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DEVELOPING AND EXPERIMENTALLY TEACHING A LEARNING
ACTIVITY PACKAGE ENTITLED "HUMAN RIGHTS IN
EDUCATION" IN TWO SELECTED CLASSES IN CURRICULUM
AND INSTRUCTION IN THE SECONDARY SCHOOL IN THE
COLLEGE OF EDUCATION AT THE UNIVERSITY OF
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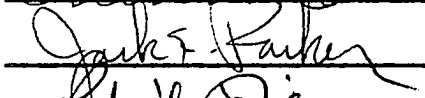

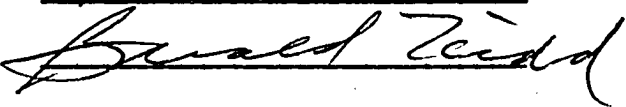
DEVELOPING AND EXPERIMENTALLY TEACHING A LEARNING ACTIVITY
PACKAGE ENTITLED "HUMAN RIGHTS IN EDUCATION"
IN TWO SELECTED CLASSES IN
CURRICULUM AND INSTRUCTION IN THE SECONDARY SCHOOL
IN THE COLLEGE OF EDUCATION AT
THE UNIVERSITY OF OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
PAUL LYTELL EVANS
Norman, Oklahoma
1973

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APPROVED BY

DISSERTATION COMMITTEE

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DEVELOPING AND EXPERIMENTALLY TEACHING A LEARNING
ACTIVITY PACKAGE IN HUMAN RIGHTS

INTRODUCTION

There can be little doubt that the problem of student activism, that sometimes results in disruption, is one of the most crucial issues facing the American democratic society. Activism on the part of students of secondary school age is no longer startling, but is, nevertheless, a significant problem area requiring the attention of professional educators. One of the most compelling reasons for the occurrence of student activism appears to be rather directly related to what they consider to be "wrongs" or "slights" perpetrated on them to which the secondary school seems to be insensitive and unresponsive. Hentoff states that:

There exists among us a subject as diverse in ethnic and socio-economic composition as the nation itself. In increasing numbers, its members are conducting a stubborn, sometimes explosive, struggle for liberation. Their goal, considering the previous history of this group within the United States, is quite revolutionary. They want their Constitutional rights.

Hentoff goes on to state that such basic rights of an American citizen as freedom of speech and assembly, protection from invasion of privacy, and the guarantee of due process of law "do not exist for

¹Nat. Hentoff, "Why Students Want Their Constitutional Rights," Saturday Review, May 22, 1971, pp. 60.

the overwhelming majority of American high school students." A student speaks eloquently, if rather bluntly, of this when he comments:

Education today is dull, irrelevant, and approaching failure. Those responsible will not let us contribute to change; instead they reinforce their system and go down the same road.

We want basic rights, freedoms, and privileges. We can accept the responsibilities. Dropouts, drugs, disruption should signify something. And we do not want concessions based only on court decisions; we want a real relationship based upon mutual respect and recognition as people.²

A recent Columbia study reveals that students view school as fundamentally undemocratic. Student responses show that issues of individual rights account for over 50 percent of the total concerns of students. Principally, the students point to the daily obstacles they meet in attempting to exercise the basic rights of citizens.

Westin sums it up:

The great majority of students are angry, frustrated, and increasingly alienated by the school. They do not believe they receive individual justice or enjoy the rights of dissent or share in critical decision making affecting their lives within the school. Our schools are now educating millions of students who are not forming an allegiance to the democratic political system simply because they do not experience such a democratic system in their daily lives in schools.

When currents of frustration such as these are running through our schools, we should not be surprised that withdrawal through drugs or revolutionary attacks on school and society are the commitments so many of our students are choosing.³

²Doug Ackerly, "An Activist Student Comments," The Bulletin of the National Association of Secondary School Principals, No. 352 Feb. 1971, p. 13.

³Alan Westin, John P. DeCecco, and Arlene Richards, Civic Education for the Seventies: An Alternative to Repression and Revolution, New York: Columbia University, 1970.

It is said that some children abandon school in the second grade attitudinally and in the tenth physically, not because they are "stupid," but because they don't care. They are estranged from school they are attacked at perhaps their point of greatest vulnerability, their own value structure.⁴

To many educators the above observation seems obvious, regrettable, but all too often true. The American secondary school does smack of authoritarianism and teachers are often looked upon as the "guards," and the principal all too often does seem to fit the image of the "local commissar," in a kind of Kafkaesque parody of George Orwell's, 1984, in which the school is regarded as the State. Postman and Weingartner ask a rather profound question.

