LANGUAGE, VALUES, AND REALITY: AN ANALYSIS OF CONTEMPORARY CURRICULUM DISCOURSE

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CHAPTER I

THE VALUE-LADEN LANGUAGE OF CURRICULUM DISCOURSE

Introduction

Traditionally, in the field of curriculum, proponents of various philosophic postures have advanced discourse that advocates their notions of reality. These curriculum theorists use language to communicate their realities to others and in so doing, more often than not, choose words and use them in such a way as to subtly justify their system of values. This can be a conscious or an unconscious activity.

Dobson and Dobson (1987) capture the essence of this dilemma when they suggest that:

> Theorists seem to invent words to serve as tools and their perception becomes controlled by these creations. Language, which is intended to explain or describe curriculum reality, becomes reality. What cannot be explained is too often ignored and ultimately dismissed. We are suggesting that the language of a field encourages human encounters to be a priori . . . If theorists are to pursue the reality of the curriculum experience in its totality, all that it means to be human, they must uncover the meanings of words blurred by custom and usage.
>
> The reporting of perception (personal reality) requires judgment, which in turn reflects the value posture of the one doing the reporting (p. 280).

Appignanesi (1976, p. 41) reflects that "language is not passive." There are no mere words, no meaningless, resigned or neutral language. Edelman (1974) states that language is never used simply to describe

reality, but "to create our realities" (p. 296). The language of curriculum theorizing draws upon expressions of values to create the meaningfulness necessary to move language from a passive tool of explanation and description to a powerful tool that constructs curriculum reality. That curriculum theorizing is fundamentally an activity in expressing value theories and making value judgments has been well documented in the current literature (Apple, 1975; Dewey, 1964; Eisner, 1985; Giroux, 1981; Huebner, 1966; Kliebard, 1975; Macdonald, 1977; Pinar, 1980; Ubbelodhe, 1972; cited in Dobson & Dobson, 1987).

Huebner (1966) alludes to the notion of curriculum language constructing curriculum reality when he states:

> The curriculum worker is immediately locked into a language system which determines his questions as well as his answers. To break from this framework the language of learning and purpose must be cast aside and new questions asked. To do this the curriculum worker must confront his reality directly, not through the cognitive spectacles of a particular language system (p. 12).

To understand what is involved in the breaking away of a particular language system requires a deeper examination of language as a tool. Language is not simply a tool to serve humanity, a tool to be used and freely discarded by its user. Gadamer (1976) takes up the notion of language as a tool:

> For it is the nature of the tool that we master its use, which is to say we take it in hand and lay it aside when it has done its service. That is not the same as when we take words of a language. In all our knowledge of ourselves and in all knowledge of the world, we are always encompassed by the language that is our own (p. 62).

In light of the encompassing power of language, Geller (1959, p. 21) suggests that "language has to do with expressions of events,

activities, dispositions, and human purposes." Such expressions require judgment, judgment which prescribes a particular system of values. According to Rescher (1969) values manifest themselves in language. This perspective of the interplay of language with values results in the notion that language is value-laden.

Macdonald (1977) concludes that the formation of our curriculum realities is embodied in the value statements of curriculum language. This study emerged from the researcher's interest in Macdonald's analysis of value statements in curriculum language and the effects of such language on the curriculum practices of American schools. The value-laden language of curriculum discourse and its implications on the ways in which we form reality has yet to be explored to any significant degree. Dobson and Dobson (1981) echo this perspective with the observation that language is "probably the most overlooked, least understood, and ultimately neglected phenomenon in the process of curriculum theorizing" (p. ix).

The basic premise of this study is that the value-laden language of curriculum discourse affects the nature of curriculum reality. The interplay of language and values defines, shapes, and orders the reality of curriculum in American schools.

Rationale

The rationale for this study of understanding and interpreting the values of curricular language emerges from the following assumptions:

1. Language both reflects and determines the form of personal reality. Causal priority does not seem particularly important.

2. The language of curriculum discourse is value-laden.

3. The value-laden language of curriculum discourse as presented by the curriculum journal Educational Leadership is a powerful reality forming tool.

4. The values of curriculum discourse can be defined, identified, and interpreted through the utilization of a research method which includes a value classification system and critical discourse analysis.

The study of value systems as found in the language of curriculum discourse will contribute to our understanding of curriculum theorizing and praxis, expand our knowledge of how curriculum language affects reality, and it can suggest new frameworks for curriculum language, if indeed not a new language base itself.

Eisner (1985) contends that the examination of underlying values is of utmost importance. He states:

> It is important for those concerned with designing educational programs to see behind the issues, to go beyond the immediate controversy to penetrate the current debate in order to locate the value and premises behind the questions (p. 61).

Iannone and Obenauf (1984) suggest that the question of values must be addressed before anything else is done in the area of curriculum. Values provide the frame of reference for our thoughts and determine the perspective of our approach to the world (Hart, 1949). Hart explains how values permeate our life:

> We prefer one thing to another, we shift attention from one event to another, praise one behavior and condemn another, we like and dislike, and whenever we do so, we value. Behind our passions, interests, willed actions is the belief that they are worthwhile (p. 31).

Curriculum theorists cannot escape the presence of values as they make judgments of choice between alternatives. As Macdonald (1977, p. 21) puts it, "all curriculum talk and work is value based." Thus,

the values manifested in curriculum language provide the framework for choosing words which justify a prescribed system of ideas and thoughts.

The world as we see it, according to Daniels (1975), is a world of concepts and ideas. As curriculum theorists advance discourse that prescribes their system of ideas, the reader becomes locked into the language system of ideas, concepts, and thoughts; and ultimately locked into the values system as projected by the theorists. Gross (1969) suggests that the ideas in our heads and the things that we know come from what we "have seen and heard and read" (p. 196). It is Ferguson's (1980, p. 149) assertion that "language frames our thoughts." Such is the dilemma of the power of curriculum language: As curriculum writers make judgments, value statements are put forth in prescribed ideas and thoughts concerning curriculum development, thus creating a curriculum language which serves as a formation tool to construct corresponding ideas for the reader.

The power of language to formulate thoughts and ideas in the minds of the reader has led Chase (1954, p. 109) to define language as a "shaper of thought itself." Firth (1957) adds that language is fundamentally a way of behaving and making others behave. Such power results in language ordering our world and our realities (Gough, 1984). It is our value-laden language that tells us from when and where we have come, what and who we are, and what and who we hope to become. Our language is the enduring force for creating and transforming our world. Freire (1970, p. 75) argues that to speak a "true word is to transform the world."

As curriculum theorists make required judgments as to the choice of true words to advocate a prescribed notion of reality the interplay

of values, reality, and language is set into motion. Murkerjee (1964, p. 77) suggests that there is "no cleavage between reality and values." Therefore, a prescribed system of values is in effect a prescribed system of realities. As value-laden language appears through the pages of curricular discourse, possible corresponding conditions of curriculum development emerge (Rescher, 1969).

As Murkerjee concludes that reality and values cannot be separated, Linge (1976) postulates a similar theory concerning the areas of reality and language. This is further discussed in Miller's (1972) explanation of how language permeates our reality:

> Through language we explore, create, and transform the structures of society and civilization that give meaning and purpose to our lives as human beings. It is through language that the individual creates and knows his reality (p. 214).

It is our language that allows us to form and know the realities of the world in which we live and belong (Gadamer, 1976). Such is the power of language, the power to form our realities, the power to determine in the minds of readers prescribed systems of ideas and thoughts to view and form the world in which they live.

In order to undertake a significant study of the power of curriculum language as it relates to value expression and reality formation, a legitimate source of contemporary curriculum discourse had to be selected for analysis. Educational Leadership, the official journal of the Association of Supervision and Curriculum Development (ASCD) is the most visible service to its members and to the profession as a whole (Davis, 1986). Current ASCD membership is listed at 110,000 (ASCD, 1988). Schubert (1986) contends that Educational Leadership has the largest circulation of any curricular journal. Schubert (1986) also

advances the notion that ASCD is the principle association for scholars and school based curriculum administrators.

Davis (1986), former president of ASCD, suggests that Educational Leadership is a primary source for informing curriculum and instructional leaders about issues of curriculum development. He states:

> The journal persistently offers through its pages descriptions and informed commentary on matters significant to current curriculum and instructional leaders. Most practicing curriculum leaders attest that they would not be as informed as they are without this major Association's journal (p. 91).

It is the notion of Educational Leadership delivering "matters significant to current curriculum and instructional leaders" that directed the researcher to select Educational Leadership as the object of curriculum discourse analysis. It is the intentional effort of Educational Leadership to communicate matters of significance which imply value expression as presented in the form of value-laden language. Therefore, the purpose of this study is to uncover an understanding, interpretation, and meaning of the reality formation power of the value-laden language of curriculum discourse as presented in the curriculum journal Educational Leadership. The problem of this study was to answer the following research questions:

1. What are the predominant values of contemporary curriculum discourse as presented in Educational Leadership?

2. If predominant values are identified and interpreted, what are the implications of these values for the formation of curriculum realities?

Research Procedures

The initial task of the research procedures in this study was to appropriate value meaning from contemporary curriculum discourse as presented through the lead "theme" articles of Educational Leadership. To appropriate meaning implies participation in the act of critical analysis (Ballard, 1983). Boeckh (1969) explains the need for this type of analysis:

> . . . an object becomes understood not by itself nor for its own sake, but for the establishment of a relation and a reference to something else, so that the recognition of this relation is itself the end in view (p. 121).

Therefore, the ultimate task of the research procedures for this study was to conceptualize a framework for the understanding, interpretation, and meaning of contemporary curriculum discourse. It was the aim of this study to provide more than a mechanical discovery by means of nondiscriminant reading and study. This can only be achieved by judging curriculum discourse in terms of an external consideration, that is, relating the contents of the discourse to something else (Harris, 1964).

As previously mentioned, it is the intentional effort of Educational Leadership to communicate matters of significance, this implies value expression. Urban (1939) suggests that discourse is partly determined by purposes and values; intentionality implies value expression.

For this study the external consideration for analysis was the presence of value expression. Curriculum discourse as communicated through the pages of Educational Leadership was analyzed, interpreted and understood from the relation and reference of a defined value

classification system.

Examining the values of curriculum discourse is not a simple or common task. Values for the most part are not explicitly identified or labeled in curriculum discourse. In order to determine particular value systems the researcher must carefully examine printed language utilizing the research methodology of discourse analysis within the frame of reference of an external consideration.

The aim of discourse analysis is to uncover patterns, properties, or features of an assembly of language entities (Jackson, 1986). Through discourse analysis these language entities can be organized into categories or classification schemes as defined by the specific pattern, property, or feature being examined (Hopper, Koch, and Mandelbaum, 1986). According to Harris (1964), discourse analysis consists of collecting language entities which have like characteristics or features as a result of a defined external consideration, thereby allowing the researcher the means to classify the collected entities. The collected entities as classified provide the evidence for the researcher to document the claimed meaning of a selected piece of discourse (Jacobs, 1986). Consequently, discourse analysis provides the researcher with a method for establishing a relationship between language entities and the external consideration used for interpretation.

It was not the aim of this study simply to mechanically isolate, identify, count, and measure minimal language entities, such as words or sentences. A more critical comprehensive approach to discourse analysis was utilized which provided the means for examining language

entities in the context of the whole text. The specific method of discourse analysis used in this study was based on the following suppositions:

1. Whole texts are composed of cohesive patterns of language entities, such as phrases and clauses.

2. The meaning of the whole text was derived from the defined pattern of language entities, the meaning of the language entities was derived from the context of the whole text.

3. Examination of language entities and the whole text provided the means to clarify the ideas, thoughts, and concepts which made up the selected discourse.

4. The task of discourse analysis was achieved with an assigned system of classification to determine meanings of individual texts, thus establishing a practical framework for the critical understanding and interpretation of curricular discourse.

Thus, the method of discourse analysis was based on the classification of value-laden language according to a specified value classification system. This research procedure was the applied method of study which analyzed the lead theme article from each Educational Leadership issue from October of 1965 through May of 1988. The rationale for initiating the study with issues from 1965 was based on ASCD's own perspective of the association's history. Alexander (1986) states that ASCD's history is divided into two periods. The early years are defined as 1944 through 1964; the later years as 1965 to the present.

The focus of discourse analysis in this study was on determining an article's predominant values by utilizing a classification system

consisting of Technical, Scientific, Political, Aesthetic, and Ethical categories (Huebner, 1966). These five value systems were used as the frame of reference to identify, clarify, and define the values of selected curricular discourse.

The following steps provided the procedural methods for this study:

1. A review of literature was conducted relating to the interplay of language, values, and reality.

2. The content of each lead theme article was analyzed by utilizing a classification system comprised of five value systems (Huebner, 1966).

3. The data were tabulated and presented for each individual article.

4. The findings for this study were summarized and interpreted, and conclusions were put forth.

Organization of Study

The researcher has organized this study into five chapters. Chapter I provides an introduction to the nature of the study, its assumptions, the organization, and an orientation into the relationship of language, values, and reality. Chapter II focuses on the nature of language as an interrelational process involving thought, meaning, and reality. Chapter III contains the research method followed in this study with an examination of two concepts: value theory and discourse analysis. Chapter IV presents the findings of discourse analysis as applied to the lead theme articles of Educational Leadership.

Chapter V provides a summary, implications, interpretation of findings, applications of findings, suggestions for further research, and concluding statements of this study.

CHAPTER II

THE NATURE OF LANGUAGE

Introduction

Phenix (1964, p. 215) stated that "language is a social invention that has been developed for the purposes of communication." Perhaps, as Phenix stated, language is a tool invented for the essential purpose of communication, but the researcher is reluctant to constrict the nature of language to a single functionary use as a communication tool.

The researcher does not question the notion that language is the primary means of communication and expression (Sapir, 1949). The power to communicate is not to be taken lightly, but it is the premise of this study that there is a more comprehensive nature of language. When Miller (1972) illuminates the belief that "we live, literally, in and by and with language" (p. 12), he is conceptualizing a nature of language far beyond the constrictions of a tool used for communication.

Bruner (1962) in the "Introduction" of Vygotsky's Thought and Language, in making reference to the powerful functionary uses of language reflects that "man, if you will is shaped by the tools and instruments that he comes to use . . . " (p. vii). The notion of man being shaped by the tool of communication is fundamental to this study's first assumption: Language both reflects and determines the form of personal reality.

To understand how language is involved in the formation of reality, it is necessary to emphasize functionary uses of language which extend beyond communication. Smith (1966) proposes three uses of language:

> 1. To exclaim--to vent feelings or emotions. This serves the useful function of relieving tension and hence of partially controlling one's own behavior.
>
> 2. To communicate--this serves the useful function of influencing other people and hence of partially controlling other people's behavior.
>
> 3. To inquire--this serves the useful function of increasing understanding, and hence of partially controlling experiences (p. 297).

Smith's three uses of language all emphasize the comprehensiveness and power of language. Perhaps the most significant aspect of Smith's (1966) analysis is that language has other uses beyond communication. Smith's (1966) three uses of language imply that language can be used "to command, to persuade, or to convey information . . . to control our experiences by creating and exploring meaning" (p. 298). Therefore, language as it increases understanding, influences others and expresses feelings, emerges as a tool which not only provides the means to communicate with others, but affects behavior, experience, and knowledge. These effects are key manifestations for understanding language as a reality formation tool.

How does language encompass our lives with such exhaustive detail? How can a tool invented primarily to communicate affect behavior, experience, and knowledge? How does language affect reality?

In order to respond adequately to these questions, the nature of language must be viewed as an interlocking process of language and the world which it encompasses. Language does not operate within a

vacuum. Einstein spent his whole life seeking interrelationships in order to come to a better understanding of reality (Macdonald, 1988). Therefore, it is the contention of this study that the nature of language can only be understood as it interrelates with the world.

Hayakawa (1947) finds that it is language that enables man to learn, to see, and to feel the thoughts of people far removed from one's immediate space and time. He continues that "most of our knowledge . . . all of our knowledge of history . . . comes to us from words" (p. 15). Popper (1983) supports Hayakawa's notion of human knowledge and language being closely intertwined. According to Popper (1983) knowledge is formulated in language; language "makes it possible for knowledge to become conscious . . . " (p. xxv).

In order for language to be so closely involved with knowledge, language must somehow be intertwined with the act of thinking and the process of determining meaning. Urban (1939) finds that "language and cognition are inseparable . . . it is in discourse -- and discourse alone that intelligibility and truth alike can ultimately be found" (p. 729). Urban (1939) further suggests that it is the use of language which allows interpretation of everyday life.

When language emerges as a tool interrelated with thought, meaning, learning and knowledge, the nature of language is expanded to functionary uses beyond mere communication. It is through these expanded functionary uses that language can be conceptualized as an interlocking process with reality.

When the nature of language is conceptualized as an interlocking process with reality, a new understanding of the world is uncovered. It

is the purpose of this chapter to examine the nature of language from an interrelated perspective. This chapter will provide an examination of language and thought; language and meaning; language and reality; and the paradoxical nature of language.

Language and Thought

The interrelation of language and thought is a focal issue for the understanding of how language forms reality. According to Dewey (1933), language has an intimate connection with thought. He states that "the very word logic, coming from logos, means indifferently both words or speech and thought or reason" (p. 230).

When the interrelation of language and thought is understood a new conceptual consciousness of the encompassing nature of language is uncovered. It is the infusion of language and thought which enables language to be conceptualized as an interlocking process with reality.

Webster's (1979) New Twentieth Century Dictionary defines thought as "the process of thinking, reflection; the power of conceiving ideas." Vaihinger (1935) connects thought with purpose and reality when he explains:

> . . . the 'world' is merely an instrument of thought . . . The actual purpose of thought is not thought itself and its product, but behavior. The world of ideas is essentially . . . an instrument, for rendering action possible in the world of reality (p. 65).

Vaihinger's description of thought is significant in that it interprets thought with being purposeful with the world of reality. Vaihinger (1935) further connects thought with language when he concludes that "thinking is dependent upon language" (p. 348). Without

language there would be no means to make use of thought (Vaihinger, 1935). Accordingly, the process of thinking and the power to conceive ideas are dependent on language.

Dewey (1933) explains three views regarding the interrelationship of language and thought:

> First, that they are identical; second, that words are the garb, or clothing, of thought, necessary not for thought but only for conveying it; and third, that (the view we shall maintain), while language is not thought it is necessary for thinking as well as for communication (p. 230).

Dewey's view of language being "necessary for thinking" and Vaihinger's view of "thinking being dependent on language" is the interrelational view of language and thought maintained by this study. The intimate infusion of language and thought is at the heart of Gadamer's (1976) conclusion that "we can only think in language" (p. 62).

Vygotsky (1962), in the book entitled Thought and Language directly addresses the interrelation of language and thought. Vygotsky's study leads to a new level of language consciousness. Vygotsky proposes:

> 1. The relationship of thought to word is not a thing but a process, continual movement back and forth from thought to word and from word to thought . . . thought is not merely expressed in words; it comes into existence through them. Every thought tends to connect something else, to establish a relationship between things.
>
> 2. The structure of speech does not simply mirror the structure of thought . . . thought undergoes many changes as it turns into speech. It does not merely find expression in speech; it finds its reality and force.
>
> 3. The relation between thought and word is a living process; thought is born through words. A word

> devoid of thought is a dead thing and a thought unembodied in words remains a shadow (p. 125-125).

