1972.
8. Saltmarsh, Robert and others. "Facilitating Humanistic Relationships in the Classroom," Journal of Teacher Education, 1975.
9. Schmuck, Patricia and Richard. "Humanistic Education, A Review of Books Since 1970."
10. Berman, Louise and J. A. Roderick. Feeling, Valuing, and the Art of Growing: Insights into the Affective, 1977.
11. Nash, Paul. "Theory and Practice of Humanistic Education," 1976.
12. Silberman, Melvin and others. Real Learning, 1976.
13. Rich, John Martin. Humanistic Foundations of Education, 1971.
14. Rich, John Martin. "Idiographic Holistic Thinking in Education," The Educational Forum, 1975.
15. Simon, Sidney. Values Clarification, Values and Teaching, Meeting Yourself Halfway, Caring Feeling Touching.
16. Rogers, Carl. Freedom to Learn, 1968.
17. Carkhuff, Robert. Teaching As Treatment, 1976.

APPENDIX I

RESPONDENTS' SUGGESTED COURSE OUTLINES

HB 507 Theory and Practice of Humanistic Education

Objectives

To gain understanding of the theoretical foundations of humanistic education, including the historical background, philosophical assumptions, political and economic dimensions, ethical implications.

To become familiar with some of the practical manifestations of humanistic education.

The course carried credit towards teacher certification in Massachusetts and most other states. It satisfies the requirement in philosophy of education. It also carries credit towards certification as counselor and school psychologist.

Content

The course is partly theoretical and partly experiential. It includes lectures, demonstrations, small group work, independent projects, and a variety of experiential work.

Among the topics covered are:

-Self understanding and awareness
-Personal meaning and value clarification
-Autonomy, responsibility, and personal growth
-Energy, sensory awareness and health
-Wholeness and congruence
-Communication, dialogue, building
-Collaboration, group decision making
-Membership, inclusion, intimacy
-Humanistic consultation
-Conflict and confrontation
-Creativity: individual and group
-Leadership and personal power
-Understanding change
-Social rehumanization
-Humanistic evaluation

SOME SKILLS AND CONCEPTS LEARNED IN ED SELF

Comfort & Caring
Expanded Name Tags
Silent Name Tag Milling or
  Silent Touch Milling
Focused Listening
Unfinished Business
Rehearsal Time
Confidentiality
No Gossip
Validation Training--Flick
Ground Rules
Partners--Trios--Quartets--Sextets
  Wagonwheels--Circles (Group Process)
Handouts
I Learned Statements
I Wonder Statements
Eye Contact
Shelley Berman Record
Music
Journal Writings
Weekly Reaction
Validation Circles
Planning Boards
Self Appreciations
"You" Questions From Songs/Handouts
Support Groups
Group Interview
Public Interview
Letter to Class Staff
Toxic vs nourishing
Vulture Concept
Negative Criticism Theory--Hearts Chart
2 Step Plan to Change
  Past--Present--Future
Vultures Inventory (IQ, Physical, Social/Family, sex)
  Self Put Downs
Oral Aggression Exercise
Self Put Down Reversal Language
Self Respect vs Self Indulgence
Ask for What You Want/Need
Yes--No--Maybe
Making the Future Real
Questions and Answers
Questions for a Good Relationship
Red Pencil Mentality
Goals--Direction Setting and Self Contracts
Concepts and Skills Based on Re-evaluation Counseling:
  Reciprocity
  Distress is restimulation of old hurts
  Direction Setting
  Mini Sessions
  Format & Questions
    that Help
  Client is in Charge
  Theory

SKIN HUNGER WORK:
energy transfer through
  hands
tushy rub
temple massage
shoulder massage in chain
back rub in paris, trios
hugs: non-hugs, full
  body love
head roll
sardines body line
hand explorations
people pile
affection sequence
finger contact blind
  dance
foot massage
circle leanings
face explorations, face
  cupping

CENTER FOR STUDIES

OF THE PERSON

Schedule for September through December

SEX, DEATH AND SURRENDER

This workshop is about the fear we all share, the fear of letting go.

THE LEARNING GROUP

Started in 1973, the Learning Group is intended for those who want to know more about humanistic psychology, education, interpersonal communication, small group interaction and their own path of personal growth.

EXPLORING YOUR SEXUALITY

The intention of this workshop is to bring our fears, hopes, disappointments and joys surrounding our sexuality out into some light.