Is it not ironical that in a planned society of controlled workers given compulsory assignments, where religious expression is suppressed, the press controlled and all media of communication censored, where a puppet government is encouraged but denied any real authority, where great attention is given to efficiency and character reports, and attendance at cultural assemblies is compulsory, where it is avowed that all will be ministered to each according to his needs and performance required from each according to his abilities, and where those who flee are tracked down, returned, and punished for trying to escape --in short the milieu of the typical large American secondary school--we attempt to teach 'the democratic system'?⁵

Teachers may be considered to be among the most prominent guardians and disseminators of the existing cultural mores. The more important American moral precepts and practices may be considered to

⁴Nathaniel Hickerson, Education for Alienation, Prentice-Hall, Publishers, 1966, p. 42.

⁵Neil Postman and Charles Weingartner, Teaching as a Subversive Activity, New York, Delta, 1969, p. 33.

be integral parts of the curriculum in our public schools. Henry states, "The prime effort of the adult world is to make child attitudes look organized to adults." If this is true, then it is evident that a society that says that it values certain rights and freedoms will somehow make provision for the development of these values in those persons charged with the responsibility of standing as "guardians and disseminators of the existing cultural mores."⁶

Perhaps, it can be assumed that American public schools generally have not shown in their practices or in their policies adequate concern for the fundamental human rights that students have by virtue of the fact that they are people, nor has it shown, generally, in its practices an abiding concern for the student's fundamental human rights, constitutional rights, and civil liberties.

If this assumption is true, then it appears that the society that supports the schools either does not know--or if it knows it does little about--operationalizing and making a living reality many of the fundamental freedoms and human rights to which this society pays "lip service." The latter contention is probably more nearly congruent with the "way things are," but there may also be a great deal of ignorance about "what goes on" in secondary schools (on a day-to-day basis) on the part of a good proportion of the populace in general.

All of society is responsible, of course, for the "way things are" in the secondary school, but it seems that teacher education institutions share more than a modicum of responsibility in regard to

⁶"Attitude Organization in Elementary Classrooms," American Journal of Orthopsychiatry, XXVII, 1957, pp. 113-118.

the operationalizing of human rights in instructional and other curricular practices.

It is incumbent on teacher education institutions to provide opportunities for prospective educators to develop understanding and, hopefully, some commitment to the value structure and human rights that appear to undergrid American democracy.

If it is in fact a major responsibility of public schools to provide opportunities for the young to gain genuine commitment to understanding of the value structure and human rights that appear to undergrid our society, then teacher education institutions should be carefully examining their programs and practices in an attempt to discover if prospective educators are in fact being provided this opportunity in their pre-service program of teacher preparation.

For a number of years many teacher education institutions responding to the extant social imperative have attempted to "sensitize" students in their teacher education programs to an awareness of the human relations dimension as related to the process of successful teaching. Most educators agree that:

It is not sufficient to offer the student information to order to make him an intelligent adult citizen. Education for citizenship must grow out of actual participation in the democratic processes. There is little hope that human rights can survive where they are merely a part of the curriculum but not a part of the educational process and practices to which students and faculty are subject.⁷

⁷A Guide for Improving Teacher Education in Human Rights, Phi Delta Kappa Teacher Education Project on Human Rights, 1971, Norman, Oklahoma, p. 12.

BACKGROUND AND NEED FOR THE STUDY

An examination of the literature in the field of teacher education showed that instructional activities in the area of Human Rights have been planned and implemented as appendages to curricular offerings and not as a vital part of the educational program and learning experiences provided for prospective teachers. For example, an inquiry of ERIC provided only four references related to Human Rights in Teacher Education and these were only tangential. Therefore, it seemed that this would be a fertile area in which to work, particularly in regard to constructing a Learning Activity Package concerned exclusively with Human Rights and Education.