Vygotsky's analysis of the intertwining process of thought with language as a process interacting and connecting with reality provides a significant component of this study. Vygotsky's (1962) conclusion that thought finds it's reality in language is an essential link for connecting language with reality. Thoughts do not deal with bare things, they must be composed of a particular existence (Dewey, 1933). It is language that provides the existence for thought, thereby, enabling thought to connect with reality. Chase (1954) further explains the notion that it is our language which provides connection of thought with reality.

> When we stop to think, it is perfectly apparent that without words, organized warfare would be impossible. Communism would not appeal to anybody, demagogues would lose their audience, religious strife and ideological quarrels would be unknown (p. 9).

Chase's view of language opens the possibility that reality is the result of approximations of thought being expressed into existence with language. Daniels (1975) supports this conclusion when he states that "the world we see is the world of our concepts, our concepts are largely dependent upon the languages we use" (p. 238).

It is the powerful bonding process of language and thought which is central to the encompassing nature of language. Without language, thought- "the process of thinking, reflection; the power of conceiving ideas," could not be generated, established, and communicated to the world.

Language and Meaning

Dewey (1933) contends that thought deals with the meaning of things; and since meanings are not tangible they anchor themselves in language for existence. According to Dewey (1933) language functions as an anchor for meaning in that "language selects, preserves, and applies specific meaning" (p. 233).

Dewey (1933), in the book How We Think uses the metaphors fence, label, and vehicle to describe these three functions. He explains:

> a. The Word as a Fence . . . the attaching of a word somehow puts limits around the meaning, draws it out from the void, makes it stand out as an entity on its own account . . . To name anything is to give it a title, to dignify and honor it by raising it from a mere physical occurrence to a meaning that is distinct and permanent.
>
> b. The Word as a Label . . . a meaning fixed by a linguistic sign is conserved for future use. Even if the thing is not there to represent the meaning, the word may be produced so as to evoke the meaning. Since intellectual life depends on possession of a store of meanings, the importance of language as a tool of preserving meaning cannot be overstated.
>
> c. The Word as a Vehicle. When a meaning is detached and fixed by a sign, it is possible to use that meaning in a new context and situation. This transfer and reapplication is the key to all judgment and influence . . . To be able to use the past to judge and infer the new and unknown implies that, although the past thing is gone, its meaning abides in such a way as to be applicable in determining the character of the new (p. 234-235).

Dewey's description of language as it interrelates with meaning enables language to function as a powerful tool for interpreting and understanding reality. It enables the users of language to evoke meanings far removed from their immediate time and space.

According to Olson (1977) written language does not merely reflect

the reader's expectations; written language gives the reader "a basis for constructing a meaning and then evaluating their own experiences in terms of it" (p. 270). This provides language with the power of making inferences. Kaminsky (1969) finds that the power to make inferences is a basic function of language, "Only a language seems to give us information in such a form that further knowledge can be inferred from the knowledge we already have" (p. 108).

In the same realm of making inferences, Sapir (1949) finds that language has the power to transcend personal experience with a larger context of understanding. He explains:

> . . . once the form of a language is established it can discover meanings for its speakers which are not simply traceable to the given quality of experience itself but must be explained to a larger extent as it's projection of potential meanings onto the raw material of experience. If a man who has never seen more than a single elephant in the course of his life, nevertheless speaks without the slightest hesitation of ten elephants or of generations of elephants, it is obvious that language has the power to analyze experience into theoretically dissociable elements and to create that world of the potential integrating with the actual which enables human beings to transcend the immediately given in their individual experiences and to join in a larger common understanding (p. 10).

Sapir's (1949) analysis of language encompassing the power to transcend the immediate situation is significant in the interplay of language with reality. Without the use of language larger meanings and understanding would not exist within reality. When language is viewed as a bearer of meanings; meaning has no reality except in the realm of language.

Sapir (1949) concludes that it is the linkage of language with experience that provides language with the means to ". . . not only refer to experience or even mold, interpret, and discover experiences,

but that it also substitutes for it . . ." (p. 11).

Dewey (1933) supports Sapir's notion of language being used as a substitute for the meaning of things and experiences. For Dewey the process of learning makes use of language as a tool of thinking about the meaning which it expresses. Dewey concludes:

> Learning in the proper sense, is not learning things, but the meaning of things, and this process involves the use of . . . language (p.236).

Dewey and Sapir's assertions concerning the intimate infusion of meaning and language describe a bond so strong that it becomes nearly impossibl to separate the two from one another. According to Urban (1939), language is so connected with meaning that there can be no meaning without language:

> If it is true that language first created the realm of meanings, then, strictly speaking, there's no meaning of things prior to and apart from language (p. 96).

When language is perceived to be intertwined with meaning to the degree that there can be no meaning without language; the nature of language is expanded far beyond Phenix's (1964) conception of language as a tool of communication. The concept of thought and meaning being dependent on language for their existence and explanation is the cornerstone of understanding how language encompasses our lives and how language affects behavior, experience, and knowledge, thus establishing language as an interlocking process with reality.

Language and Reality

What is the function of language as it relates to reality? Is its function to mirror and reflect reality; or, does language as it

interrelates with and embodies thought and meaning transform into a force from which we build reality?

As thought, meaning, and language evolve and mutually interact there is a strong link between language and the human mind. Popper (1982) finds that once a thought is formulated in language it moves outside of the human mind and becomes an object separate from ourselves. Popper explains:

> Thus it makes a difference whether we merely think some thought or whether we formulate it in a language (or still better, write it down, or get it printed). As long as we merely think the thought . . . It is part of ourselves (p. 118).

Even though thoughts within ourselves are formed with an inner language, it is thoughts formulated in language outside ourselves that places language as a shaping tool; a force for extracting meaning, thereby, building reality. Ricoeur (1973) argues that language provides the means for enlarging reality. Goodman (1968) expands this notion by concluding that "the world is as many ways as it can truly be described" (p. 6).

When language is interrelated with thought and meaning it provides the process for forming both internal thoughts and meanings of the mind and external thoughts and meanings of the world; thereby forming humankind and reality at the same time (Ricoeur,1973). Edelman (1974) asserts that without language we could not "reason, remember, anticipate, rationalize, distort, and evoke beliefs and perceptions about matters not immediately before us" (p. 296).

What would we know without language? Would life-reality be senseless without language? According to Urban (1939), reflection on language is one of the oldest and most constant preoccupations of human

civilization. Urban (1939) accounts that in the Upanishads we are told to meditate on speech:

> If there were no speech neither right nor wrong would be known, neither true nor false, neither the pleasant nor the unpleasant. Speech makes us understand all this (p. 21).

Language is the force for which reality is discovered and understood. Language is, according to Gadamer (1975), everything meaningful. Therefore, language provides the "key manifestations of the way in which a person constructs his world" (Howard, 1982, p. 120). As reality emerges from the use of language, the reality we live is owned by our language (Linge, 1976). Miller (1972) concludes that this is accomplished as language constitutes the meaning of reality:

> Language does not prove (the realities of the world), but it does persuade (the listener to behave); it does not change the world, but it does change the listeners and readers; it does not affect the world but it does move listeners to anger and joy, and to agony and despair (p. 78).

Just as Smith's (1966) three functionary uses of language focus on behavior so does Miller's analysis of language and reality. The effect of language on reality is through the behavior of the users of language. As language defines thought and meaning, behavior, and consequently, reality is defined for the users of language. Dewey (1933) supports this notion of language defining reality with thought and meaning when he asserts that "the primary motive for language is to influence (through the expression of desire, emotion, and thought) the activity of others" (p. 239). As with Miller (1972), Dewey (1933) affirms that reality is determined by the behavior of the users of language.

Miller (1972) further claims that the realities in which we live

are those which we carry in our minds as a result of our language. Miller explains:

> Such is the nature of language . . . to create the experience in the sense of giving form and shape-making of experience an embodiment that may be held in the mind for understanding and recollection (p. 39).

When language allows the mind to maintain and understand experiences we come to know ourselves and express ourselves as human beings. As the mind carries our experiences, language functions as the link that weaves between the mind and reality. According to Urban (1939), language constitutes the only link to reality:

> Life to be sure, is deeper than language, but that which is thus deeper is senseless. I may have a sense of life, but life has no sense or meaning until it is expressed (p. 49).

All sense of being, all sense of reality, and all sense of life comes back to the notion of language encompassing the world with its infusion with thought and meaning. Berger and Luchman (1966) stated that "the world of everyday life . . . is a world that originates in their thoughts . . ." (p. 19). They continue:

> I apprehend the reality of everyday life as an ordered reality. The language used in everyday life continuously provided me with the necessary objectifications and posits the order within which these make sense and with which everyday life has meaning for me (p. 21).

When language enables the realm of thought and meaning to become conscious, humankind has the tool not only to understand reality; but to formulate reality. The inner language of the mind is expressed to the outer world, thereby providing the means to create and order reality.

The Paradoxical Nature of Language

There is a paradox to the nature of language. On the one side language is characterized as a force of ordering and control; on another side it is characterized as a force of creativity and understanding.

Bolinger (1980) contends that "active control through language has become in our time the most devastating form of control . . . " (p. 183). The notion of language ordering reality is expanded by Popper's (1983) conclusion that thinking people tend to develop frameworks from which to operate. Appropriate language becomes part of this framework as language intertwines with thought and meaning. Popper explains:

> We are, intellectually, it may be said, the prisoners of our language. We cannot think except in terms of theories which, unknown to us, are incorporated in our language; and we cannot escape by our own efforts--for example by means of a critical discussion from our prison, for the critical discussion would have to be conducted with the help of our language; and it would would therefore remain within it--within the prison (p. 16).

Bloomfield (1973) finds that since language "determines in large measure the way we look at the world; it enables us to control it" (p. xi). Bloomfield (1973) further believes that the need to grasp things intellectually is so great that to a large extent, language "defines our very humanity" (p. xi).

Bloomfield's (1973) conclusion that it is language which mankind uses to order the world and define humanity portrays language as a powerful controlling and ordering tool of reality. But there is another side to the effect language has on reality. Just as language connects with language to control and order, it can connect for the

purposes of understanding and creativity. Miller (1972) finds that the vitality and possibilities of language lie with its creative nature. Miller (1972) further believes that "language and imagination are so closely intertwined that it would be impossible to untangle them" (p. 3).

Tolstoy (1903) notes that it is the creative nature of language which allows humans to acquire new concepts. He explains:

> When he has heard or read an unknown word in an otherwise comprehensible sentence, and another time in another sentence, he begins to have a hazy idea of the new concept; sooner or later he will . . . feel the need to use that word--and once he has used it, the word and the concept are his . . . (p. 143).

It is only through the use of language that we have the possibility of gaining new ideas. New ideas lead to new and expanded ways of understanding and looking at the world, therefore language provides the means not only to renew but to make anew our definition of humanity.

The paradox of language to enable, on the one hand, an acquisition of new ideas, and on the other hand the constrictions to control and order behavior and the experiences is exemplified in Miller's (1972) analysis of the complexity and centrality of language:

> We live surrounded by language, inside and outside us. It can strangle and suffocate us, or it can connect and link, strengthen and renew us . . . With it we make our world and ourselves (p. 15).

As the interrelations of language with thought, meaning, and reality unfold it becomes apparent that the paradoxical nature of language is forever present. Just as language provides us with an endless number of thoughts and messages, it enslaves our thoughts in regulated ways (Moulton, 1973).

The use of language is an attempt to achieve congruence between what we think and what we do. Language enhances congruence either by ordering and explaining reality, or enabling the mind to expand the realm of reality. Ferguson (1980) contends that our behavior is closely intertwined with what we know. She stated:

> . . . we live what we know. If we believe the universe and ourselves to be mechanical, we will live mechanically. On the other hand, if we know that we are part of an open universe . . . we live more creatively and powerfully (p. 146).

Ferguson's analysis could just as well be applied to the paradoxical nature of language; what we live is what we can express in language. To achieve congruence with thought, meaning, and reality; language must always subscribe to the turbulent paradox of either expanding and creating new realities or defining and ordering existing realities. As Urban (1939) concluded, "the limits of my language are the limits of my mind" (p. 729).

CHAPTER III

RESEARCH METHOD

Introduction

The purpose of this study is to uncover an understanding and interpretation of the reality formation power of the value-laden language of contemporary curriculum discourse. In order to accommodate this purpose, the researcher defined the following basic research question: Are there predominant value themes of contemporary curriculum discourse as presented in the curriculum journal Educational Leadership, and if so what are they?

In order adequately to address the purpose of this study, the selected research method must reflect the importance of harmonizing the research question with the concepts, methods, and procedures of tools of investigation and interpretation. The research method must also reflect the researcher's effort to provide an emerging framework for the understanding of contemporary curriculum discourse.

This chapter will provide an examination of value theory and value classification systems; the rationale for the selection of specified curriculum discourse; an explanation and description of discourse analysis; and the recognition that personal interpretation is a significant element in the study of language.

Value Theory and Classification

This study recognizes that there is uncertainty in developing a consensus with the terms value and value theory. For this reason, it is necessary to examine and define these terms in an attempt to provide a conceptual framework for describing the research method used in identifying the values of contemporary curricular discourse.

Webster's (1979) New World Dictionary defines value as "that quality of a thing according to which it is thought of being more or less desirable, useful, estimable, important." Frondizi (1963) defines value as "a peculiar manner of looking out upon the world, a manner called value" (p. 1). Murkerjee (1964) maintains that it is a person's values which enable one to choose between alternatives. Values may function both as constraints and as stimuli (Rescher, 1969). Frondizi (1963), Murkerjee (1964), and Rescher (1969) support the conception of the presence of values as being "possibilities" for life. For the purpose of this study the realm of values was viewed as the realm of possibilities for humankind.

Ubbelohde (1972) points out that a definition of value is in part a product of value theory. Ubbelohde (1972) defines a value theory as a "principle or set of principles used to support value judgments which are made" (p. 262). The concept of value theory is best expressed by Hartman (1967) as a "pattern isomorphous with the value realm. They form an orderly pattern . . . a theoretical structure" (p. 3). As defined by Ubbelohde (1972) and Hartman (1967), this study contends that a value theory is a conceptual system for dealing with values which can be identified and classified from other possible theories of

value.

It was a major premise of this study that there is a close interplay between educational theory and value theory. Smith (1970), in the "Introduction" of Theories of Values and Problems of Education, acknowledges that "value theory is certainly relevant to at least some of the problems of education" (p. 3).

Butler (1970), directly addresses the interplay of educational concerns and value theory. Butler presents four aspects of this close interplay:

> 1. The necessity for human subjects to participate in the realization of values in order for them to achieve them and enjoy them . . . Persons or societies must be actively engaged in its actualization or they cannot possess it and enjoy it for themselves . . . Values realization is an educative process and necessarily involves people in a growth and development which is educational at heart (p. 78).
>
> 2. The uniqueness of the educational institutions of society looked at in the light of value theory is that it is more especially a value-realizing institution than any other institution with the exception of religion . . . The school not only conserves, it certainly does not destroy, what is good in the culture, but its vision reaches quite beyond this objective to conveying the society into a new orbit of value possession . . . (p. 59).
>
> 3. Any objectives which can be conceived for any phase of life are an expression, consciously or unconsciously, of value judgments . . . Those objectives cannot be adequately conceived unless they are formulated in the light of a value theory which is embraced with full cognizance of the problems involved, and which the theory is designed to answer (p. 60).
>
> 4. The point at which the really vital learnings can take place is the point at which decisions have to be made between alternatives . . . Value problems constitute . . . the first significant reflective steps of maturation . . . Real, responsible reflection begins with value problems (p. 61).

Butler's (1970) four aspects portray the interplay of value theory and educational theory as an undeniable and integral component of education. This is further illustrated with Ubbelohde's (1972) powerful analysis of curriculum theorizing. Ubbelohde (1972) studied 25 curriculum theorizing positions from various points of view ". . . to determine the implications of values and value theories for the field of curriculum as a whole" (p. 24). Ubbelohde's findings are noteworthy for this study:

> 1. There are differences among theorists within the field of curriculum with regard to conceptions of curriculum theory, curriculum design or planning, a curriculum, and instruction.
>
> 2. There is a correspondence between the conceptions of curriculum to which a theorist subscribes and the value theory to which he subscribes (p. 463).

Just as Butler (1970) concludes that there is a relationship between education and value theory, Ubbelohde's (1972) findings suggests that "value theory and value judgments have implications for curriculum theorizing" (p. 404).

This researcher believes that Butler's (1970) and Ubbelohde's (1972) assertions establish the conceptual basis for understanding the interplay of value theory with the whole field of curriculum. The researcher further believes that a study of value theory which identifies various value systems will provide educators with an opportunity for greater understanding of existing educational alternatives and the creation of new alternatives.

In order to attempt such an undertaking, it became essential to define a consistent and coherent classification of values. The use of a classification system is integral to the selected research method of

this study.

Patton (1980) proposes that the classification of values is necessary to eliminate confusion. Rescher (1969) also finds the necessity for a classification system. He states:

> One cannot begin a really coherent, well-informed discussion of any range of phenomena until some at least rough classification is at hand. For classification embodies needed distinctions, and confusion is the price of a failure to heed needed distinctions (p. 13).

Because of the practical worth of value classification, Rescher (1969) concluded that the classification of values is more than a "purely academic exercise" (p. 13). Due to the complexity of values, value classification systems can be addressed from several different perspectives.

Rescher (1969) claimed that six main principles can be identified for classifying values. He differentiates the following classification system:

1. Their subscribership (concerned with who holds the value).

2. Their object items (concerned with objects or groups the taken value has application with).

3. The sort of benefit at issue (concerned with the occurrence of benefit from the realization of the value).

4. The sort of purpose at issue (concerned with purpose served upon realization of the valued state of affairs).

5. The relationship between the subscriber and the beneficiary (concerned with the realization of the value as it benefits certain people).

6. The relationship the value has to other values (concerned with

certain values being subordinate to others).

According to Rescher (1969), the six main principles of this classification system provide a systematic ordering of values. The system enables an awareness of value distinctions, thereby eliminating confusion in value discussions.

Another classification system is Taylor's (1970) eight realms of value. Taylor has categorized values "according to the points of view to which they belong" (p. 49). It is Taylor's contention that "in all civilized cultures there are eight points of view" (p. 49). Taylor's (1970) eight points of view are: Moral, Aesthetic, Intellectual, Religious, Economic, Political, Legal, and Etiquette or Custom. According to Taylor (1970), these basic points of view set the values of major social institutions and activities that perpetuate the civilization.

The final classification system to be discussed is the classification system utilized in this study. As indicated in Chapter I, the five value frameworks presented by Huebner (1966) will be the frame of reference to identify the values of selected curriculum discourse.

In his 1966 article entitled, "Curriculum Language and Classroom Meaning," published in Language and Meaning, Huebner identified five value systems that curriculum workers try to identify and/or develop. He labels these as: Technical, Political, Scientific, Aesthetic, and Ethical.

The first value system presented by Huebner (1966) was the technical. The technical orientation has a means-ends rationality. Technical values are perceived as an ideology almost totally designed

with objectives, activities, and evaluations that can clearly be specified and delineated. He explains that the discourse systems of psychology and sociology legitimize the "analysis of the individual in the present or future order . . . in terms of concepts, skills, attitudes or other behavioral terms" (p. 14). With these ends clearly in mind, the psychological discourse of learning forms the rationale for predetermined behavior which produces defined and measurable ends.