SEPARATE AND TOGETHER

A six week workshop for couples. . .designed to increase self-awareness and to improve communication within the relationship.

"MALE AND FEMALE"

A six week encounter experience with the primary focus on self-awareness and personal growth. A secondary focus will be upon male-female relationships.

ON BEING A WOMAN

A workshop for women only in which we explore alternatives to the stereotypes of what a woman "should" be.

CONTACTING YOUR OTHER HALF

In our culture men often repress their feminine side; women discount their masculine selves. Each of us has both within us. Come and take a step toward an integration, a unity of polarities.

USING FEAR AS A KEY TO GROWTH

This is a workshop to encourage you to identify and take steps toward your fears as a way of becoming more integrated.

CENTER FOR STUDIES OF THE PERSON SCHEDULE

PEOPLE GROWING

The Art of Therapy

This lecture series is with some of the leading therapists in this area who will present their personal views on the art of nurturing human beings.

MANAGEMENT BEHAVIOR

This is a basic course in human behavior, communication theory and skills, leadership, motivation, elements of power, ethics and values.

LETTING OUT/LIVING OUT THE ARTIST IN YOU

This workshop is designed to help participants increase the quality of contact with those artistic, expressive energies and move toward a more artistic, imaginative life.

STILL WILL - a marathon

This will be a day devoted to your yin energy, a day of peace, stillness, emptiness and easy contact with others. The marathon will last 14 hours with no breaks for food and no eating during the workshop.

AN EXPEDITION TO MAYA-LAND

Two anthropologists will lead a small group of people into contemporary towns and archeological sites in southeastern Mexico and Guatemala to work on personal interactions with the symbols and social life of the Mayan civilization and its present day descendants.

ACUPRESSURE MASSAGE FOR COUPLES

An introductory course in which couples will learn to give each other basic treatments in Shiatsu and Jin Shin Jyutsu.

APPENDIX J

WRITER AND OUTSIDE READER'S CONTENT ANALYSIS

REVIEW OF LITERATURE SECTION

TABLE 8

THEMES IDENTIFIED BY READER ONE IN REVIEW OF LITERATURE SECTION

Themes
human awakening
self liberation
new vision
came from western thought
no conflict humanism and disciplined direction
needs more research techniques
intrinsic value of individual
mind active, operating on environment, directing man in purposeful behavior
procedures to develop constructive dialogue with fantasy world
procedures that involve non verbal exercises
developing and exploring individuals' emotional responses
importance of living here and now
promotion of expression
encounter between different diverse persons
regard for each person as valuing being
whole person--cognition--feeling--social interaction
school experiences contribute to life and are not just preparation for life
total person
present oriented
realness
everything in process of change
good citizens
loving fathers and mothers
affective
practical life
emotions
feelings
thinking and knowing equal to feelings
concern for welfare of others
all people belong to one family

TABLE 9

THEMES IDENTIFIED BY THE WRITER IN REVIEW OF LITERATURE SECTION

Themes
human awakening
self liberation
human possibilities
living fully
whole person
integrate
personal meaning
values
facilitating emotional growth
experiences that have meaning
human potentialities
intrinsic values
feelings
action oriented
individual freedom
humaneness
subjective impressions
self actualization
human dignity
man's inherent goodness
nonverbal exercises
active--present oriented
freeing of curiosity
responsibility
emotional responses
expressed act
experiences
process of change
realness
affective
trust
welfare of others
disciplined direction
intrinsic motivation
dialogue
free expression
social issues
personal encounter
relationship
power and politics

TABLE 10

WRITER AND OUTSIDE READER'S INTEGRATED THEMES IDENTIFIED IN REVIEW OF LITERATURE SECTION

Theme	Theme Group
human awakening	A
self liberation	A
human possibilities	A
values	B
disciplined direction	F
subjective impressions	C
intrinsic value	B
active	D
present oriented	D
humaneness	H
dialogue	E
fantasy world	C
nonverbal exercises	E
free expression	E
emotional responses	C
living fully here and now	A
expressed act	D
whole person	A
feelings	C
social issues	G
power and politics	G
affective	C
action oriented	D
intrinsic motivation	A
human dignity	B
personal meaning	A
human potentialities	A
man's inherent goodness	B
responsibility	F
individual freedom	A
self actualization	A
realness	B
trust	B
personal encounter	E
freeing of curiosity	A
process of change	A
affective interaction	C
relationship	E