The second category mentioned by Huebner (1966) is political valuing. Huebner (1966) observed that teachers and other educators may influence others as a result of their position of power and control. For the purpose of this paper the concept of power and control is extended beyond the professional educator to other federal, state, and local groups that vie for political influence and manipulation of resources. Huebner (1966) contended that the quest for recognition or power is not inherently bad. Dreams and visions are often not realized without personal, group, or professional influence and use of power. This concept does tend to promote the notion that recognition, influence, and power are measures of worth and significance.

The third value orientation mentioned by Huebner (1966) is called scientific. New knowledge having an empirical base is the result of scientific activities. The value of educational activity is found in knowing that it produces. Huebner (1966) explains that "scientific valuing seeks to maximize the attainment of information or knowledge for the teacher or education" (p. 17). Scientific valuing is a necessity if new facts and assertions are to be produced for an ever changing world.

The fourth framework presented in Huebner's (1966) article was the aesthetic value. The aesthetic value addresses balance, harmony, wholeness, and integration. Aesthetic values promote educational activities that can be lived and felt by children. Educational activities may also be valued for the possibilities and meanings that are revealed and realized for the individual.

The final value system to be put forth by Huebner (1966) was the ethical. The encounter between man and man is the primary focus of educational activities which identify with ethical values. The concern is with the educational act per se; "the encounter is not used to produce change, to enhance prestige, to identify new knowledge, or to be symbolic of something else. The encounter is . . ." (p. 19). Huebner (1966) further stated that "the educational activity is life and life's meanings are witnessed and lived in the classroom" (p. 19). Also suggested by Huebner (1966) was that education is a moral enterprise and for curriculum discourse to express moral terms, such concepts as vitality, service, justice, and forgiveness need to be explicitly articulated.

Frondizi (1963) suggests that a classification system does not "necessarily imply order of importance" (p. 9). The use of Huebner's value system in this study was to define, clarify and make explicit the "value frameworks or systems which may be used to value educational activity" (Huebner, 1966, p. 14).

According to Pepper (1957), the definition of value is the pivotal and ultimate criterion for evaluation of value-laden discourse. The value classification system as defined by Huebner (1966) was chosen for this study as a result of his long concern and distinguished work with

curriculum study. Huebner's (1966) five value classification system provided the researcher with a responsible frame of reference, one which is able to conform roughly with common curricular usage and tradition.

Selection of Curriculum Discourse

Educational Leadership, the official journal of the Association of Supervision and Curriculum Development (ASCD) was selected as the source of contemporary curriculum discourse.

ASCD was officially founded in March, 1943, with the merging of the Department of Supervision and Directors of Instruction, and the Society for Curriculum Study. According to Saylor (1986), both of these organizations were "concerned about teaching, the improvement of supervision and instruction, curriculum planning and formulating a philosophy about schooling" (p. 5).

The first issue of Educational Leadership was published in October, 1943. The Publications Committee introduced the first issue with the following information:

> As the official magazine of the department of Supervision and Curriculum Development, Educational Leadership will be addressed particularly to the members of that association. The membership of this department includes supervisors, principals, professors of education, curriculum specialists, teachers, and superintendents of schools . . . (p. 2).

The following information is printed in each current issue of Educational Leadership.

> Educational Leadership is intended primarily for leaders in elementary, middle, and secondary education but is also for anyone interested in curriculum, instruction, supervision, and leadership in schools. ASCD publications present a variety of viewpoints. The views expressed or implied in this publication are not necessarily official positions of the Association (November, 1988, p. 3).

ASCD's Department of Research and Information (1988) provided the researcher with current subscription information. One hundred and ten thousand members receive a subscription and 10,000 non-members are also subscribers. ASCD's membership is composed of the following: 37 percent principals, 14 percent teachers, nine percent superintendents, eight percent directors, six percent supervisors, one percent students, 11 percent others.

Information received from ASCD (1988) also provided the researcher with the major objectives and focus of Educational Leadership. ASCD states:

> The focus of Educational Leadership is to support ASCD's mission of developing leadership for quality in education, increased knowledge and skill in curriculum development, supervision and instructional procedures by providing relevant and timely ideas and information. There is a strong emphasis on providing practitioners with information they can use to improve schools (Department of Research and Development, 1988, np).

Educational Leadership is published eight times per year, with theme orientations. Since the researcher would be selecting the lead theme article for analysis, it was of interest to learn ASCD's process for selecting theme and articles. According to information provided by ASCD (1988):

> Themes are suggested and rated by a panel of experts including the Executive Council, a seven-member Publications Committee, Board of Directors, and a polling panel. Final selections are made by the Executive Editor (Department of Research and Information, 1988, np).

ASCD's Department of Research and Information (1988) also provided the researcher with the process for article selection:

> Articles are solicited from experts in the education community, those who write from own experiences and authorities on research. Unsolicited manuscripts are reviewed by the Executive Editor, with a selection

> rate of six percent. Articles are reviewed by a group of reviewers, including members of the Publications Committee (np).

The rationale for using Educational Leadership as the source of contemporary curriculum discourse is as follows:

1. The visibility and scope of Educational Leadership's circulation with professional educational practitioners.

2. The long and consistent focus of Educational Leadership on providing professional educational practitioners with relevant and timely ideas and information.

3. The emphasis and potential of Educational Leadership to provide professional educational practitioners with the information to foster, advance, and improve schools.

Discourse Analysis

This study used discourse analysis as the method of research. Van Dijk (1985), in a discussion of the historical background of discourse analysis finds the origins of discourse analysis can be traced back more than 2,000 years to the study of language, literature, and public speaking. Classical rhetoric is noted as a major historical source for discourse analysis.

During the early years of the 20th century the Russian revolution provided the arena for "new developments in several fields of humanities and the social sciences that would eventually lead to discourse analysis" (Van Dijk, 1985, p. 1). The Russian revolution established new ideas in anthropology, poetry, and linguistics. Russian folktales became the object of structural analysis.

Van Dijk (1985, p. 2) locates the "origins of modern discourse

analysis in the middle 1960's." The 1960's saw an interest in discourse analysis which was essentially descriptive and structural. Folktales, myths, and stories provided the sources for most analysis.

The early 1970's saw the emergence of discourse analysis as an "independent orientation of research within and across several fields" (Van Dijk, 1985, p. 4). The 1970's also saw sociolinguistics beginning to stress the importance of language variation in the sociocultural context. Everyday conversations and other forms of natural social interactive dialogue became of greater interest in the field of sociology.

Parallel to the advances of sociolinguistics, the 1970's also saw the development of our understanding of language utterances expanding beyond the isolated entities of words and sentences. Language utterances began to be perceived as forms of social action, which, "when used in some specific context also should be assigned some additional meaning" (Van Dijk, 1985, p. 5).

The components of language and the study of those components began to take on a pragmatic orientation. Eventually, the analysis of classroom discourse and institutional dialogue, "such as Sinclair and Coulthard's (1975) discourse analysis approach to classroom talk" (Van Dijk, 1985, p. 7).

Van Dijk (1985) concludes that the evolution of discourse analysis has led to "a more integrated, autonomous, and interdisciplinary" . . . (p. 8) study of "real" language use in the context of varying forms of communications and language interactions. Discourse analysis is concerned with the investigation into the way language is put to use (Coulthard, 1977). Van Dijk (1985) finds discourse analysis to be

"essentially a contribution to the study of language in use." (p. 1). Van Dijk (1985) continues his explanation by describing discourse analysis as a "powerful, while subtle and precise, insight to pinpoint manifestations and displays of social problems" (p. 7).

Since this study is concerned with the interplay of language, values, and reality an approach which could study how language is put to use became essential. Therefore, discourse analysis provided the researcher with the necessary research method to identify the value systems as expressed through the language of contemporary curriculum discourse.

Beaugrande (1985) explains that early discourse analysis centered on aspects of language that seemed easiest to observe, count, and measure. Minimal units, such as words and sentences, became the primary language entity of analysis. Minimum units, according to Beaugrande are "at best incomplete and at worst inadequate, because they bypass the status of the text as a communicative event" (p. 48).

Beaugrande (1985) concludes that the study of discourse must extend beyond single unit analysis. Mechanical counting and measuring of individual words and sentences is not the concern of this study. In order to move beyond single unit analysis, the whole text composed of cohesive phrases and clauses will serve as the language entity for analysis.

The writings and works of Beaugrande (1985); Jackson (1986); Jacobs (1986); Van Dijk (1985); and Schleirmacher (1988) provided the researcher with the conceptual framework of critical discourse analysis. Schleirmacher (1988) concludes that "within each general

text, its parts can only be understood in terms of the whole" (p. 85). A comprehensive approach to the selected text provided the researcher with an assembly of cohesive language entities. The obvious nature and pattern of these entities allowed the analysis to capture and identify the predominant value ideas, thoughts, and concepts for each selected text.

Moore (1957) found that the language of values may be identified as a process of clarification of ideas, thoughts, and concepts. The researcher concluded that a process that allowed for examination of language entities in the context of the whole text provided the means to clarify ideas, thoughts, and concepts, thereby, providing the means to identify the predominant value system of contemporary curriculum discourse.

What follows is a description of how discourse analysis and Huebner's (1966) five value systems are applied to this study.

1. The unit of analysis was lead theme articles of Educational Leadership dating from October, 1965 through May, 1988. A total of 23 years of the journal's articles, accounting for 184 lead theme articles were analyzed.

2. To gain a general overview of an article a cursory reading was conducted.

3. A more careful study was then undertaken to identify predominant patterns of value-laden language as defined by the five value systems.

4. A number of these patterns were fragmented and highlighted into language entities.

5. A tentative hypothesis about the presence of a value system was not

6. A final observation and examination of the whole text with emphasis placed on the highlighted language entities was conducted in order to establish a deeper sense of value ideas, thoughts, and concepts.

7. A final display of prevalent language entities provided the evidence for making the judgment of the predominant value system (the final judgment was not always in accordance with the initial hypothesis).

8. A sample language display consisting of four language entities and the listing of the predominant value system was recorded.

An annotated bibliography, sample language displays, and the listing of the predominant value system for each of the 184 articles is presented in Chapter IV. Before moving on to the results of the analysis as presented in Chapter IV, one important consideration should be noted: neither the researcher nor the results of this study claim to be absent of personal and professional values. When a researcher utilizes self as part of the analysis process, past experiences, perceptions, and personal and professional values and biases enter into the judgment process.

Guba (1978) contends that the value system of the researcher always provides the framework for inquiry. Guba (1978) further states that "values influence decisions about what to study, how to study it, and what interpretations to make of the resulting data" (p. 321).

Beaugrande (1985) concludes that the language analyst cannot "ignore or eliminate one's knowledge and experience" (p. 54). The absence or elimination of intuition and personal interpretation, according to Beaugrande (1985), is not feasible for the study of

language. But, regardless of the researcher's personal judgments, values and biases, this study is a conscientious and serious attempt to analyze, clarify and state the value meanings of contemporary curriculum discourse.

CHAPTER IV

PRESENTATION OF ANALYSIS

Hermeneutics originated in Biblical study and literary criticism in which the researcher's task was to achieve an accurate understanding and interpretation. As researchers attempt understanding of the object studied, they circle back and forth between the part (a word) and the whole (a sentence) then move on to the larger text. Gadamer (1975) captures this notion when he states that "the harmony of all the details with the whole is the criterion of correct understanding" (p. 259).

An important consideration in reviewing the presented analysis is the research methodology used to identify the predominant value systems. As detailed in the previous chapter, discourse analysis extends beyond single part analysis to include the larger text. Specifically, the research methodology used in this study entailed an examination of language entities in the context of the whole text (the Appendix provides a copy of an analyzed article and a brief detailing of the process). Correct understanding and interpretation of the sample language displays can only be accurately perceived through the value ideas, thoughts, and concepts of the larger text.

Every attempt has been made to display the findings in a thorough manner in order to establish better understanding and significance of

the findings. The findings from Huebner's five value frameworks and discourse analysis have been displayed utilizing a series of tables. Tables I through XXIII are used to present sample language displays of the predominant value system for each of the 184 articles. Each table presents a sample language display and the predominant value for the eight articles of a published year. The presentation of tables is in the same order as the articles were analyzed: chronologically, for the publication years 1965-1966 through 1987-1988.

Presented in Table I is an analysis of the lead theme articles from Educational Leadership for the 1965-1966 publication year. The predominant value system for the year was technical. October, November, December, February, and March lead theme articles were dominated with technical values. Sample language displays for these articles include "two components essential," "the curriculum was geared," "devise educational arrangements," "measured in behavior change," and "models for curriculum design."

The April lead article was dominated with the political value system. Sample language displays for these articles include "they are made to happen" and "teachers need and want."

The ethical value system was dominant for the selected January article. Sample language displays include "sense of being" and "know himself as a person."

The May lead article was dominated by the aesthetic value system. Sample language displays for this article include "work is on a 'feeling' level" and "bring people close together."

In summary, predominant value systems of selected articles for the 1965-1966 publication year consist of five technical, one political,

TABLE I

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1965-1966

ISSUE #1: Klohr, P.R. (Oct. 1965). "Use of the design element in curriculum change." Vol.23, #1. pp.25-28.

Sample Language Display: "consistent with one another," "foster common purposes," "pattern of relationships," "two components essential"

Predominant Value System: TECHNICAL

ISSUE #2: Osborn, K. (Nov. 1965). "Project Head Start-An assessment." Vol.23, #2. pp.98-101.

Sample Language Display: "which can contribute," "child's total development," "lack of intellectual stimulation," "provide program which could meet," "the curriculum was geared"

Predominant Value System: TECHNICAL

ISSUE #3: Wattenberg, W.W. (Dec. 1965). "Today's Junior High Students." Vol.23, #3. pp.190-193.

Sample Language Display: "seek for causes and solutions," "a key educational task," "devise educational arrangements," "processes can be geared"

Predominant Value System: TECHNICAL

ISSUE #4: Link, F.R. (Jan. 1966). "Like not liking Mr. Chips." Vol.23, #4. pp.273-278.

Sample Language Display: "sense of being," "sense of attachment," "communication with them," "know himself as a person"

Predominant Value System: ETHICAL

ISSUE #5: Combs, A.W. (Feb. 1966). "Fostering self-direction." Vol.23, #5. pp.373-376.

Sample Language Display: "production of increasing uniqueness," "demands self-starting, self-directing citizens," "measured in behavior change," "produce the kinds of experiences"

Predominant Value System: TECHNICAL

ISSUE #6: Anderson, V.E. (Mar. 1966). "Service is the center." Vol.23, #6. pp.447-450.

Sample Language Display: "to serve human ends," "become even more essential," "within the scope," "models for curriculum design"

Predominant Value System: TECHNICAL

ISSUE #7: Miller, W.C. (Ap. 1966). "Curricular implications of negotiations." Vol.23, #7. pp.533-536.

Sample Language Display: "impact on the process," "apparently be curtailed," "teachers need and want," "they are made to happen"

Predominant Value System: POLITICAL

ISSUE #8: McMaster, A.L. (May 1966). "Suspervision: Loneliness and rewards." Vol.23, #8. pp.626-629.

Sample Language Display: "work is on a 'Feeling" level," the total operation," "lives and feelings of people," "bring people close together"

Predominant Value System: AESTHETIC

one aesthetic, and one ethical.

Presented in Table II is an analysis of the lead theme articles from Educational Leadership for the 1966-1967 publication year. The predominant value system for the year was equally shared between political and aesthetic. The lead theme articles in October, January, and April were dominated by political values. Sample language displays for these articles include "incentive to keep projects within the guidelines," "struggle for power," and "perceived as wielding power."

Selected articles for November, December, and May were dominated with aesthetic values. Sample language displays for these articles include "hope of humanity," "ways of looking at the totality," and "process of human relations."

The scientific value system was dominant for the February lead theme article. Sample language displays for this article include "they look to research" and "field of educational research."

The selected article for March was dominated by the technical value system. Sample language displays for this article include "compare only isolated skills" and "help improve the observable efforts."

In summary, predominant value systems of selected articles for the 1966-1967 publication year consist of three political, three aesthetic, one technical, and one scientific.

Presented in Table III is an the analysis of the lead theme articles from Educational Leadership for the 1967-1968 publication year. The predominant value system for the year was political. Selected articles for October, December, February, and April were dominated with

TABLE II

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1966-1967

ISSUE #1: Davis, O.L.Jr. (Oct. 1966). "Title I: What a first inning!" Vol.24, #1. pp.13-20.

Sample Language Display: "proposal was unacceptable," "incentive to keep projects within the the guidelines," "eligibility was based," "entire act will be judged"

Predominant Value System: POLITICAL

ISSUE #2: Kelley, E.C. (Nov. 1966). "New approaches to educational outcomes." Vol.24, #2. pp.112-114.

Sample Language Display: "hope of humanity," "becoming more loving," "how a person feels," "meaningful to him"

Predominant Value System: AESTHETIC

ISSUE #3: Miel, A. (Dec. 1966). "The teacher as generalist." Vol. 24, #3. pp.222-225.

Sample Language Display: "ways of looking at the totality," "wholeness of the individual," "integration within," "see their whole world"

Predominant Value System: AESTHETIC

ISSUE #4: Riccio, A.C. (Jan. 1967). "Pupil guidance: New developments and influences." Vol.24, #4. pp.302-305.

Sample Language Display: "attempting to determine the direction," "struggles for power," "likely to receive support," "fruit of its political activity"

Predominant Value System: POLITICAL

ISSUE #5: Mood, D.W. (Feb. 1967). "Reading in kindergarten? A critique of the Denver study." Vol.24, #5. pp.399-403.

Sample Language Display: "they look to research," "field of educational research," "poor research design," "an independent researcher"

Predominant Value System: SCIENTIFIC

ISSUE #6: Clark, R.A. (Mar. 1967). "Learning our difference." Vol.24, #6. pp.489-525.

Sample Language Display: "compare only isolated skills," "description of human effectiveness," "help improve the observable efforts," "the self "should" be like"

Predominant Value System: TECHNICAL

ISSUE #7: Lane, M.B.(Ap. 1967). "The alienated speak." Vol.24, #7. pp.589-594.

Sample Language Display: "present practices exclude," "lost its power to act," "not competent to manage," "perceived as wielding power"

Predominant Value System: POLITICAL

ISSUE #8: Hopkins, L.T. (May 1967). "Needed: New external symbols of learning." Vol.24, #8. pp.677-680.

Sample Language Display: "perceptions and meanings," "insights and meanings," "inner feelings and meanings," "process of human relations"

Predominant Value System: AESTHETIC

TABLE III

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1967-1968

ISSUE #1: Galloway, C. (Oct. 1967). "The plight of the inner-city." Vol.25, #1. pp.15-18.

Sample Language Display: "social class difference,""lack the power," "values were middle class," "political and economic pressures"

Predominant Value System: POLITICAL

ISSUE #2: Clute, M.J. (Nov. 1967). "A challenge to lecture, read, and write." Vol25, #2. pp.124-126.

Sample Language Display: "express ideas and feelings," "interaction in an environment," "feel dignity," "free and open"

Predominant Value System: AESTETHIC

ISSUE #3: Scheetz, R.B. (Dec.1967). "Industry's role in cooperative education programs." Vol.25, #3. pp.216-219.