TABLE 10 (continued)

Theme	Theme Group
welfare of others	H
experiences	D
positive self concepts	A
moral	B
practical life	D
thinking and knowing	I
good citizens	G
loving fathers and mothers	H
persons of good will	H
behaving responsibly and cooperatively	F
members of one family	H
concern for others	H
social interaction	J
flexibility	A
individualization	A
socialization	A
freedom	A
encounter	E

Theme Groups identified: A. individual growth; B. value clarification; C. emotional growth; D. meaningful experiences; E. communication; F. disciplined direction; G. social issues; H. family of man; I. thinking and knowing; J. social organization.

APPENDIX K

THE WRITER AND READER ONE'S VERIFICATION FOR APPEARANCE OF 1ST TEN CONCEPTS IN THE HUMANISTIC EDUCATION SOURCEBOOK

TABLE OF CONTENTS

TABLE 11

THE WRITER AND READER ONE'S VERIFICATION FOR APPEARANCE OF 1ST TEN CONCEPTS IN THE HUMANISTIC EDUCATION SOURCEBOOK TABLE OF CONTENTS

	Concept										
	1	2	3	4	5	6	7	8	9	10	Total
Reader One	6	2	8	1	5	1	1	1	1	1	27
Writer	12	3	6	1	7	2	1	1	1	2	36
Total	18	5	14	2	12	3	2	2	2	3	63

APPENDIX L

READER ONE'S CONTENT ANALYSIS OF QUESTIONNAIRES

TABLE 12

READER ONE'S CONTENT ANALYSIS OF QUESTIONNAIRES

Concept One: Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth).

Aspy	1	Saltmarsh	3
Simon	1	Rogers	1
Schmuck	1	Combs	1
Read	1	Yamamoto	1
Hatcher	1	Roderick	1
Silberman	1	Weinstein	1
Hicks	1	Alschuler	2
Nash	1	Rich	3
Kirschenbaum	1	Carkhuff	2
Phenix	1	Nash	3
Berman	1	Patterson	2
Purkey	2	Total	33

Concept Two: Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification).

Simon	1	Saltmarsh	1
Read	2	Silberman	1
Hatcher	1		
Nash	1		
Kirschenbaum	1		
Phenix	1		
Rogers	1		
Weinstein	2		
Patterson	2		
Aspy	1		
Schmuck	1	Total	16

Concept Three: Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth).

Kirschenbaum	1		
Simon	1		
Saltmarsh	1		
Schmuck	1		
Read	4		
Rogers	1		
Berman	1		
Hatcher	1		
Nash	1	Total	12

TABLE 12 (continued)

Concept Four: Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences).

Aspy	1	Yamamoto	1
Schmuck	1	Alschuler	2
Read	1	Rich	1
Silberman	1	Carkhuff	2
Nash	1	Hatcher	1
Kirschenbaum	1		
Phenxi	1		
Purkey	2		
Saltmarsh	1		
Rogers	1		
Combs	1		
Patterson	1	Total	20

Concept Five: Humanistic education recognizes the importance of dialogue between teacher and pupils (communication).

Schmuck	1		
Read	1		
Hatcher	1		
Silberman	2		
Hicks	1		
Nash	1		
Kirschenbaum	1		
Phenix	1		
Purkey	1		
Saltmarsh	1		
		Total	11

Concept Six: Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction)

Carkhuff	3		
Hatcher	1		
Read	1		
		Total	5

TABLE 12 (continued)

Concept Seven: Humanistic education recognizes the importance of the student's being concerned with social issues (social issues).	
Hatcher	1
Silberman	1
Saltmarsh	1
Combs	2
Alschuler	1
Nash	1
Kirschenbaum	1
Read	1
Total	9
Concept Eight: Humanistic education recognizes the need for man to view himself/herself as part of the family of man (family of man).	
None	
Concept Nine: Humanistic education recognizes that thinking and knowing are equally as important as one's feelings (thinking and knowing).	
Schmuck	1
Phenix	1
Total	2
Concept Ten: Humanistic education recognizes that social organization can promote the growth of the individual (social interaction).	
Schmuck	1
Hicks	1
Total	2

APPENDIX M

READER TWO'S CONTENT ANALYSIS OF QUESTIONNAIRES

TABLE 13

READER TWO'S CONTENT ANALYSIS OF QUESTIONNAIRES

Concept One: Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth).

Saltmarsh	1	Berman	1
Rich	2	Roderick	1
Combs	2	Phenix	1
Alschuler	2	Purkey	4
Hatcher	3	Aspy	2
Simon	4		
Silberman	1		
Kirschenbaum	4		
Hicks	2		
Rogers	2		
Nash	7		
Read	3	Total	42

Concept Two: Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification).

Saltmarsh	1		
Combs	1		
Simon	1		
Rogers	1		
Nash	1		
Read	2		
Phenix	1		
Purkey	5		
Aspy	1		
		Total	14

Concept Three: Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth).

Saltmarsh	2	Read	5
Combs	2	Berman	1
Hatcher	1	Roderick	1
Simon	4	Phenix	1
Silberman	1	Purkey	4
Kirschenbaum	2	Schmuck	2
Hicks	1	Aspy	2
Rogers	1		
Nash	6	Total	36

TABLE 13 (continued)

Concept Four: Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences).

Rich	1
Combs	1
Hatcher	2
Simon	1
Silberman	1
Kirschenbaum	2
Hicks	2
Nash	2
Read	1
Purkey	4
Aspy	3
Total	20

Concept Five: Humanistic education recognizes the importance of dialogue between teacher and pupils (communication).

Saltmarch	2	Berman	1
Rich	2	Roderick	1
Hatcher	3	Purkey	5
Simon	2	Schmuck	2
Silberman	2		
Kirschenbaum	1		
Hicks	2		
Rogers	1		
Nash	5		
Read	4		
Total	33		

Concept Six: Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction).

Aslchuler	1
Simon	4
Silberman	2
Kirschenbaum	1
Nash	1
Schmuck	1
Aspy	1
Total	11

TABLE 13 (continued)

Concept Seven: Humanistic education recognizes the importance of the student's being concerned with social issues (social issues)

Hatcher	2
Kirschenbaum	2
Phenix	1
Aspy	1
Total	6

Concept Eight: Humanistic education recognizes the need for man to view himself/herself as part of the family of man (family of man).

Nash	2	Kirschenbaum	1
Read	3	Rogers	1
Purkey	4		
Schmuck	1		
Aspy	4		
Saltmarsh	1		
Rich	1		
Combs	2		
Hicks	2		
Hatcher	2		
Silberman	1		
Total	25		

Concept Nine: Humanistic education recognizes that thinking and knowing are equally as important as one's feelings (thinking and knowing).

Alschuler	1
Simon	2
Kirschenbaum	1
Hicks	1
Nash	1
Read	4
Schmuck	1
Aspy	1
Total	12

TABLE 13 (continued)

Concept Ten: Humanistic education recognizes that social organization can promote the growth of the individual (social interaction).

Schmuck	1
Hatcher	2
Aspy	2
Simon	2
Silberman	2
Roderick	1
Kirschenbaum	2
Nash	2
Berman	1
Purkey	5
Total	20

Concepts Identified Only From Questionnaires

Concept: curiosity--Saltmarsh

Concept: love for students--Read

Concept: mutual respect between teacher and student--Rich

Concept: intellectual sympathy--Rich

Concept: normative development

Concept: peer learning--Silberman

Concept: interactive learning--Silberman

Concept: self-evaluation--Kirschenbaum

Concept: human conditions--Hicks

Concept: personal involvement--Simon

Concept: self initiation--Read

Concept: conflict and confrontation--Nash

Concept: leadership and personal power--Nash

Concept: understanding change--Nash

Concept: social rehumanization--Saltmarsh

APPENDIX N

THE WRITER'S CONTENT ANALYSIS OF QUESTIONNAIRES

TABLE 14

THE WRITER'S CONTENT ANALYSIS OF QUESTIONNAIRES

Concept One: Humanistic education recognizes the importance of facilitating human beings' individual potential (individual growth).

Simon	4	Nash	5
Saltmarsh	2	Berman	1
Rich	3	Roderick	1
Combs	3	Kohlberg	1
Alschuler	3	Phenix	2
Hatcher	1	Purkey	3
Silberman	1	Schmuck	1
Yamamoto	1	Aspy	1
Kirschenbaum	3	Weinstein	1
Carkhuff	1	Patterson	1
Hicks	3		
Rogers	2	Total	44

Concept Two: Humanistic education recognizes that any position taken by a student implies some value judgment (values clarification).