Sample Language Display: "provided seed money to correct," "share equally the responsibility," "will permit use," "advisory councils"

Predominant Value System: POLITICAL

ISSUE #4: Foster, R.L. (Jan. 1968). "The search for change." Vol.25, #4. pp.288-291.

Sample Language Display: "change is produced,""growth of people," "the only purpose," "model for the future"

Predominant Value System: TECHNICAL

ISSUE #5: Cuban, L. (Feb. 1968). "The powerlessness of irrelevancy." Vol.25, #5. pp.393-396.

Sample Language Display: "the pressure must come from outside," "system that is monopolistic," "responsibility but little authority," "powerless to cope"

Predominant Value System: POLITICAL

ISSUE #6: Becker, J.M. (Mar. 1968). "World affairs education: A new role." Vol.25, #6. pp.502-506.

Sample Language Display: "achieving stated objectives," "requiring the student," "must utilize the information provided," "reaching a more basic objective"

Predominant Value System: TECHNICAL

ISSUE #7: Frazier, A. (Ap. 1968). "Individualized Instruction." Vol.25, #7. pp.616-624.

Sample Language Display: "the power to shape," "power to emphasize," "development of power," "carrying power forward"

Predominant Value System: POLITICAL

ISSUE #8: Ginther, J.R. (May 1968). "Let's challenge technology." Vol.25, #8. pp.716-721.

Sample Language Display: "procedure for," "influencing educational method," "a chance to manipulate," "developed and molded"

Predominant Value System: TECHNICAL

political values. Sample language displays for these articles include "political and economic pressures," "share equally the responsibility," "the pressure must come from outside," and "carrying power forward."

The technical value was dominant for January, March, and May lead theme articles. Sample language displays for these articles include "achieving stated objectives," "developed and molded," and "model for the future."

The lead theme article for November was dominated by the aesthetic value system. Sample language displays for this article include "interaction in an environment" and "express ideas and feelings."

In summary, predominant value systems of selected articles for the 1967-1968 publication year consist of four political, three technical, and one aesthetic. The scientific and ethical value systems were not reflected in selected articles.

Presented in Table IV is the analysis of the lead theme articles from Educational Leadership for the 1968-1969 publication year. The predominant value system for the year was political. Selected articles for November, December, January, March, and May articles were dominated with political values. Sample language displays for these articles include "an agent of change," "organize themselves politically," "pressure of special groups," "outside evaluative agencies," "organizations will press," and "compel majority performance."

October and February lead theme articles were dominated by the technical value system. Sample language displays include "the planned curriculum," "world be designed for," and "capability to produce."

TABLE IV

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1968-1969

ISSUE #1: Loving, A.D.,Sr. (Oct. 1968). "Will America survive?" Vol.26, #1. pp.9-11.

Sample Language Display: "an agent of change," "we know how," "would be designed for," "proficiency and accountability"

Predominant Value System: TECHNICAL

ISSUE #2: Pricott, J.R. (Nov. 1968). "Color it soul." Vol.26, #2. pp.118-121.

Sample Language Display: "addition of power," "organize themselves politically," "term of respectability," "gaining full participation"

Predominant Value System: POLITICAL

ISSUE #3: Redfern, G.B. (Dec. 1968). "Court decisions: The school administrator's dilemma." Vol. 26, #3. pp.232-234.

Sample Language Display: "exert a potent influence," "management of education," "the direct control," "pressure of special groups"

Predominant Value System: POLITICAL

ISSUE #4: Saylor, J.G. (Jan. 1969). "Captive to funded projects?" Vol.26, #4. pp.328-334.

Sample Language Display: "decision-making responsibilities," "rational significance and importance," "would be controlled," "outside evaluative agencies"

Predominant Value System: POLITICAL

ISSUE #5: McCullough, M.A. (Feb. 1969). "Mass media curriculum: Fantasy or reality?" Vol.26, #5. pp.447-450.

Sample Language Display: "function by providing," "developing strategies," "the planned curriculum," "capability to produce"

Predominant Value System: TECHNICAL

ISSUE #6: Andrews, J.E.,Jr. (Mar. 1969). "AFT and NEA: What are the issues?" Vol.26, #6. pp.535-538.

Sample Language Display: "ultimate control," "achievement of such authority," "organizations will press," "retained the authority"

Predominant Value System: POLITICAL

ISSUE #7: Unruh, G.G., Madeja, S. (Ap.1969). "The arts in general education: An interrelated approach." Vol.26, #7. pp.646-650.

Sample Language Display: "opportunities to integrate knowledge," "new insights and understanding," "simultaneously interweaving," "become an integral part"

Predominant Value System: AESTHETIC

ISSUE #8: Raywid, M.A. (May 1969). "Irrationalism and the new reformism." Vol.26, #8. pp.743-748.

Sample Language Display: "come to question," "rejection of the processes," "demand for continuous passionate engagement," "compel majority performance"

Predominant Value System: POLITICAL

The aesthetic value was dominant for the selected April article. Sample language displays for this article include "opportunities to integrate knowledge" and "become an integral part."

In summary, predominant value systems of selected articles for the 1968-1969 publication year consisted of five political, two technical, and one aesthetic. The scientific and ethical value systems were not reflected in selected articles.

Presented in Table V is the analysis of the lead theme articles from Educational Leadership for the 1969-1970 publication year. The predominant value system of the selected articles was political. October, November, December, February, and March articles were dominated by political values. Sample language displays for these articles include "exclude the public from participation," "educational ladder out of the pit," "power order will permit," "to participate in determining," and "new kinds of joint sovereignty."

The lead theme articles for January and May were dominated with a technical value system. Sample language displays for these articles include "categorization for education" and "the package is itself a viable system."

The selected article for April was dominated by the ethical value system. Sample language displays for this article include "coming to know his world" and "interactions between a human being and his environment."

In summary, predominant value systems of selected articles for the 1969-1970 publication year consist of five political, two technical, and one ethical. The scientific and aesthetic value systems were not reflected in selected articles.

TABLE V

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1969-1970

ISSUE #1: James, H.A. (Oct. 1969). "Supervision in a militant era." Vol.27, #1. pp.11-14.

Sample Language Display: "ways to deal with these pressures," "exclude the public from participation," "participate more fully," "many of the demands"

Predominant Value System: POLITICAL

ISSUE #2: Male, G. (Nov. 1969). "The worldwide struggle for education." Vol.27, #2. pp.118-120.

Sample Language Display: "interference is inflicted," "educational ladder out of the pit," "insistence on citizen participation," "demand for control"

Predominant Value System: POLITICAL

ISSUE #3: Wilson, C.E. (Dec. 1969). "The case for black studies." Vol.27, #3. pp.218-221.

Sample Language Display: "a junior partnership," "power order will permit," "resistence of the educational establishment," "victimized by such distortions"

Predominant Value System: POLITICAL

ISSUE #4: Miller, R.I. (Jan. 1970). "Kinds of change." Vol.27, #4. pp.331-333.

Sample Language Display: "good ideas become institutionalized," "strategy has been devised," "categorization for education," "different strategies"

Predominant Value System: TECHNICAL

ISSUE #5: House, J.E. (Feb. 1970). "Can the student participate in his own destiny?" Vol.27, #5. pp.442-445.

Sample Language Display: "say about making rules," "determine regulations," "to participate in determining," "many of the demands"

Predominant Value System: POLITICAL

ISSUE #6: Collins, J.F. (Mar. 1970). "The teacher education center concept: A unifying approach to teacher education." Vol.27, #6. pp.544-547.

Sample Language Display: "pre-professional status," "new roles for," "new kinds of joint sovereignty," "role is greatly expanded"

Predominant Value System: POLITICAL

ISSUE #7: Smart, M.E. (Ap. 1970). "A perspective on early childhood stimulation." Vol.27, #7. pp.654-656.

Sample Language Display: "synthesizing the interrelated knowledge," "coming to know his world," "interactions between a human being and his environment," "language is spontaneous"

Predominant Value System: ETHICAL

ISSUE #8: Davis, O.L.,Jr, Kirby, P.W. (May 1970). "The package: A new way of life." Vol.27, #8. pp.767-771.

Sample Language Display: "system of closely related materials," "each component is integral," "the package is itself a viable system," "total instructional design"

Predominant Value System: TECHNICAL

Table VI presents the analysis of the lead theme articles from Educational Leadership for the 1970-1971 publication year. The predominant value system was technical. Selected articles found in the November, January, March, and April issues were dominated with technical values. Sample language displays for these articles include "five necessary teacher competencies," "achieving improved student learning," "eight survival learnings itemized," and "ordered modes of experiences."

December and February lead theme articles reflected an ethical value system. Sample language displays for these articles include "face-to-face interactions" and "children can address themselves."

The scientific value system was dominant for the selected May article. Sample language displays include "contrasting approaches to research" and "proper research methods."

The October lead theme article was dominated by a political value system. Sample language displays for this article include "new forms of power" and "encourage informal influence."

In summary, predominant value systems of selected articles for the 1970-1971 publication year consist of four technical, two ethical, one political, and one scientific. The aesthetic value system was not reflected in any of the selected articles.

Presented in Table VII is the analysis of Educational Leadership lead theme articles for the 1971-1972 publication year. The predominant value system of selected articles was political. November, December, March, and May articles were dominated with political values. Sample language displays for these articles include "immediate pressure

TABLE VI

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1970-1971

ISSUE #1: Chester, M.A. (Oct. 1970). "Shared power and student decision making." Vol.28, #1. pp.9-14.

Sample Language Display: "new forms of power," "systems of shared power," "power to be real," "encourage informal influence"

Predominant Value System: POLITICAL

ISSUE #2: Dible, I.W. (Nov. 1970). "The teacher in a multi-mediated setting." Vol.28, #2. pp.123-128.

Sample Language Display: "developing visual and audio literacy," "teacher is manager," "emphasized by behavioral scientists as essential," "five necessary teacher competencies"

Predominant Value System: TECHNICAL

ISSUE #3: Corey, S.M., Corey, E.K. (Dec. 1970). "Sensitivity education." Vol.28, #3. pp.238-240.

Sample Language Display: "here and now," "people are actively reacting," "face-to-face interactions," "closer touch with themselves"

Predominant Value System: ETHICAL

ISSUE #4: Voegel, G.H. (Jan. 1971). "Post-high school education: Its needs, its potential." Vol.28, #4. pp.342-346.

Sample Language Display: "student would acquire," "educational experience for all students," "achieving improved student learning," "student development activities"

Predominant Value System: TECHNICAL

ISSUE #5: Staples, I.E. (Feb. 1971). "The open-space plan in education." Vol.28, #5. pp.458-463.

Sample Language Display: "knowledge they seek," "children can address themselves," "can do his own thing," "discovery element"

Predominant Value System: ETHICAL

ISSUE #6: Shane, H.G. (Mar. 1971). "The rediscovery of purpose in education." Vol.28, #6. pp.581-584.

Sample Language Display: "should mandate that its schools recognize," "eight survivial learnings itemized," "new central purpose of education," "participation in the tasks"

Predominant Value System: TECHNICAL

ISSUE #7: Broudy, H.S. (Ap. 1971). "Teacher education: To transmit? To transform?" Vol.28, #7. pp.695-697.

Sample Language Display: "ordered modes of experiences," "delineate the requirements," "to train the young," "preprogrammed and tested"

Predominant Value System: TECHNICAL

ISSUE #8: Cowles, M. (May 1971). "Four views of learning and development." Vol.28, #8. pp.790-795.

Sample Language Display: "contrasting approaches to research," "kinds of data one collects," "proper research methods," "theoretical views are as yet incomplete"

Predominant Value System: SCIENTIFIC

TABLE VII

SAMPLE LANGUAGE DISPLAY AND PREDOMIANT VALUE SYSTEM, 1971-1972

ISSUE #1: Klein, J.W. (Oct.1971). "Head Start: Intervention for what?" Vol.29, #1. pp.16-19.

Sample Language Display: "preparing children," "comprehensive child development," "evaluation should be geared," "children's achievement and general ability level"

Predominant Value System: TECHNICAL

ISSUE #2: Gay, G. (Nov. 1971). "Ethnic minority studies: How widespread? How successful?" Vol.29, #2. pp.108-112.

Sample Language Display: "demands for educational programs," "immediate pressure removed," "produce distinct minority cultural entities," "only fleeting recognition"

Predominant Value System: POLITICAL

ISSUE #3: Dora, D.D. (Dec. 1971). "What's bothering us?" Vol.29, #3. pp.225-228.

Sample Language Display: "first changes have been forced," "asserting their right," "real power and responsibility," "means of manipulating"

Predominant Value System: POLITICAL

ISSUE #4: Rogers, V.M. (Jan. 1972). "Innovation through experimentation." Vol.29, #4. pp.301-304.

Sample Language Display: "part of the teaching strategy," "choosing instructional materials and content," "excluding other outcomes," "objective of education"

Predominant Value System: TECHNICAL

ISSUE #5: Rogers, V.R. (Feb. 1972). "Open schools on the British model." Vol.29, #5. pp.401-404.

Sample Language Display: "real people and places," "warmer human relationships," "meaningful human contact," "deeply involved in the work"

Predominant Value System: ETHICAL

ISSUE #6: Prasch, J. (Mar. 1972). "New roles for educators." Vol.29, #6. pp.499-502.

Sample Language Display: "struggle for governing power," "complete restructuring of public education," "essentially emancipated," "internal hierarchical arrangement"

Predominant Value System: POLITICAL

ISSUE #7: Krathwohl, D.R. (Ap. 1972). "What is education research?" Vol.29, #7. pp.579-581.

Sample Language Display: "successful study of education," "broader modes of research," "nature of what is studied," "whole new research emphasis"

Predominant Value System: SCIENTIFIC

ISSUE #8: Hamilton, N.K. (May 1972). "The decision-making structure of a school system." Vol.29, #8. pp.668-671.

Sample Language Display: "decision-making structure," "who participates in the preparation," "accountability should influence," "should participate in the process."

Predominant Value System: POLITICAL

removed," "first changes have been forced," "internal hierarchical arrangement," and "who participates in the preparation."

October and January lead theme articles reflected a technical value system. Sample language displays for these articles include "excluding other outcomes" and "evaluation should be geared."

The scientific value system was dominant for the April lead theme article. Sample language displays include "successful study of education" and "whole new research emphasis."

Ethical values were dominant in the selected February article. Sample language displays include "real people and places" and "meaningful human contact."

In summary, predominant value systems of selected articles for the 1971-1972 publication year consist of four political, two technical, one scientific, and one ethical. The aesthetic value system was not predominantly evident in any of the selected articles.

Presented in Table VIII is the analysis of Educational Leadership lead theme articles for the 1972-1973 publication year. The predominant value system of selected articles for the year was technical. December, January, March, and May articles were dominated with technical values. Sample language displays for these articles include "total systems management entity," "input-processing-output model," "keeping them in line with their goals," and "predetermined and measurable outcomes."

The aesthetic value system was reflected in the October and November lead theme articles. Sample language displays for these articles include "interrelatedness of all things" and "learning harmoniously with experiences."

TABLE VIII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1972-1973

ISSUE #1: Miller, W. (Oct. 1972). "Roots of the revolution: A new image of man." Vol.30, #1. pp.13-15.

Sample Language Display: "interrelatedness of all things," "ecological web," "collective picture of himself," "his total experiences"

Predominant Value System: AESTHETIC

ISSUE #2: Campbell, C.M. (Nov. 1972). "Coordinating leadership in resource use." Vol.30, #2. pp.110-112.

Sample Language Display: "school experience with life experiences," "more meaningful experiences," "learning harmoniously with experiences," "sharing thinking"

Predominant Value System: AESTHETIC

ISSUE #3: Worthington, R.M. (Dec. 1972). "A home-community based career education model." Vol.30, #3. pp.213-214.

Sample Language Display: "preparing each individual for life," "prepare all students for success," "total systems management entity," "target population"

Predominant Value System: TECHNICAL

ISSUE #4: Clegg, A.A.,Jr. (Jan. 1973). "The teacher as manager of the curriculum?" Vol.30, #4. pp.307-309.

Sample Language Display: "input-process-output model," "evaluating its output," "specific objectives are defined," "measurable for evaluation purposes"

Predominant Value System: TECHNICAL

ISSUE #5: Thomson, R.P. (Feb. 1973). "A task for the university." Vol.30, #5. pp.404-407.

Sample Language Display: "concerned with particular kinds of knowledge, skills, and values," "the human implications of knowledge," "what knowledge to emphasize," "which views are legitimate"

Predominant Value System: POLITICAL

ISSUE #6: Reckinger, N.R. (Mar. 1973). "Needed: A structure for perpetual renewal." Vol.30, #6. pp.513-515.

Sample Language Display: "testing the educational program," "clear goals are necessary," "multiplicity of feedback loops," "keeping themselves in line with their goals"

Predominant Value System: TECHNICAL

ISSUE #7: Jarolimek, J. (Ap. 1973). "In pursuit of the elusive new social studies." Vol.30, #7. pp.596-599.

Sample Language Display: "values consistent with democratic traditions," "reality of our international involvements," "live with each other peacefully," "insight about the world"

Predominant Value System: POLITICAL

ISSUE #8: Prentice, M. (May 1973). "Systematic instruction." Vol.30, #8. pp.706-710.

Sample Language Display: "help meet defined ends," "performance-based tasks," "predetermined and measurable outcomes," "banking of behavioral objectives"

Predominant Value System: TECHNICAL

Selected articles from the February and April issues were dominated with a political value system. Sample language displays include "the implication of knowledge" and "values consistent with democratic traditions."

In summary, predominant value systems of selected articles for the 1972-1973 publication year consisted of four technical, two aesthetic, and two political. The scientific and ethical value systems were not reflected in any of the selected articles.

Presented in Table IX is the analysis of Educational Leadership lead theme articles for the 1973-1974 publication year. The predominant value system for the year was political. Selected articles for November, February, March, April, and May articles were dominated with political values. Sample language displays for these articles include "our influence and strength," "individual use of power," "peaceful coexistence," "to allow alternatives," and "school's absolute control."

December and January lead theme articles were dominated with the technical value system. Sample language displays for these articles include "identify and organize competencies" and "programs should be tailored."

The ethical value system was reflected in the selected October article. Sample language displays include "honest relationship with children" and "experiences in loving situations."

In summary, predominant value systems of lead theme articles for the 1973-1974 publication year consist of five political, two technical, and one ethical. Scientific and aesthetic values were not reflected in the selected articles.

TABLE IX

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1973-1974

ISSUE #1: McClurg, J.F. (Oct. 1973). "To teach love." Vol.31, #1. pp.14-17.

Sample Language Display: "express their concerns openly and warmly," "honest relationship with children," "experiences in loving situations," "children can explore feelings"

Predominant Value System: ETHICAL

ISSUE #2: Rosenberg, M. (Nov. 1973). "Evaluate your textbooks for racism, sexism!" Vol.31, #2. pp.107-109.

Sample Language Display: "our influence and strength," "we must insist," "major responsibility," "treatment of women and minority groups"

Predominant Value System: POLITICAL

ISSUE #3: Tobin, M.F. (Dec. 1973). "Purpose and function precede middle school planning." Vol.31, #3. pp.200-205.

Sample Language Display: "purpose and function," "the resultant product," "which it was intended," "programs should be tailored"

Predominant Value System: TECHNICAL

ISSUE #4: Lawrence, G. (Jan. 1974). "Delineating and measuring professional competencies." Vol.31, #4. pp.298-302.

Sample Language Display: "identify and organize competencies," "get a tight consensus," "a slate of competencies," "demonstrated competence"

Predominant Value System: TECHNICAL

ISSUE #5: Huebner, D. (Feb. 1974). "Technology vs. man: What will be the outcome?" Vol.31, #5. pp.393-396.

Sample Language Display: "imagination, power, tools," "instruments of and for men," "individual use of power," "people who master them"

Predominant Value System: POLITICAL

ISSUE #6: Miller, W.C. (Mar. 1974). "To change or not to change- is there any question?" Vol.31, #6. pp.488-491.

Sample Language Display: "they would change it," "allowed to move," "to allow alternatives," "implement their desires"

Predominant Value System: POLITICAL

ISSUE #7: Havighurst, R.J. (Ap. 1974). "The American Indian: From assimilation to cultural pluralism." Vol.31, #7. pp.585-789.

Sample Language Display: "demand a combination," "own cultural identity," "peaceful coexistence," "decisions will determine"

Predominant Value System: POLITICAL

ISSUE #8: Mann, J.S., Molnar, A. (May 1974). "On student rights." Vol.31, #8. pp.668-671.

Sample Language Display: "rights and responsibilities," "school's absolute control," "struggles for social justice," "erosion of individual control," "identify allies"

Predominant Value System: POLITICAL

Presented in Table X is the analysis of the lead theme articles in Educational Leadership articles for the 1974-1975 publication year. The predominant value system of selected articles for the year was technical. Selected articles for January, February, March, and May were dominated with technical values. Sample language displays for these articles include "effective in promoting intellectual development," "producing a better education," "meets the requirements," and "characteristics of these model programs."

Political values were dominant for December and April lead theme articles. Sample language displays for these articles include "potential pluralistic life styles," "power from differences," and "priorities from implications."

Selected articles for October and November reflected the aesthetic value system. Sample language displays for these articles include "personal ethos and private ethos and private experiences" and "educational experiences that they feel."

In summary, predominant value systems of selected articles for the 1974-1975 publication year consist of four technical, two political, and two aesthetic. The scientific and ethical value systems were not reflected in any of the selected articles.

Presented in Table XI is the analysis of Educational Leadership lead theme articles for the 1975-1976 publication year. The predominant value system of selected articles was political. October, December, February, and March articles were dominated with political values. Sample language displays for these articles include "spearheaded by non-school professionals," "limited rights for the group," "distribution of power," and "change begins in the local schools."

TABLE X

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1974-1975

ISSUE #1: Rubin, L. (Oct. 1974). "Curriculum, affect, and humanism." Vol.32, #1. pp.10-13.

Sample Language Display: "processes of feeling," "personal ethos and private ethos and private experiences," "perception, attitude, belief, and choice," "integrated with the formal"

Predominant Value System: AESTHETIC

ISSUE #2: Hutchins, R.C. (Nov. 1974). "School options in Philadelphia: Their present and future." Vol.32, #2. pp.88-91.

Sample Language Display: "student-teacher relationships," "study in the community," "interaction with students," "educational experience that they feel"

Predominant Value System: AESTHETIC

ISSUE #3: Macdonald, J. (Dec. 1974). "Cultural pluralism as ASCD's major thrust." Vol.32, #3. pp.167-169.

Sample Language Display: "decent quality of life," "liberation and justice," "potential pluralistic life styles," "re-examine the class structure"

Predominant Value System: POLITICAL

ISSUE #4: Rinne, C.H. (Jan. 1975). "Grading and Growth: Answer to an editorial." Vol.32, #4. pp.247-249.

Sample Language Display: "effective in promoting intellectual development," "evaluation and reporting," "students need standards," "full range of rewards"

Predominant Value System: TECHNICAL

ISSUE #5: Calhoun, T. (Feb. 1975). "Throwaway teachers?" Vol.32, #5. pp.310-312.

Sample Language Display: "improvement of personal," "demand for accountability," "producing a better education," "teaching in target areas"

Predominant Value System: TECHNICAL

ISSUE #6: Foshay, A.W. (Mar. 1975). "Teaching tactics and teaching strategy." Vol.32, #6. pp.373-375.

Sample Language Display: "conditions for learning," "student has to do something," "student has to get something," "meets the requirements"

Predominant Value System: TECHNICAL

ISSUE #7: House, J.E. (Ap. 1975). "Urban educational problems: Whose responsibilities?" Vol.32, #7. pp.437-440.

Sample Language Display: "assistance in the implementation," "recommendations would be advanced," "leadership in coordinating," "power from differences"

Predominant Value System: POLITICAL

ISSUE #8: West, T., Millson, C. (May, 1975). "Learning disabilities funding: Where dod we go from here?" Vol.32, #8. pp.503-506.

Sample Language Display: "disseminating these new methods and techniques," "setting up similar programs," "important commonalities," "characteristics of these model programs"

Predominant Value System: TECHNICAL

TABLE XI

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1975-1976

ISSUE #1: Van Til, W., Brownson, W.E., Hamm, R.L. (Oct. 1975). "Back to basics-with a difference." Vol.33, #1. pp.8-13.

Sample Language Display: "spearheaded by non-school professionals," "homogeneous community of influence," "socialized into a value system," "power of the school"

Predominant Value System: POLITICAL

ISSUE #2: Knowles, M.S. (Nov. 1975). "Adult education: New dimensions." Vol.33, #2. pp.85-88.

Sample Language Display: "unifies all stages of education," "flexibility and diversity," "inquiry and illuminates," "analysis of their own experiences"

Predominant Value System: AESTHETIC

ISSUE #3: Banks, J.A. (Dec. 1975). "The implications of ethnicity for curriculum reform." Vol.33, #3. pp.168-172.

Sample Language Display: "best guide educational policy," "limited rights for the group," "individuals are strongly influenced," "political choices and actions"

Predominant Value System: POLITICAL

ISSUE #4: Kliebard, H.M. (Jan. 1976). "Curriculum past and curriculum present." Vol.33, #4. pp.245-248.

Sample Language Display: "involves an awareness," "self-conscious examination," "emergence of a body of historical studies," "enlightened present illuminated"

Predominant Value System: SCIENTIFIC

ISSUE #5: Firth, G.R. (Feb. 1976). "Theories of leadership: Where do we stand?" Vol.33, #5. pp.327-331.

Sample Language Display: "principles of leadership," "perceptions of leadership," "distribution of power," "both rights and responsibilities"

Predominant Value System: POLITICAL

ISSUE #6: Rogers, V.R. (Mar. 1976). "Why teacher centers in the U.S.?" Vol.33, #6. pp.406-412.

Sample Language Display: "change begins in the local school," "professional educational community," "fostered and inspired by professionals," "faith in the classroom teachers"

Predominant Value System: POLITICAL

ISSUE #7: Zahorik, J.A. (Ap. 1976). "A task for curriculum research." Vol.33, #7. pp.487-489.

Sample Language Display: "Filtered through the plan," "only one way of planning," "effectiveness and efficiency of learning," "planning models are to be tools"

Predominant Value System: TECHNICAL

ISSUE #8: Schaffarzick, J. (May 1976). "How can we know what is best? Procedural alternatives in curriculum development." Vol.33, #8. pp.571-576.

Sample Language Display: "performing necessary tasks," "compare the effectiveness," "curriculum development means and ends," "produce curricular products"

Predominant Value System: TECHNICAL

Technical values were prevalent for April and May lead theme articles. Sample language displays include "performing necessary tasks" and "effectiveness and efficiency of learning."

The aesthetic value system was dominant for the selected November article. Sample language displays include "flexibility and diversity" and "analysis of their own experiences."

The lead theme article for January reflected a scientific value system. Sample language displays for this article include "emergence of a body of historical studies" and "enlightened present illuminated."

In summary, predominant value systems of selected articles for the 1975-1976 publication year consist of four political, two technical, one scientific, and one aesthetic. The ethical value system was not predominantly evident in any of the selected articles.

Presented in Table XII is the analysis of Educational Leadership lead theme articles for the 1976-1977 publication year. The predominant value system of selected articles was political. Every lead theme article with the exception of February reflected political values. Sample language displays for the political value articles include "curriculum is still virtually dictated," "control for instructional decision making," "control staff development efforts," "controlling the tendency," "alienation because of deprivation," "new sense of entitlement," and "responsible modification of the practices."

Technical values were dominant for the February lead theme article. Sample language displays include "approaches to this objective" and "produce better results."

In summary, predominant value systems for the 1976-1977

TABLE XII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1976-1977

ISSUE #1: Toepfer, C.F. (Oct. 1976). "Will the real curriculum players step forth?" Vol.34, #1. pp.12-16.

Sample Language Display: "intimidated by," "curriculum is still virtually dictated," "cooperative curriculum development," "polarization and isolation"

Predominant Value System: POLITICAL

ISSUE #2: Hansen, L.H. (Nov. 1976). "Political reformation in local districts." Vol.34, #2. pp.90-94.

Sample Language Display: "community power structures," "demands for enfranchisement," "control for instructional decision making," "shift of political power"

Predominant Value System: POLITICAL

ISSUE #3: Dillon, E.A. (Dec. 1976). "Staff development: Bright hope or empty promise?" Vol34, #3. pp.165-170.

Sample Language Display: "opportunities to participate," "control staff development effort," "shift in control," "influence continues to be strong"

Predominant Value System: POLITICAL

ISSUE #4: Orlich, D.C., Ratcliff, J.L. (Jan. 1977). "Coping with the myth of accountability." Vol.34, #4. pp.256-251

Sample Language Display: "role in determining," "controlling the tendency," "to force upon us," "punitive mechanism"

Predominant Value System: POLITICAL

ISSUE #5: Weber, G. (Feb. 1977). "The cult of individualized instruction." Vol.34, #5. pp.326-329.

Sample Language Display: "approaches to this objective," "define what is to be learned," "pupils must score," "produce better results"

Predominant Value System: TECHNICAL

ISSUE #6: Martin, J.W., Smith, D.E., Warren, D.A., Tullis, E. (Mar. 1977). "Disaffected youth: Selected comments." Vol.34, #6. pp.406-409.

Sample Language Display: "alienation because of deprivation," "dominant cultural patterns," "basic rights and privileges," "great inequities and injustices"

Predominant Value System: POLITICAL

ISSUE #7: Raywid, M.A. (Ap. 1977). "The blurring of the fringes: from dangerous organizations to obtrusive pluralists." Vol.34, #7. pp.495-500.

Sample Language Display: "influence and power potential," "new sense of entitlement," "expressing their new assertion," "educational choice and determination"

Predominant Value System: POLITICAL

ISSUE #8: Harris, B.M. (May, 1977). "Altering the thrust of supervision through creative leadership." Vol.34, #8. pp.567-571.

Sample Language Display: "directions and forms," "responsibility above and beyond," "responsible modification of the practices," "specialized sphere of influence"

Predominant Value System: POLITICAL

publication year lead theme articles consist of seven political and one technical. The scientific, aesthetic, and ethical value systems were not reflected in any of the selected articles.

Presented in Table XIII is the analysis of Educational Leadership lead theme articles for the 1977-1978 publication year. The predominant value system for the year was political. October, November, December, and February selected articles were dominated with political values. Sample language displays for these articles include "factors impinge upon educational decisions," "action to mandate some form," "decentralization of the monolithic structure," and "danger of almost total control."

Selected articles for January, March, and April articles were dominated with technical values. Sample language displays for these articles include "delineate the options before" and "teach for selected aspects."

The aesthetic value system was dominant for the May lead theme article. Sample language displays for this article include "these forms are possible" and "kinds of meaning."

In summary, predominant value systems for the 1977-1978 publication year of lead theme articles consist of four political, three technical, and one aesthetic. Scientific and ethical values were not reflected in the selected articles.

Presented in Table XIV is the analysis of the lead theme articles from Educational Leadership for the 1978-1979 publication year. The predominant value system of the selected articles was political. October, November, February, March, and May articles were dominated by

TABLE XIII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1977-1978

ISSUE #1: Campbell, A. (Oct. 1977). "Are instructional leaders still needed?" Vol.35, #1. pp.11-14.

Sample Language Display: "react to pressure," "external education intervention," "factors impinge upon educational decisions," "increase local school capacity"

Predominant Value System: POLITICAL

ISSUE #2: Cawelti G. (Nov. 1977). "Requiring competencies for graduation-some curricular issues." Vol.35, #2. pp.86-91.

Sample Language Display: "envision education as liberating," "local determinaition," "has essentially determined," "action to mandate some form"

Predominant Value System: POLITICAL

ISSUE #3: Fantini, M.D. (Dec. 1977). "Toward a redefinition of American education." Vol.35, #3. pp.167-172.

Sample Language Display: "sense of control," "decentralization of the monolithic structure," "public policy can enable," "competencies for controlling"

Predominant Value System: POLITICAL

ISSUE #4: Gephart, W.J. (Jan. 1978). "Who will engage in curriculum evaluation?" Vol.35, #4. pp.255-258.

Sample Language Display: "designing an evaluation," "delineate the options before," "determination of the variables," "systematic evaluations"

Predominant Value System: TECHNICAL

ISSUE #5: Hall, K.D., Brinson, V. (Feb. 1978). "What about curriculum reform at the state level?" Vol.35, #5. pp.342-349.

Sample Language Display: "state influence in balance," "danger of almost total control," "it mandates that committees shall," "dictate curriculum reform"

Predominant Value System: POLITICAL

ISSUE #6: Berman, L.M. (Mar. 1978). "More than choice." Vol.35, #6. pp.424-429.

Sample Language Display: "teach for selected aspects," "children need help in choosing," "analyzed, taught, and evaluated," "teach such skills"

Predominant Value System: TECHNICAL

ISSUE #7: Barbieri, R. E. (Ap. 1978). "A brief history of youth and age. Vol. 35, #7. pp. 505-508.

Sample Language Display: "we provide them with," "responsible rational judgment," "propounding our moral and intellectual beliefs," "prove or disprove an idea"

Predominant Value System: TECHNICAL

ISSUE #8: Eisner, E.W. (May 1978). "The impoverished mind." Vol.35, #8. pp.615-623.

Sample Language Display: "aspects of a multidimensional reality," "these forms make possible," "kinds of meaning," "expand their modes of consciousness"

Predominant Value System: AESTHETIC

TABLE XIV

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1978-1979

ISSUE #1: Tye, K.A., Benham, B.J. (Oct. 1978). "The realities of curriculum change: Into an era of uncertainty." Vol.36, #1. pp.30-36.

Sample Language Display: "mandating of new ideas," "participatory decision-making," "publics have created pressure," "how to get schools to adopt"

Predominant Value System: POLITICAL

ISSUE #2: McCutcheon, G. (Nov. 1978). "The curriculum: Patchwork or crazy quilt." Vol.36, #2. pp.114-116.

Sample Language Display: "pressure groups and agencies making demands," "influences upon the decisions," "forces operating at different levels," "appease pressure groups"

Predominant Value System: POLITICAL

ISSUE #3: Jackson, S. A. (Dec. 1978). "The quest for reading programs that work." Vol.36, #3. pp.168-170.

Sample Language Display: "objective is to transplant," "structured curriculum with hierarchical sequencing," "tests keyed to stated objectives," "focus on direct teaching"

Predominant Value System: TECHNICAL

ISSUE #4: Dunn, R.S., Dunn, K.J. (Jan. 1979). "Learning styles/ teaching styles: Should they...can they... be matched?" Vol.36, #4. pp.238-244.

Sample Language Display: "experimenting with innovative strategies," "insight led to studies," "observations verified," "assumptions and their basic designs"

Predominant Value System: SCIENTIFIC

ISSUE #5: Boyer, E.L. (Feb. 1979). "Public Law 94-142: A promising start?" Vol.36, #5. pp.298-301.

Sample Language Display: "fair and effective regulations," "mandated by the act," "required by the act," "public policy to educate"

Predominant Value System: POLITICAL

ISSUE #6: Cawelti, G. (Mar. 1979). "Which leadership style-from head or start?" Vol.36, #6. pp.374-378.

Sample Language Display: "appropriate leadership style," "current management emphasis," "bureaucratic nature of schools," "school leaders remain silent"

Predominant Value System: POLITICAL

ISSUE #7: Wynne, E.A. (Ap. 1979). "Schools and Socialization." Vol.36, #7. pp.464-468.

Sample Language Display: "to attain this end," "prepare students for life," "competent adults," "learning these skills"

Predominant Value System: TECHNICAL

ISSUE #8: Wise, A. (May 1979). "Why minimum competency testing will not improve education?" Vol.36, #8. pp.546-549

Sample Language Display: "increased centralization of education," "redistribution of power," "proper division of responsibility," "role for each level of government"

Predominant Value System: POLITICAL

political values. Sample language displays for these articles include "publics have created pressures," "pressure groups and agencies making demands," "fair and effective regulations," "bureaucratic nature of schools," and "increased centralization of education."

December and April lead theme articles were dominated with a technical value system. Sample language displays for these articles include "structured curriculum with hierarchical sequencing" and "prepare students for life."

The scientific value system was predominant for the January article. Sample language displays include "insight led to studies" and "assumptions of their basic designs."

In summary, predominant value systems of selected articles for the 1978-1979 publication year consist of five political, two technical, and one scientific. The aesthetic and ethical value systems were not prevalent in any of the selected articles.

Presented in Table XV is the analysis of the lead theme articles from Educational Leadership for the 1979-1980 publication year. The predominant value system of the selected articles was technical. October, November, and April articles were dominated with technical values. Sample language displays for these articles include "effectiveness of educational treatment," "prescribed learning activities," "four major components," and "students master the course content."

The political value system was predominant for December, March, and May lead theme articles. Sample language displays for these articles include "strategies for implementing change is influence," "participatory democracy to authoritarian," and "regulate standardized

TABLE XV

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1979-1980

ISSUE #1: Austin, G.R. (Oct. 1979). "Exemplary schools and the search for effectiveness." Vol.37, #1. pp.10-14.

Sample Language Display: "achieve common objectives," "effectiveness of educational treatment," "performing above expectations," "predicting student performance"

Predominant Value System: TECHNICAL

ISSUE #2: Hyman, J.S., Cohen, S.A. (Nov. 1979). "Learning for mastery: Ten conclusions after 15 years and 3,000 schools." Vol.37, #2. pp.104-108.

Sample Language Display: "prescribed learning activities," "target behaviors," "demands demonstrated mastery," "measurable and controllable"

Predominant Value System: TECHNICAL

ISSUE #3: Patterson, J.L., Czajkowski, T.J. (Dec. 1979). "Implementation: Neglected phase in curriculum change." Vol.37, #3. pp.204-206.

Sample Language Display: "power strategies," "little control over decision," "strategies for implementing change is influence," "persuasion, reduction, and manipulation"

Predominant Value System: POLITICAL

ISSUE #4: Martin, J.H. (Jan. 1980). "Reconsidering the goals of high school education." Vol.37, #4. pp.278-285.

Sample Language Display: "reknitting the fabric of society," "meaningful relations with adults," "promising cooperative tasks," "gentleness and consideration"

Predominant Value System: AESTHETIC

ISSUE #5: Wood, F.H., Thompson, S.R. (Feb. 1980). "Guidelines for better staff development." Vol.37, #5. pp.374-378.