Aspy	1	Rich	1
Phenix	1	Simon	1
Nash	1		
Read	1		
Rogers	1		
Hicks	1		
Hatcher	1		
Alschuler	1		
Combs	1	Total	11

Concept Three: Humanistic education recognizes that understanding feelings and emotions can contribute to a student's reaching his/her fullest potential (emotional growth).

Simon	2	Schmuck	1
Saltmarsh	2	Rogers	1
Rich	1	Read	8
Combs	1	Nash	4
Purkey	5	Phenix	1
Patterson	2	Aspy	1
Alschuler	1		
Silberman	1		
Kirschenbaum	2		
Hicks	1	Total	34

TABLE 14 (continued)

Concept Four: Humanistic education recognizes that a person's experience is one of the most important aspects of his/her education (meaningful experiences).

Read	1	Alschuler	1
Combs	2	Silberman	2
Hatcher	1	Nash	2
Patterson	2	Yamamoto	1
Aspy	2	Carkhuff	2
Purkey	4	Rogers	1
Kirschenbaum	1		
Phenix	1		
Berman	1		
Roderick	1	Total	25

Concept Five: Humanistic education recognizes the importance of dialogue between teacher and pupils (communication).

Schmuck	2	Hicks	2
Purkey	6	Rogers	1
Roderick	1		
Berman	1		
Read	3		
Nash	5		
Saltmarsh	2		
Rich	2		
Hatcher	1		
Simon	3		
Silberman	2		
Kirschenbaum	1	Total	32

Concept Six: Humanistic education recognizes the importance of the individual's setting goals and proceeding in a disciplined direction (disciplined direction).

Carkhuff	3		
Yamamoto	1		
Hatcher	2		
Nash	2		
Phenix	1		
Read	1		
Combs	1		
Simon	1		
Schmuck	2		
		Total	14

TABLE 14 (continued)

Concept Seven: Humanistic education recognizes the importance of the student's being concerned with social issues (social issues).

Carkhuff	3
Nash	2
Hatcher	2
Saltmarsh	1
Total	8

Concept Eight: Humanistic education recognizes the need for man to view himself/herself as part of the family of man (family of man).

Read	1
Nash	1
Total	2

Concept Nine: Humanistic education recognizes that thinking and knowing are equally as important as one's feelings (thinking and knowing).

Nash	1
Schmuck	1
Total	2

Concept Ten: Humanistic education recognizes that social organization can promote the growth of the individual (social interaction).

Schmuck	1
Total	1

Concepts Identified Only From Questionnaires

Concept: self evaluation--Kirschenbaum, Aspy

Concept: use of skills--Carkhuff, Hatcher

Concept: promoting humanistic environments--Hicks

Concept: conflict and confrontation--Nash

Concept: understanding change--Nash

Concept: self initiation--Read, Saltmarsh

APPENDIX O

NAMES AND ADDRESSES OF OUTSIDE READERS FOR CONTENT ANALYSES

NAMES AND ADDRESSES OF OUTSIDE READERS FOR CONTENT ANALYSES

Review of Literature Section

Reader One--Patricia McCarthy
22 Ravens Ridge
Boone, North Carolina

Theme Group Verifier
Diane Landry
Department of English
University of Tennessee
Knoxville, Tennessee

Questionnaires

Reader One--Martha Coleman
Department of Human Services
Fifth Avenue
Knoxville, Tennessee

Reader Two--John Harte
1319 Highland Ave.
Knoxville, Tennessee

VITA

Henry McCarthy was born in Johnson City, Tennessee in 1944. His parents are Pearl Honeycutt McCarthy and William F. McCarthy (deceased). He attended public schools in Johnson City, Tennessee and Winston-Salem, North Carolina. In 1962 he was named outstanding high school drama student in North Carolina. He was also a member of the state championship baseball team. In 1962 he graduated from East Tennessee State University where he was President of the Student Government Association. Henry received his M. A. from The University of Kentucky in 1968 and has also attended The University of Oregon graduate school. In 1972 he received the New Counties Award for prison reform, and in 1974 received the Charles Kettering Fellowship for administrators. Henry is currently a member of the Appalachian State University faculty. He is married to Patricia Ringley McCarthy, and they have two children, Cara and Hank.