Sample Language Display: "four major components," "training in each component," "demonstrate impact on student achievement," "comprehensive plan to achieve goals"

Predominant Value System: TECHNICAL

ISSUE #6: Janni, F.A.J. (Mar. 1980). "A positive note on schools and discipline." Vol.37, #6. pp.457-458.

Sample Language Display: "school governance," "participatory democracy to authoritarian," "pattern of school governance," "school's own span of control"

Predominant Value System: POLITICAL

ISSUE #7: Whimbey, A. (Ap. 1980). "Students can learn to be better problem solvers." Vol.37, #7. pp.560-565.

Sample Language Display: "correct their weaknesses," "observed systematic improvement," "students master the course content"

Predominant Value System: TECHNICAL

ISSUE #8: Henry, W. (May 1980). "Trouble over testing." Vol.37, #8. pp.640-650.

Sample Language Display: "regulate standardized testing," "led to litigation," "violated its rights," "state from forcing students"

Predominant Value System: POLITICAL

testing."

The selected article for the January issue was dominated by aesthetic values. Sample language displays include "meaningful relations with adults" and "gentleness and consideration."

In summary, predominant value systems of selected articles for the 1979-1980 publication year consist of four technical, three political, and one aesthetic. Ethical and scientific values were not prevalent in any of the selected articles.

Presented in Table XVI is the analysis of the lead theme articles from Educational Leadership for the 1980-1981 publication year. The predominant value system of selected articles was political. The lead theme articles from November, December, January, February, April, and May issues were dominated by political values. Sample language displays for these articles include "status and decision making authority," "major force of educational governance," "courts acknowledged the authority," "formidable challenge to the national security," "supervisor's role and responsibility," and "state-mandated courses of study."

The lead theme article for October was predominant with technical values. Sample language displays for this article include "curriculum design for the educated citizens" and "design in scope and sequence."

Scientific values were prevalent for the March article. Sample language displays include "inadequate and outmolded knowledge" and "only recently have we begun to study."

In summary, predominant value systems of selected articles for the 1980-1981 publication year consist of six political, one technical,

TABLE XVI

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1980-1981

ISSUE #1: Butts, R.F. (Oct. 1980). "Curriculum for the educated citizen." Vol.38, #1. pp.6-8.

Sample Language Display: "curriculum design for the educated citizens," "designed in scope and sequence," "designing civic education programs," "essential for the educated person"

Predominant Value System: TECHNICAL

ISSUE #2: Mosher, E.K. (Nov. 1980). "Politics and pedagogy: A new mix." Vol.38, #2. pp.110-111.

Sample Language Display: "politicization in education," "system which controlled," "state and local demands," "status and decision-making authority"

Predominant Value System: POLITICAL

ISSUE #3: Shine, W.A., Goldman, N. (Dec. 1980). "Governance by testing in New Jersey." Vol.38, #3. pp.197-198.

Sample Language Display: "major force in educational governance," "department further encourages focus," "arbitrarily set state standards," "power of mass testing"

Predominant Value System: POLITICAL

ISSUE #4: Curtis, W.P. (Jan. 1981). "Black progress toward educational equity." Vol.38, #4. pp.277-280.

Sample Language Display: "courts acknowledged the authority," "Supreme Court mandate," "federal district court rulings," "federal agencies to enforce"

Predominant Value System: POLITICAL

ISSUE #5: Wirszup, I. (Feb. 1981). "The Soviet challenge." Vol.38, #5. pp.358-360.

Sample Language Display: "place them far ahead," "surpasses in quality, scope, and range," "compare educational achievements," "formidable challenge to the national security"

Predominant Value System: POLITICAL

ISSUE #6: Goodman, Y., Goodman, K. (Mar. 1981). "Twenty questions about teaching language." Vol.38, #6. pp.437-442.

Sample Language Display: "inadequate and outmolded knowledge," "scientific base of knowledge," "no research has produced," "only recently have we begun go study"

Predominant Value System: SCIENTIFIC

ISSUE #7: McDaniel, T.R. (Ap. 1981). "The supervisor's lot: Dilemmas by the dozen." Vol.38, #7. pp.518-520.

Sample Language Display: "supervisor's role and responsibility," "demands that supervisors must," "can't win dilemma," "be involved in decisions"

Predominant Value System: POLITICAL

ISSUE #8: Tyler, R.W. (May 1981I). "Curriculum development since 1900." Vol.38, #8. pp.598-601.

Sample Language Display: "decentralized educational system," "state can aid curriculum development," "state-mandated courses of study," "responsibility was delegated"

Predominant Value System: POLITICAL

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and one scientific. The aesthetic and ethical value systems were not reflected in the selected articles.

Presented in Table XVII is the analysis of the lead theme article from Educational Leadership for the 1981-1982 publication year. The predominant value system of selected articles was technical. Selected articles for October, November, February, April, and May were dominated by technical values. Sample language displays for these articles include "these skills can be taught," "the objectives and standards set," "components of training effective leaders," "determined curriculum in each school," and "attend systematically to our affective interpersonal dimension."

The December lead article reflected scientific values. Sample language displays include "information collected about the participants" and "value of accumulated knowledge."

Political values were predominant for the selected January article. Sample language displays include "school districts were mandated" and "broad base of support."

The aesthetic value system was dominant for the March lead article. Sample language displays include "significance to their lives outside the school" and "what is regarded as possible."

In summary, predominant value systems of selected articles for the 1981-1982 publication year consist of five technical, one scientific, one political, and one aesthetic. Ethical values were not dominant for any of the selected articles.

Presented in Table XVIII is the analysis of Educational Leadership lead theme articles for the 1982-1983 publication year. The predominant value system is equally shared between the technical and the political.

TABLE XVII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1981-1982

ISSUE #1: Sternberg, R.J. (Oct. 1981). "Intelligence as thinking and learning skills." Vol. 39, #1. pp. 18-20.

Sample Language Display: "set of thinking and learning skills," "these skills can be taught," "measure some of these skills directly," "represents the skills needed"

Predominant Value System: TECHNICAL

ISSUE #2: Bloom, B.S., Sosniak, L.A. (Nov. 1981). "Talent development vs. schooling." Vol.39, #2. pp.86-94.

Sample Language Display: "specific tasks to be accomplished," "the objectives and standards set," "demonstrate their achievement," "tasks are the same"

Predominant Value System: TECHNICAL

ISSUE #3: Sirotnik, K.A., Oakes, J. (Dec. 1981). "A contextual appraisal system for schools: Medicine or madness." Vol.39, #3. pp.164-173.

Sample Language Display: "proper data-based perpective," "information collected about participants," "useful understanding of the dynamics," "value of accumulated knowledge"

Predominant Value System: SCIENTIFIC

ISSUE #4: Collins, J., Lucone, J.S. (Jan. 1982). "Proposition 2 1/2: Lessons from Massachusetts." Vol. 39, #4. pp.246-249.

Sample Language Display: "new wave of legislation," "school district was mandated," "broad base of support," "end of fiscal autonomy"

Predominant Value System: POLITICAL

ISSUE #5: Cawelti, G. (Feb. 1982). "Training for effective school administrators." Vol.39, #5. pp.324-329.

Sample Language Display: "four major components," "characteristics of effective teaching," "basic skill achievement," "components of training effective leaders"

Predominant Value System: TECHNICAL

ISSUE #6: Molnar, A., Lindquist, B. (Mar. 1982). "Traveling through cities-thinking about schools." Vol.39, #6. pp.404-410.

Sample Language Display: "significance to their lives outside the school," "our concept of human possibility," "cooperation for common benefit," "what is regarded as possible"

Predominant Value System: AESTHETIC

ISSUE #7: Carkhuff, R.R., (Ap. 1982). "Affective education in the age of productivity." Vol.39, #7. pp.484-487.

Sample Language Display: "directly taught affective-interpersonal skills," "actualization of human productivity," "actualizing results outputs," "attend systematically to our affective interpersonal dimension"

Predominant Value System: TECHNICAL

ISSUE #8: Gray, D. (May, 1982). "The 1980s: Season for high school reform." Vol.39, #8. pp.564-568.

Sample Language Display: "determined curriculum in each school," "the essential curriculum," "basic academic competencies," "attain higher academic achievement"

Predominant Value System: TECHNICAL

TABLE XVIII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1982-1983

ISSUE #1: Joyce, B., Showers, B. (Oct. 1982). "The coaching of teaching." Vol.40, #1. pp.4-10.

Sample Language Display: "guarantee the successful implementation," "teach them our way of doing it," "attainment of competence," "skill development is essential"

Predominant Value System: TECHNICAL

ISSUE #2: Gold, G.G. (Nov. 1982). "Public education and the private sector." Vol.40, #2. p.4.

Sample Language Display: "leading to domination," "political confidence and direction," "responsibilities for and influences on," "collaborative energies to bear"

Predominant Value System: POLITICAL

ISSUE #3: Edmonds, R.R. (Dec. 1982). "Programs of school improvement: An overview." Vol.40, #3. pp.4-11.

Sample Language Display: "important determinants of academic achievement," "standard of proportionate mastery," "evaluate the outcomes," "measure of gain"

Predominant Value System: TECHNICAL

ISSUE #4: Eisner, E.W. (Jan. 1983). "The art and craft of teaching." Vol.40. #4. pp.4-13.

Sample Language Display: "satisfy the soul," "ingenuity to invent ways," "our sensitivities come into play," "create new forms"

Predominant Value System: AESTHETIC

ISSUE #5: Melmed, A.S. (Feb. 1983). "Productivity and technology in education." Vol.40, #5. pp.4-6.

Sample Language Display: "Key to productivity improvement," "connections between inputs and the outcomes," "improve educational outcomes," "capacity for producing students"

Predominant Value System: TECHNICAL

ISSUE #6: Grant, G., Briggs, J. (Mar. 1983). "Today's children are different." Vol.40, #6. pp.4-9.

Sample Language Display: "a right to an education," "powerful social escalator," "oppression of youth," "children's rights movement"

Predominant Value System: POLITICAL

ISSUE #7: Goodlad, J.I. (Ap. 1983). "Improving schooling in the 1980s: Toward the non-replication of non-events." Vol.40, #7. pp.4-7.

Sample Language Display: "provide useful insights," "we studied each school," "message in the data," "moving beyond findings"

Predominant Value System: SCIENTIFIC

ISSUE #8: Molnar, A. (May 1983). "Nuclear policy in a democracy: Do educators have a choice?" Vol.40, #8. pp.37-39.

Sample Language Display: "educators in a democracy," "participate in the policy-making process," "public policy information," "anti-democratic logic"

Predominant Value System: POLITICAL

Selected articles for October, December, and February issues were dominated by technical values. Sample language displays for these articles include "teach them our way of doing things," "standard of proportionate mastery," and "connections between inputs and the outcomes."

The political value system was dominant for the November, March, and May lead articles. Sample language displays for these articles include "responsibilities for and influences on," "children's rights movement," and "participate in the policy-making process."

The selected January article was dominated with an aesthetic value system. Sample language displays include "our sensitivities come into play" and "create new forms."

Scientific values were prevalent for the April lead article. Sample language displays include "message in the data" and "moving beyond the findings."

In summary, predominant value systems of selected articles for the 1982-1983 publication year consist of three technical, three political, one scientific, and one aesthetic. The ethical value system was not prevalent in any of the selected articles.

Presented in Table XIX is the analysis of Educational Leadership them articles for the 1983-1984 publication year. With the beginning of the 1983-1984 publication year Educational Leadership began publication in September and combined the December and January issues. The predominant value system for the year was equally shared between the technical and the political. Selected articles for October, December/January, and May issues were dominated with technical values.

TABLE XIX

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1983-1984

ISSUE #1: Puttkamer, J.V. (Sept. 1983). "The future do we have a choice?" Vol.41, #1. pp.4-8

Sample Language Display: "humankind really as one whole," "world is an interconnected whole," "integral part of nature," "explosive joy of a life"

Predominant Value System: AESTHETIC

ISSUE #2: Walberg, H.J. (Oct. 1983). "We can raise standards." Vol.41. #2. pp.4-6.

Sample Language Display: "educational productivity must be improved," "demonstrate productive results," "specific teaching techniques," "declining rates of output"

Predominant Value System: TECHNICAL

ISSUE #3: Loucks, S.F. (Nov. 1983). "At last some good news from a study of school improvement." Vol.41, #3. pp.4-5.

Sample Language Display: "nationally validated programs," "strategies the government used," "supported by federal and state programs," "long-term commitment of federal and state governments"

Predominant Value System: POLITICAL

ISSUE #4: Wirszup, I. (Dec. 1983/Jan. 1984). "Education and national survival: Confronting the mathematics and science crisis in American schools." Vol.41, #4. pp.4-11.

Sample Language Display: "damaging effect on our productivity," "producing fewer and fewer able students," "enable us to determine," "foundation for further training"

Predominant Value System: TECHNICAL

ISSUE #5: Sergiovanni, T.J. (Feb. 1984). "Leadership and excellence in schooling." Vol.41, #5. pp.4-13.

Sample Language Display: "think less and feel more," "excellence is multidimensional," "work together and with spirit," "able to participate fully"

Predominant Value System: AESTHETIC

ISSUE #6: Tanner, D. (Mar. 1984). "The American high school at the crossroads." Vol.41, #6. pp.4-14.

Sample Language Display: "contradictory demands," "whatever socio-political tide is dominant," "efforts to undermine public confidence," "several national commissions called for"

Predominant Value System: POLITICAL

ISSUE #7: McFaul, S.A., Cooper, J.M. (Ap. 1984). "Peer clinical supervision: Theory vs. reality." Vol.41, #7. pp.4-9.

Sample Language Display: "presumes the professionalism of teachers," "powerful contextual forces," "aware of this hierarchy," "teacher-controlled factors"

Predominant Value System: POLITICAL

ISSUE #8: Bloom, B.S. (May 1984). "The search for methods of group instruction as effective as one-to-one tutoring." Vol.41, #8. pp.4-17.

Sample Language Display: "students have mastered the subject matter," "final achievement measures," "mastery learning procedures," "series of learning tasks"

Predominant Value System: TECHNICAL

Sample language displays for these articles include "educational productivity must be improved," "enable us to determine," and "students have mastered the subject matter."

Political values dominated November, March, and April lead articles. Sample language displays for these articles include "supported by federal and state programs," "whatever socio-political tide is dominant," and "aware of this hierarchy."

Selected articles for September and February were dominated by aesthetic values. Sample language displays for these articles include "humankind really as one whole" and "work together and with spirit."

In summary, predominant value systems of selected articles for the 1983-1984 publication year consist of three technical, three political, and two aesthetic articles. The scientific and ethical values were not reflected in any of the lead articles.

Presented in Table XX is the analysis of Educational Leadership lead theme articles for the 1984-1985 publication year. The predominant value system for the year was technical. November, February, March, April, and May lead theme articles were dominated by technical values. Sample language displays for these articles include "sequential stages necessary to develop," "mastery of the skills," "teacher must have established ends," "management systems provide prescriptions," and "core outcomes of using a model."

Selected articles from October and December/January were dominated with political value systems. Sample language displays for these articles include "new politics for state public high school" and "broad-based involvement."

In summary, predominant value systems of selected articles for

TABLE XX

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1984-1985

ISSUE #1: Paul, R.W. (Sept. 1984). "Critical thinking: Fundamentals to education for a free society." Vol.42, #1. pp.4-14.

Sample Language Display: "result of integrative acts," "harmony and order into their lives," "intellectual, emotional, and moral integrity," "whole or free persons"

Predominant Value System: AESTHETIC

ISSUE #2: Deasy, R.J. (Oct. 1984). "Guidelines for effective policies." Vol.42, #2. pp.4-5.

Sample Language Display: "political character of public policy making," "current political climate," "state level policymakers," "new policies for state public high school"

Predominant Value System: POLITICAL

ISSUE #3: Falkof, L., Moss, J. (Nov. 1984). "When teachers tackle thinking skills." Vol.42, #3. pp.4-9.

Sample Language Display: "sequential stages necessary to develop," "determined the level of thinking," "students needed to be able to," "determine at exactly what point"

Predominant Value System: TECHNICAL

ISSUE #4: Schlechty, P.C., Joslin, A.W., Leak, S.E., Hanes, R.C. (Dec. 1984/Jan. 1985). "The Charlotte-Mecklenburg teacher career development program." Vol.42, #4. pp.4-8.

Sample Language Display: "broad-based involvement," "career ladder mandates," "reward and incentive system," "move from one level to the next"

Predominant Value System: POLITICAL

ISSUE #5: Pradl, G.M., Mayher, J.S. (Feb. 1985). "Reinvigorating learning through writing." Vol.42, #5. pp.4-6.

Sample Language Display: "master its content," "mastery of the skills," "succeed at each task," "predict what the next gap would be"

Predominant Value System: TECHNICAL

ISSUE #6: Donaldson, G.A.,Jr. (Mar. 1985). "Sisphus and school improvement: Fulfilling the promis of excellence." Vol.42, #6. pp.4-7.

Sample Language Display: "ends are the long-term goals," "teacher must have established ends," "produce learning that can be documented," "need consistency of treatment"

Predominant Value System: TECHNICAL

ISSUE #7: Muther, C. (Ap. 1985). "What every textbook evaluator should know." Vol.42, #7. pp.4-8.

Sample Language Display: "program best matches an identified goal," "identification and description of what you want the program to do," "management systems provide prescriptions," "produce student learning"

Presominant Value System: TECHNICAL

ISSUE #8: Joyce, B. (May 1985). "Models of teaching thinking." Vol.42, #8. pp.4-7.

Sample Language Display: "mastery of information," "training in the basic subjects," "core outcome of using a model," "models designed to teach students to:"

Predominant Value System: TECHNICAL

the 1984-1985 publication year consist of five technical, two political, and one aesthetic. Ethical and scientific values were not prevalent in any of the selected articles.

Presented in Table XXI is the analysis of the lead theme article from Educational Leadership for the 1985-1986 publication year. The predominant value system of selected articles was technical. October, December/January, March, April, and May lead articles were dominated with technical values. Sample language displays for these articles include "keyed to its own curriculum objectives," "learn a certain body of doctrine to function," "objectives are specifically defined," "objectives and tests are aligned," and "teaching them tricks."

Selected articles for September and November were dominated by political value system. Sample language displays for these articles include "democratic governance of schools" and "locally designed plans." Aesthetic values dominated the February lead article. Sample language displays include "involvement and caring" and "climate of friendship."

In summary, predominant value systems of selected articles for the 1985-86 publication year consist of five technical, two political, and one aesthetic. The scientific and ethical value systems were not reflected in any of the selected articles.

Presented in Table XXII is the analysis of the lead theme articles in Educational Leadership for the 1986-1987 publication year. The predominant value system for the year was technical. Selected articles for November, December/January, March, and April were dominated by technical values. Sample language displays for these

TABLE XXI

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1985-1986

ISSUE #1: Cardenas, J., First, J.M. (Sept. 1985). "Children at risk." Vol.43, #1. pp.4-8.

Sample Language Display: "democratic governance of schools," "to reinstate federal mandates," "advocacy organizations," "states to equalize education"

Predominant Value System: POLITICAL

ISSUE #2: Haney, W. (Oct. 1985). "Making testing more educational." Vol.43, #2. pp.4-13.

Sample Language Display: "keyed to its own curriculum objectives," "designed to increase student achievemnent," "check on their progress," "previewing and predicting"

Predominant Value System: TECHNICAL

ISSUE #3: McCornett, L.M. (Nov. 1985). "Trends and emerging issues in career ladder plans." Vol.43, #3. pp.6-10.

Sample Language Display: "locally designed plans," "states are implementing," "states have mandates," "legislation to develop"

Predominant Value System: POLITICAL

ISSUE #4: Wynne, E.A. (Dec. 1985/Jan. 1986). "The great tradition in education: Transmitting moral values." Vol.43, #4. pp.4-9.

Sample Language Display: "should and must be inherently indoctrinatic," "learn a certain body of doctrine to function," "deliberate transmission of moral values," "general modes of moral formation"

Predominant Value System: TECHNICAL

ISSUE #5: Lieberman, A. (Feb. 1986). "Collaborative work." Vol.43, #5. pp.4-8.

Sample Language Display: "involvement and caring," "how people feel," "climate of friendship," "understanding the variety of ways"

Predominant Value System: AESTHETIC

ISSUE #6: Valdez, G. (Mar. 1986). "Realizing the potential of educational technology." Vol.43, #6. pp.4-6.

Sample Language Display: "learn 10 to 40 percent more," "objectives are specifically defined," "specific curriculum objectives," "skills they need"

Predominant Value System: TECHNICAL

ISSUE #7: Jones, B.F. (Ap. 1986). "Quality and equality through cognitive instruction." Vol.43, #7. pp.4-10.

Sample Language Display: "objectives and tests are aligned," "defined by the content," "improving student outcomes," "basic skills training"

Predominant Value System: TECHNICAL

ISSUE #8: Perkins, D.N. (May 1986). "Thinking Frames." Vol.43, #8. pp.4-10.

Sample Language Display: "guided design strategy," "modelling desired behavior," "teaching them tricks," "need such skills to manage"

Preominant Value System: TECHNICAL

TABLE XXII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1986-1987

ISSUE #1: Finn, C.E.,Jr. (Sept. 1986). "We can shape our destiny." Vol.44, #1. pp.4-6.

Sample Language Display: "teacher organizations should apply," "influential community groups," "appointments to powerful committees," "standards that policy makers set"

Predominant Value System: POLITICAL

ISSUE #2: Sentelle, S.P. (Oct. 1986). "Digging to learn: Teaching science, history, and social studies through archaeology." Vol.44, #2. pp.10-12.

Sample Language Display: "excitement of original inquiry," "caught the popular imagination," "how lively it can be," "fires their imagination"

Predominant Value System: AESTHETIC

ISSUE #3: Schweinhart, L.J., Weikart, D.P. (Nov. 1986). "Early childhood development programs: A public investment opportunity." Vol.44, #3. pp.4-12.

Sample Language Display: "demonstrated potential," "inappropriate classroom learning behaviors," "ability to predict accurately," "most favorable outcomes"

Predominant Value System: TECHNICAL

ISSUE #4: Gorter, R.J. (Dec. 1986/Jan. 1987). "International collaboration in curriculum development." Vol.44, #4. pp.4-7.

Sample Language Display: "need to learn a common core," "implementation of core curriculum," "consensus on subject matter content," "elements of a universal core"

Predominant Value System: TECHNICAL

ISSUE #5: Wildman, T.M., Niles, J.A. (Feb. 1987). "Essentials of professional growth." Vol.44, #5. pp.4-10.

Sample Language Display: "increase their influence and control," "delegating more authority," "less hierarchical control," "rewards and punishments"

Predominant Value System: POLITICAL

ISSUE #6: Boyer, E.L. (Mar. 1987). "Early schooling and the nation's future." Vol.44, #6. pp.4-6.

Sample Language Display: "affirm the centrality of language," "how to measure the results," "before they move to the next level," "core of common learning"

Predominant Value System: TECHNICAL

ISSUE #7: Buttram, J.L., Wilson, B.L. (Ap. 1987). "Promising trends in teacher evaluation." Vol.44, #7. pp.4-6.

Sample Language Display: "training to standardize procedures," "identify teacher deficiencies," "acceptable performance levels," "improved training"

Predominant Value System: TECHNICAL

ISSUE #8: Park, J.C. (May 1987). "The religious right and public education." Vol.44, #8. pp.5-10.

Sample Language Display: "influencing public opinion," "control our schools," "schools were controlled," "campaign to influence public education"

Predominant Value System: POLITICAL

articles include "ability to predict accurately," "need to learn a common core," "how to measure the results," and "training to standardize procedures."

The political values system reflected September, February, and May lead articles. Sample language displays for these articles include "influential community groups," "less hierarchical control," and "influencing public opinion."

The selected October article was dominated by the aesthetic value system. Sample language displays include "excitement of original inquiry" and "fires their imagination."

In summary, predominant value systems of selected articles for the 1986-1987 publication year consist of four technical, three political, and one aesthetic. Scientific and ethical articles were not prevalent in any of the selected articles.

Presented in Table XXIII is the analysis of Educational Leadership lead theme articles for the 1987-1988 publication year. The predominant value system was equally shared between the political and the technical. Selected articles for September, October, November, and February were dominated with political values. Sample language displays for these articles include "indirect control of teachers' behavior," "American policy makers have seized," "lack of control over their work," and "willing to share authority."

The technical value system was predominant for December/January, March, April, and May lead articles. Sample language displays for these articles include "primary task of our schools should be to train," "comprehensive and inclusive," "training them to think," and "essential to that end."

TABLE XXIII

SAMPLE LANGUAGE DISPLAY AND PREDOMINANT VALUE SYSTEM, 1987-1988

ISSUE #1: Wilson, B.L., Firestone, W. (Sept. 1987). "Tne principal and instruction: Combining bureaucratic and cultural linkages." Vol.45, #1. pp.18-23.

Sample Language Display: "designed to control the behavior," "indirect control of teachers' behavior," "considerable influence," "key actor in controlling"

Predominant Value System: POLITICAL

ISSUE #2: Stevenson, H.W. (Oct. 1987). "America's math problem." Vol.45, #2. pp.4-10.

Sample Language Display: "compared to students from 14 other countries," "difficult to convince Americans," "our country's problems," "American policymakers have seized"

Predominant Value System: POLITICAL

ISSUE #3: Smith, S.C. (Nov. 1987). "The collaborative school takes shape." Vol.45, #3. pp.4-6.

Sample Language Display: "control over a portion," "participative decision making," "willing to share authority," "power shared is power gained"

Predominant Value System: POLITICAL

ISSUE #4: Bennett, W.J. (Dec. 1987/Jan. 1988). "Why the arts are essential." Vol.45, #4. pp.4-5.

Sample Language Display: "arts are an essential element," "primary tasks of our schools should be to train," "all students should know," "ill-equipped to success"

Predominant Value System: TECHNICAL

ISSUE #5: Lieberman, A. (Feb. 1988). "Expanding the leadership team." Vol.45, #5. pp.4-8.

Sample Language Display: "restructuring the roles of teachers," "lack control over their work," "keep women in subordinate positions," "enlarging the rewards system"

Predominant Value System: POLITICAL

ISSUE #6: Horton, L. (Mar. 1988). "The edcuation of most worth: Preventing drug and alcohol abuse." Vol.45, #6. pp.4-8.

Sample Language Display: "we must teach its dangers," "children need to be taught," "unambiguously and forcefully conveyed," "comprehensive and inclusive"

Predominant Value System: TECHNICAL

ISSUE #7: Chambers, J.H. (Ap. 1988). "Teaching thinking throughout the curriculum-where else?" Vol.45, #7. pp.4-6.

Sample Language Display: "essential contexts for thinking," "training them to think," "make children think in the particular discipline," "levels suited to their age"

Predominant Value System: TECHNICAL

ISSUE #8: ASCD Panel on Moral Education. (May 1988). "Moral education in the life of the school." Vol.45. #8.

Sample Language Display: "essential to that end," "it's essential," "requires that we teach," "have the necessary knowledge"

Predominant Value System: TECHNICAL

In summary, predominant value systems of selected articles for the 1987-1988 publication year consist of four technical and four political. Scientific, aesthetic, and ethical values were not reflected in the selected articles.

Presented in Table XXIV are the findings for frequency of value systems for years of publication. In all, 23 years of publications, accounting for 184 articles were analyzed and determined to have the presence of a predominant value system. The predominance of the political and technical systems is quite apparent in the findings presented in the table.

Presented in Table XXV are the cumulative findings for the five value systems from the 184 articles. Obviously, the political and technical systems are dominant.

TABLE XXIV

YEAR OF PUBLICATIONS AND FREQUENCY OF VALUE SYSTEM

Year of Publication	Value Systems				
	Technical	Scientific	Political	Aesthetic	Ethical
1965-1966	5	-	1	1	1
1966-1967	1	1	3	3	-
1967-1968	3	-	4	1	-
1968-1969	2	-	5	1	-
1969-1970	2	-	5	-	1
1970-1971	4	1	1	-	2
1971-1972	2	1	4	-	1
1972-1973	4	-	2	2	-
1973-1974	2	-	5	-	1
1974-1975	4	-	2	2	-
1975-1976	2	1	4	1	-
1976-1977	1	-	7	-	-
1977-1978	3	-	4	1	-
1978-1979	2	1	5	-	-
1979-1980	4	-	3	1	-
1980-1981	1	1	6	-	-
1981-1982	5	1	1	1	-
1982-1983	3	1	3	1	-
1983-1984	3	-	3	2	-
1984-1985	5	-	2	1	-
1985-1986	5	-	2	1	-
1986-1987	4	-	3	1	-
1987-1988	4	-	4	-	-

TABLE XXV

CUMULATIVE FINDINGS OF VALUE SYSTEMS

Value Systems	Number of Articles	Percent of Articles
Technical	71	38.5
Scientific	8	4.5
Political	79	43.0
Aesthetic	20	11.0
Ethical	6	3.0

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The basic premise of this study was that the value-laden language of curriculum discourse affects the nature of curriculum reality. The interplay of language and values defines, shapes, and orders the reality of curriculum in American schools. In Chapter I, the researcher suggested that the values of curriculum discourse can be made explicit through the utilization of research methodology which includes a value classification system and critical discourse analysis. In addition, Chapter I advanced the notion that the study of values and language could contribute to a greater understanding of curriculum theorizing and praxis, expand our knowledge base of how language reciprocates with reality, and suggest new frameworks for curriculum language, if indeed not a new language base itself.

Chapter II discussed several important points relevant to the understanding of how language affects reality. First, the comprehensiveness and power of language to either affect one's own behavior or the behavior of others. Second, the affect of the interrelation of language and thought on the process of thinking and the power to conceive ideas. Third, the affect of the interrelation of language with meaning to reify the existence of meanings. Fourth, all sense of reality comes back to the notion of language encompassing the

world with its interrelations with thought and meaning. Finally, language is paradoxical in that it functions as an ordering and control tool, and as a tool of creativity and understanding.

Chapter III presented a description of the research methodology utilized in the study. This chapter provided a description of Huebner's (1966) Five Value Systems, which served as the classification system. The system included: Technical, Political, Scientific, Aesthetic, and Ethical. In addition, a discussion of Educational Leadership, the official journal of the Association for Supervision and Curriculum Development, was presented. Chapter III also contained a description of the research approach known as discourse analysis. Discourse analysis provided the researcher with a methodology for identifying the value systems as expressed through the language of contemporary curriculum discourse.

Chapter IV presented the findings of 23 years of publications, accounting for 184 lead theme articles of Educational Leadership. The political value system had the greatest number of occurrences in the study. The findings revealed that 43 percent of the analyzed articles were political.

Although political values were predominant, the technical value system received a strong second place ranking. The findings revealed that 38.5 percent of the analyze articles reflected technical values. The findings clearly establish that the political-technical value systems were predominant in the lead theme articles. The findings discovered that 81.5 percent of the analyzed articles were of a political-technical nature.

The study was constructed to cover a significant span of years in order to attempt to identify any trends in value predominance. Basically, the emphasis on political-technical values can be found throughout the course of the 23 years of analysis. Of the 23 years, 20 of those years were dominated with political-technical values to the degree that 75 percent or more of the articles were of this nature.

Scientific, aesthetic, and ethical values are notably absent in the findings. The findings reveal that only 11 percent were aesthetic; 4.5 percent were scientific; and three percent were ethical. Only 18.5 percent of the analyzed articles expressed these three values. The ethical value did not appear as predominant in a single analyzed article after October, 1973.

The findings are straightforward and clear. Analysis of 23 years of Educational Leadership's lead theme articles discloses a predominant language base of political-technical values and reveals that the scientific, aesthetic, and ethical values have been virtually ignored.

Implications

Educational Leadership's predominance of political-technical values, to the exclusion of scientific, aesthetic, and ethical values provides an inappropriate and incomplete reliance on a narrow language system. With the analysis beginning in 1965 and ending in 1988, the study transcended several so called reform movements in education. Analyses were conducted on articles which dealt, among other things, with open education, humanistic education, competency based education, and effective education. The findings, as established through the analysis of 23 years of lead theme articles of Educational Leadership, seem to

substantiate the historical trend of educational dialogue being narrow in scope (Purpel, 1989). The findings also support Huebner's (1966) assertion that curricular language has been a language formed for the purpose of control and prediction.

Macdonald (1968) has described political language as being concerned with power; ". . . who uses it, who has it . . ." (p. 38). Technical language, according to Macdonald (1968) is efficiency of production; ". . . how effectively and efficiently we can achieve our goals . . . " (p. 38). The findings of this study would indicate that for the past 23 years the primary focus of the 184 analyzed articles has been with power and efficiency of production. These findings lend themselves to Purpel's (1989) contention that there has been within mainstream educational dialogue, an overemphasis on technical and partisan problems.

Purpel (1989) further contends that educational dialogue has been trivial and distracting in the sense that moral and spiritual questions of human existence receive minimal priority. The political-technical nature of the findings illustrated in this study could help explain Purpel's (1989) following critique:

> To trivialize education by obsessing on technical or superficial, symptomatic concerns is not only illogical but harmful: it distracts us from the responsibility to engage in serious dialogue on how the educational process can facilitate a world of love, justice, and joy (p. 10).

If there is to be dialogue for alternative priorities, thoughtful and reflective questions and expressions concerning problems other than power and production will be required. More precisely, it can be argued that the narrowness of the political-technical language does not

contribute to reflections of meanings and purposes beyond the dominant curriculum knowledge base. Smith (1983) explains how the neglect of narrowness and blind acceptance can create a curriculum reality locked within the constraints of a cultural box. He states:

> . . . when we take the offering of the past as fixed fact, then we lose the powers of learning from it in any creative way. And in losing that power, we lose the ability of seeing ourselves as potentially shaping the future . . . If we take the language of curriculum experts, child study people, educational planners, etc., as brute data, rather than as historically constituted interpretations, then we lock ourselves and our children into a cultural box in which there can be no conversation, no dialogue, no debate; only a mindless, ritual acting out of the working of other people's minds. And that is a form of madness (p. 80).

The continual ritual emphasis and acceptance of a language dominated with political-technical values insulates existing curriculum reality from alternative ways of seeing the world.

Kuhn (1970) presents the notion that the dominant paradigm of normal science accumulates a higher and higher stockpile of knowledge. Kuhn (1970) contends that a field, in this case curriculum, develops as knowledge accumulates and questions, arguments, and solutions become entrenched in the knowledge base of a dominant paradigm. It can be argued that the dominant paradigm language of political-technical revealed in this study has become the filter for seeing, acting, and responding to the world of curriculum reality. The strangle hold of the language base is so rigid and strong that it prohibits the field from entering into alternative conceptual processes.

For example, the inclusiveness of the shared values of political-technical systems has strong implications for the behavior of curriculum practitioners. Kuhn (1970) concludes that ". . . shared values can be

important determinants of group behavior even though the members of the group do not all apply them in the same way" (p. 186). The political-technical language of curriculum discourse has enabled practitioners to learn, to see, and to feel the thoughts of political-technical values. The consistent predominance of political-technical language has made it possible for this narrow and limited paradigm language to become increasingly raised to the conscious level in curriculum reality.

Dobson and Dobson (1981) contend that language can freeze and unfreeze reality. With curriculum discourse being dominated by political-technical language, it can be speculated that curriculum reality formation has been frozen to the point of intellectual atrophy. In this view, Schwab (1969) concludes that ". . . the field of curriculum is moribund, unable by its present methods and principles to continue its work . . ." (p. 1). This leads to the question as to whether the dominant language of curriculum discourse is, in essence, a worn out, if not a dead language. Gross (1969), discussing the general language decay of this nation states:

> The language we use, like the air we breathe, the water we drink, and the food we eat, is increasingly polluted. The Niagara of words which barrages us every moment of our waking lives distorts and demeans our capacity to think clearly, feel truly, and act humanely. The language around us is not alive and human, but mechanical and dead. It no longer speaks to us with the voice of a real man-a man who was born, is living, and will one day die. Rather, it speaks with the inhuman screech or clatter or glossiness of the machine, in which one cog communicates with other cogs in the language of the machine of which they are both merely parts (p. 188).

As the language of curriculum discourse has become increasingly mechanical and manipulative, it clatters with inhumane meaninglessness. Our capacity to think and feel has become frozen, oversimplified, and

decayed; our reality has been formed with irresponsible, worn out, and inhuman uses of language.

Miller (1972) contends that reality is created with language imagination. Ricoeur (1974a) supports this notion of language and imagination:

> It is in language that the cosmos, desires, and the imaginary reach expression . . . dreams remain closed to us until they have been carried to the level of language . . . (p. 13).

Language can provide a "hermeneutic process of uncovering what is ready-at-hand, so that it takes on significance in terms of opening up possibilities" (Carlson, 1982, p. 208). Ricoeur's notion of language and the reaching of dreams and Carlson's contention of language opening up possibilities enables language to function as the central tool to put energy into a system; a rich language can serve as the force to transform the conceptual dynamics of curriculum reality.

Huebner (1966) suggests that the field of curriculum is in need of alternative languages. Dobson, Dobson, and Koetting (1985) support this need for a "new way of thinking about what we have already thought" (p. 61). There is an urgent need for educational discourse to focus on transforming many of our basic beliefs (Purpel, 1989).

Purpel (1989, p. 12) concludes that a need for ". . . a commitment to a vision of who we are and what we should be" is required in education. Popper (1983, p. 259) describes real science as ". . . the result of human endeavors such as dreams, hopes, passions . . . creative imagination . . ." Popper further explains how science assists with the vision of who we are and what we should be:

> Science is not only like art and literature, an adventure of the human spirit, but it is among the creative arts perhaps the most human: full of human feelings and shortsightedness; it shows those flashes of insight which open our eyes to the wonders of the world and of the human spirit. But this is not all. Science is the direct result of that most human of all human endeavors--to liberate ourselves (p. 259).

For the curriculum field to commit to a vision of ourselves with the same wholeness of Popper's conception of science, the shackles of a language dominated with political-technical values must be replaced. Furthermore, to obtain freedom from the prison of the old language will require nothing short of a new language morally and religiously suited to openly clash with a frozen reality.

A New Language

Macdonald (1968) put forth the notion that the focal point for curriculum is the person. When curriculum language becomes concerned with the total person, values will be expressed which accentuate the position of the person. Values which deal with the person focus on the unity of the person rather than the bits and pieces of the individual.

According to Macdonald (1977a) the unity of the person relates to questions of humanity. Macdonald states that questions about good societies, lives, and persons are implicit to curriculum. Thus, the notion of any new language must concern itself directly with the nature of the following question: "What is the good society? What is the good life? What is a good person?" (Macdonald, 1977a, p. 11).

Macdonald (1968) further contends that curriculum must focus on "the personal meanings of knowledge and the worth and integrity of the person" (p. 39). According to Macdonald (1968), this makes a good

curriculum a moral curriculum. Morality concerns itself with the ways of interrelating with others as persons (Macdonald, 1968).

Like Macdonald, Purpel (1989) is also concerned with human relations and unity. Purpel (1989) suggests that curriculum language must emerge as a moral and religious language. Purpel (1989, p. 66) defines ". . . moral to be a term that focuses on principles, rules, and ideas that are related to human relationships, to how we deal with each other and with the world . . . " Religious is defined by Purpel (1989, p. 66) as ". . . reference to ideas, principles and tenets that have to do with our relations with forces beyond the human world . . . questions of origins, meanings, and ultimacy . . . "

Purpel (1989) and Macdonald (1968) both agree that what is needed in curriculum language is a focus on religious and moral ideas, images, and concerns. A language which connects people with knowledge, people with humanity, and people with people is a potential religious and moral language lying dormant in scientific, aesthetic, and ethical value systems.

Macdonald (1968) identifies seven concepts which are oriented in the moral and religious concerns of scientific, aesthetic, and ethical values. These concepts are: dialogue, promise, forgiveness, service, beauty, vitality, and justice.

The first concept presented by Macdonald (1968) is dialogue. Schools, according to Macdonald (1968, p. 39) are places "where socially appointed persons influence other persons." In the religious and moral concern influence cannot be one way, but is rather grounded in reciprocity. Those who influence, must also be open to the influence of others. Thus, for dialogue to occur, conversation must be a process of relating equally with others. Conversation becomes a

process of open dialogue where mutual possibilities and meanings are of benefit to all participants.

The second concept mentioned by Macdonald (1968) is the moral obligation that children are worth the promise of caring. Associated with the promise of caring is the promise to the person that "what they do will be meaningful to them" (p. 30). To consider students as persons is to promise "the opportunity for them to develop personal meanings (knowledge) which wil help structure their own meanings of themselves and the world" (p. 39).

Macdonald's (1968) third concept of forgiveness is grounded in the belief that to be human is to make mistakes. In the religious and moral domain there must be forgiveness if faith in others and the world is to be renewed and if new promises are to emerge. The slate of past behaviors and actions must be wiped clean in order for children to renew the wholeness of school.

The fourth concept mentioned by Macdonald (1968) is service. The school, according to Macdonald (1968), should primarily be of service to the children. Schools do not serve the larger society which has its primary interests outside the children's own personal knowledge structure. The primary concern of schools is to serve the possibilities of creating the moral conditions, ideas, and images of religious and moral concerns.

Justice is the fifth concept presented by Macdonald (1968). Justice addresses "a personal impartiality which treats us all as persons" (Macdonald, 1968, p. 40). All share in the possibility to experience justice "as a single person in a single moment of time" (p. 40).

Macdonald's (1968) sixth concept is beauty. When schools are planned and shaped with ideas of the human spirit and personal meaning,

a sense of beauty is apparent. Beauty enables schools to take on a spiritual essence of harmony, wholeness, and aesthetic meaning for the service of the person.

The final concept mentioned by Macdonald (1968) is vitality. Curriculum, according to Macdonald (1968, p. 40) must have "the realization of change--it has vitality." Vitality involves the flexibility and inner force not only to re-create but to create new curriculum environments to accommodate ever changing personal knowledge patterns of children.

The image of the person is the central focus of Macdonald's (1968) seven concepts. The potential for a new language to emerge with these concepts as the focus is a hope to emancipate ourselves from the inherent narrowness of a tradition of political-technical language. Macdonald's (1968) moral language and Purpel's (1989) language of religious and moral vision provides a viable alternative emanating from scientific, aesthetic, and ethical values. If the findings of this study are an indication of a larger reality, then it follows that this possibility is almost entirely ignored in contemporary curriculum discourse.

A new language base could enable the realm of curriculum thought and meaning to become conscious of new forces of creativity and understanding. It can be speculated that curriculum reality could experience a wholeness of relationship, harmony, justice, and love which are not priorities in the philosophical roots of the political-technical language of contemporary curriculum discourse.

Recommendations

This study brought to light a realm of research which focuses on the following questions:

1. How can the curriculum field transform from the current language system and its preoccupation with irresponsible and inhumane uses of language to alternative language systems which open possibilities to think and to feel beyond the dominant paradigm of political-technical values?

2. What implications would alternative language systems have on future curriculum realities?

The language of curriculum discourse, and its involvement with the way curriculum realities are formed, has yet to be explored to any significant degree. This study has enabled the conceptualization of an emerging framework for expanding our understanding, integration, and meaning of curriculum discourse. It is the researcher's belief that additional studies of this type will contribute to our understanding of theorizing and praxis, expand our knowledge of the ontological nature of language, and suggest ever changing conceptual frameworks for curricular language.

This research design could be applied to any curriculum discourse, written or spoken, to determine the expressed values of the language. Potential research studies of curriculum textbooks, comparative-historical discourses of different sources and time periods, current curricular materials such as guides and manuals could all fit within the realm of this conceptual framework of research. Besides the value classification system utilized in this study; alternative

classification systems, different philosophical curriculum camps, and ideological shifts could all be examined by analyzing language with the research method of discourse analysis. All of these potential research studies could add to a greater understanding of curriculum reality.

If new and more humane and meaningful realities are to emerge, then new languages must emerge to anchor the thoughts and meanings for reality formation. The new language put forth in this study is an inaugural effort to theorize a religious and moral language. There is a need to continue the theorizing of alternative languages in order to provide the frame for alternative views of the world.

As alternative languages emerge, curriculum and professional education practitioners must be allowed to shift realities of the old to the realities of the new. A need will emerge for conceptual frameworks for processing the merging of alternative language theorizing with alternative practices. Continued study will need to be conducted to develop processes for using new language systems as conceptual frameworks for professional education preparation programs and with professional development programs.

Before leaving this section a word of caution concerning the learning of alternative languages may be appropriate. Hollow words alone will not challenge and break the hold that the current dominant value system has on curriculum reality. Alternative languages must be anchored in values which challenge the political-technical nature of curriculum language. It is the interlocking process of language with values, not the mere parroting of "buzz words" which will provide the conceptual basis for the emergence of alternative curriculum realities.

Concluding Comments

Popper (1983) postulates that there is only one way to science. He explains:

> I think there is only one way to science--or to philosophy for that matter: to meet a problem, to see its beauty and fall in love with it, to get married to it, and to live with it happily, till death do ye part--unless you should meet another and even more fascinating problem, or unless, indeed, you should obtain a solution. But even if you do obtain a solution, you may then discover to your delight, the existence of a whole family of enchanting though perhaps difficult problem children for whose welfare you may work, with a purpose, to the end of your days (p. 8).

Popper's explanation can certainly be applied to curriculum. Answers are never absolute and final. It is a continual search for meaning and well-being; a continual quest for greater understanding. To understand, curriculum theorists must reach into the realm of the unknown and the dynamics of uncertainty. Sergiovanni (1989) concludes that "what works can never be equated with what is right or what is good" (p. 99). As long as curriculum theorists operate within the current dominant knowledge base, knowledge of what is known and what is known to work, the field will suffer from a reductionistic ignorance of possibilities outside that knowledge base. Understanding can only be a process of looking for the whole; the total and absolute understanding is not within the complexity of the interrelationships of the parts of the whole. New hope and new ways of seeing do not come about with piecemeal reductionist knowledge (Gleick, 1987).

The time has arrived to test the mantle of humanity. A potentially intriguing and valuable image emerges with the notion of conceptualizing a language grounded in understanding the complexities

of the whole rather than piecemeal reductionism. The new language of curriculum must not only express what is known, but what is not known; not only deal with issues of what works, but with issues of goodness (Sergiovanni, 1989). A rich curriculum language expressing personal harmony with self, others, the world, and beyond will not only reach out and touch curriculum reality, but the moral and religious fiber of humankind. In the final analysis, it is as Foshay (1986, p. 1) so brilliantly states, ". . . the purpose of education is to bring people to a realization of themselves as human beings."

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APPENDIX

In this appendix is a brief demonstration of the kind of research methodology used in this study. For demonstration purposes the researcher has duplicated the following from vol.45, number 7 of Educational Leadership:

1. The table of contents page.
2. The page noting ASCD's duplicating policy.
3. The analyzed article.

A DEMONSTRATION

An initial reading of the text indicates that the intention of the article is to convince the reader that the teaching of thinking is to be conducted within the context of particular subject areas. With an overall emphasis on specific subject areas which will produce defined concepts, skills, and disciplinary thinking the researcher hypothesized that predominant value ideas, thoughts, and concepts were technical in nature.

A more thorough examination of the text provided the researcher with an assembly of cohesive value-laden language patterns of a technical nature. The predominant language patterns appearing in paragraphs two, six, and eight represent the most obvious value meaning of the article. Parts of these paragraphs and the fragmented sample language display as highlighted in Table XXIII have been reproduced.

Paragraph 2:

"Both learning to think and thinking correctly occur in contexts. We learn to think cogently and correctly within particular forms of knowledge and their

disciplines. The different forms of knowledge in general (e. g., Science) and their disciplines in particular (e.g., Biology, Earth Sciences, Physics, etc.) are not artibrary devices which have been forced unnecessarily upon us by pedagogues: they are essential contexts for thinking."

Paragraph 6:

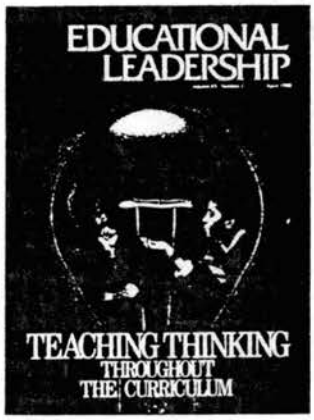
"Of course it is true in a sense that general ways of thinking are not specific to particular disciplines. For instance, the rules of logic apply in a general way in the Aesthetic-Artistic area, in Mathematics, and in Science. But these general ways and logical rules are mere formats for any real problem which requires careful, critical thinking within the form of knowledge. A school which teaches children only such logical rules would not be training them to think. Children learn to think as they encounter, at levels suited to their age, ways of thinking as part of disciplinary problems, and the structures and patterns of understanding in which such problems are embedded."

Paragraph 8:

"We do not require a new breed of specialist teachers of an illusory 'discipline' called 'thinking skills.' We need good teachers who can make children think in the particular discipline the teacher is teaching."

EDUCATIONAL LEADERSHIP

Journal of the Association for Supervision and Curriculum Development



In this issue, perennial questions about the teaching of thinking appear as usual; an array of answers offers illumination about what schools are doing to teach thinking in all areas of the curriculum. Photograph by Dennis Johnson. Design by Al Way.

April 1988 **Volume 45, Number 7**

TEACHING THINKING THROUGHOUT THE CURRICULUM

How Schools Teach Thinking

DEPARTMENTS

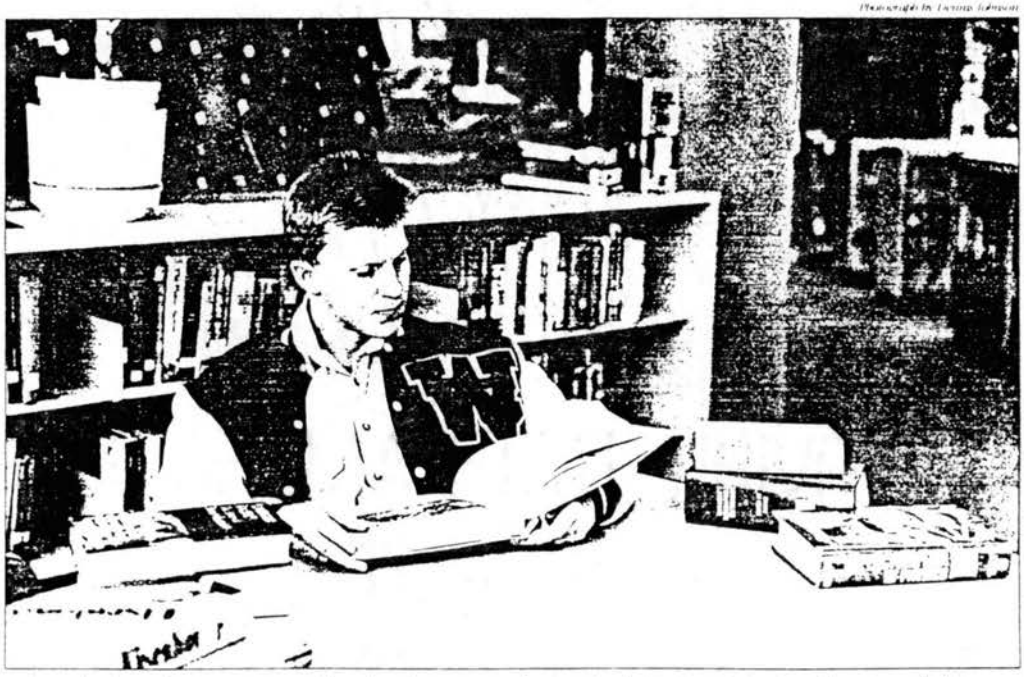
EDPRESS ASCD

JOHN H. CHAMBERS

Teaching Thinking Throughout the Curriculum—Where Else?

Teachers who are knowledgeable about their subject, who understand how it differs from other disciplines, and who can convey this to their students are already teaching thinking skills.

Photograph by Irene Johnson



Academic disciplines reflect historic patterns of thought and remain essential contexts for thinking for today's students. Shown here is Will Berry, senior, in the library of T. C. Williams High School, Alexandria, Virginia.

Much of the current discussion about teaching thinking involves the fallacy that a new curriculum description must mean a new area of knowledge. The advocates of instruction for thinking reason that it must involve something quite different from the curriculum we are already teaching. Teaching thinking sounds like the same sort of problem as teaching arithmetic or how to render first aid. They say we can teach arithmetic and first aid in formal courses, so surely we can teach thinking skills in formal courses? They act as if we have to find out what counts as the *general skills* of thinking and then *teach them*. But this is a philosophical mistake.

The Contexts of Knowledge Forms

Both learning to think and thinking correctly occur in contexts. We learn to think cogently and correctly *within* particular forms of knowledge and their disciplines. The different forms of knowledge in general (e.g., Science) and their disciplines in particular (e.g., Biology, Earth Sciences, Physics, etc.) are not arbitrary devices which have been forced unnecessarily upon us by pedagogues: they are *essential contexts for thinking*. Our present epistemological distinctions have evolved over thousands of years of careful, critical intellectual exploration and pragmatic action in the world, with new disciplines and subareas of knowledge arising as new needs develop. The disciplines consist of patterns of interrelated concepts and explanations: recent concepts and explanations presuppose earlier ones and together form a structure we can use to give meaning to new experiences we must accommodate and to problems we must solve.

In the realm of an unfamiliar context we blunder. Out of our contexts, we misunderstand, we fail to construe correctly, we make mistakes. It is this fact which perhaps more than anything else makes understanding people of other nations so very difficult. Tourists in foreign countries, being out of context, not uncommonly commit faux pas. Similarly, there are artistic geniuses who are moral and scientific cretins. There are engineers and accountants who have little grasp of the subtleties of the humanities and thus underestimate their pertinence for our lives. I also know an eminent professor of history who demonstrates the grossest misconceptions of science and technology: he sometimes kicks his car to try to get it started.

Analogously, much of today's emphasis on teaching thinking skills is premised on a misunderstanding of the significance of the *epistemological contexts* in which *all thinking* occurs: the contexts provided by each form of knowledge and its disciplines. To separate the chief *forms* of knowledge: Mathematics is different from Science, is different from our Knowledge of Other Persons and their Minds, is different from Morality, is different from Aesthetic-Artistic awareness, is different from Religious awareness, is different from Philosophy. Consider the differences between:

- the mathematic expansion: $(a + b)^2 = a^2 + 2ab + b^2$
- the empirical-scientific relationship: force = mass X acceleration
- a parent's personal knowledge that his child is disconsolate
- the moral injunction that we ought not to cause pain
- our viewing the artistic painting-statement *Mona Lisa*
- the religious claim that God is Love
- the philosophical claim that education for thinking is really a philosophical matter.

These relationships, statements, and claims occur in quite different forms of knowledge, involving different concepts and awarenesses and different tests of claims. This assertion becomes clear when we try to cross forms, for example, if we were to claim that the square on the diagonal = $CaCo_4$, or that God boils at 100 degrees centigrade. Such claims are not merely wrong; they are literally *non*sense. The varied forms of knowledge and their disciplines are contexts of meaning that differ from one another, and familiarity with them is acquired in different ways.

What of Commonality?

Of course it is true in a sense that general ways of thinking are not specific to particular disciplines. For instance, the rules of logic apply in a general way in the Aesthetic-Artistic area, in Mathematics, and in Science. But these general ways and logical rules are *mere formats* for any real problem which requires careful, critical thinking within the form of knowledge. A school which teaches children *only* such logical rules would not be training them to think. Children learn to think as they encounter, at levels suited to their age, ways of thinking *as part of disciplinary problems*, and the structures and patterns of understanding in which such problems are embedded.

Although we can append the same name to moves in an argument within several different forms of knowledge, practice in the move in one form is not the same thing as understanding the move in another. For example, explicating the genesis of a social or personal activity may seem like a useful intellectual skill which could be applied generally. But however essential it may be for a historical or a psychological explanation, it will usually be irrelevant in religious or mathematical arguments. People use the argument from analogy, or commit the genetic fallacy, or argue from the general to the particular *in* the Aesthetic-Artistic area or *in* the Empirical-Scientific area. It is not the thinking skill *as such* which is important; it is seeing that particular move as cogent, recognizing that it may be useful *at that point in the disciplinary situation*.

Hard Epistemology, Not Soft Psychology

What we require are teachers who know their disciplines in depth, good teachers of math and good teachers of history and good teachers of literature, who understand the structure of their particular discipline and how it is different from that of other disciplines and who can pass on such awareness

to their students. Then students may come to understand both the distinctions and the connections among disciplines and to appreciate when to reason within a particular disciplinary context, when to move to a different disciplinary context, and when to establish bridges between contexts. We do not require a new breed of specialist teachers of an illusory "discipline" called "thinking skills." We need good teachers who can make children *think in the particular discipline the teacher is teaching*.

We need committed, sympathetic teachers who make learning interesting. But we do not require teachers who are afraid to say that a statement is wrong merely because this may temporarily displease a child or a parent or a superintendent. We require teachers who will show students both where they are right and where they are using inappropriate disciplinary thinking. Too much in American schools is based on soft psychology, rather than upon hard epistemology.□

"Too much in American schools is based on soft psychology, rather than upon hard epistemology."

Suggested Readings

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White, F. C. *Knowledge and Relativism*. Assen, The Netherlands: Van Gorcum, 1983. A masterful work; somewhat demanding.

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