For a number of years Phi Delta Kappa has had an active National Commission on Education and Human Rights. This commission, after involving Phi Delta Kappa chapters all across the nation, prepared a concrete statement on Human Rights and Responsibilities in Education, subsequently published in the April, 1968, Phi Delta Kappan. A proposal was then developed and funded in the summer of 1970 by the Education Professions Development Act for improving teacher education programs and practices in the area of human rights. This project in its final form was co-sponsored by the National Conference of Christians and Jews and the Human Relations Center of the National Education Association.⁸

A major purpose of the Project was to prepare a Guide which teacher education institutions and public schools might use in developing promising programs and practices in Human Rights for prospective

⁸Ibid.

and in-service professional educators. Many concerned educators feel that a concentrated Learning Activity Package dealing with the whole problem area of basic human rights at some stage in the professional preparation sequence for teachers would be of value. Indeed, a Learning Activity Package on "Human Rights in Education" specifically developed for a course in Curriculum and Instruction in the Secondary School could well serve as a contribution to the accomplishment of that major purpose of the project.

In part because of the interest developed in this project it was decided to develop a Learning Activity Package on Human Rights in Education which might be used as a part of the basic course requirements in teacher education at the University of Oklahoma. This course, Curriculum and Instruction in the Secondary School, is, typically, the last course prospective teacher candidates are required to take before they engage in student-teaching and is, therefore, considered to be perhaps the most propitious.

PURPOSE OF THE STUDY

The basic purpose of this study was to produce and develop a Learning Activity Package on Human Rights in Education, to teach the Package to prospective teachers, and to assess the effectiveness of the Learning Activity Package.

STATEMENT OF THE PROBLEM

The problem of this study was to develop, produce, and experimentally teach a Learning Activity Package entitled "Human Rights in Education" in two selected classes in Curriculum and Instruction in

the Secondary School in the College of Education at the University of Oklahoma and to assess its effectiveness.

HYPOTHESES TO BE TESTED

Several hypotheses were made concerning the effectiveness of the Learning Activity Package on Human Rights in Education. If the learning activities were successful, then they should result in a change of attitudes among students. Attitudes should move towards greater awareness of, and enhanced sensitivity to, human rights concerns and the change should be reflected in higher scores on the evaluation instrument.

A second hypothesis concerned the effect that parental educational level might have on student attitudes. A third concern was that educational level might interact with the activities to produce a negative reaction from the students.

Stated in null form, the hypotheses are as follows:

H₀₁ There is no statistically significant difference between the pre-test and post-test scores of secondary teacher education students towards human rights concerns before and after participating in experiences of the Learning Activity Package on Human Rights in two selected sections of Education 4414, Curriculum and Instruction in the Secondary School.

H₀₂ There is no statistically significant difference in scores made by secondary teacher education students who report a higher educational level for their parents and scores made by students who report a lower educational level.

H₀₃ There is no significant interaction between the educational

level of the parents and the scores made by secondary teacher education students on the pre- and post-test.

MAJOR ASSUMPTIONS

The following assumptions are made:

1. That the instrument, "Human Rights Survey," is appropriate to use as a pre-test and post-test instrument for assessing secondary teacher education students attitudes towards human rights concerns.
2. That junior and senior level secondary teacher education students represented appropriate subjects for this study.

THE POPULATION

Forty-nine secondary teacher education students enrolled in two sections of Education 4414 in the College of Education at the University of Oklahoma during the fall semester of the 1972-1973 academic year were the subjects of the study.

These students were either junior or senior level students completing this, their last in-class academic course, in the professional preparation sequence for secondary teachers.

LIMITATIONS OF THE STUDY

The study is limited to:

1. The production of a basic Learning Activity Package encompassing the human rights as identified by the Phi Delta Kappa Commission on Education and Human Rights.
2. The teaching of the produced Learning Activity Package

to those students enrolled in the secondary teacher education program in two selected sections of Education 4414, Curriculum and Instruction in the Secondary School, during the 1972 fall session in the College of Education at the University of Oklahoma.

3. The pre-testing and post-testing of the identified group with the "Human Rights Survey" form.

DEFINITION OF TERMS

The major terms used in the study are defined and set in the context of the way they are used in the Learning Activity Package:

Values - The values a people hold are basic beliefs giving direction and meaning to their behavior. Among the beliefs basic to realization of the rights of free men in our society are: that each individual is equal to dignity and worth to every other individual; that freedom must be granted to pursue individual goals which do not infringe upon the rights of others; that the application of reason is the best means of resolving man's problems; that institutions are established by men and should contribute to the welfare of the individual and society; that the concepts of truth and moral responsibility are crucial and fundamental.⁹

Human Rights - Those freedoms or guarantees we possess inherently, simply because of our nature; they are "inalienable"

⁹"A Guide for Improving Teacher Education in Human Rights," Phi Delta Kappa Teacher Education Project on Human Rights, Norman, Oklahoma, 1971, p. 2.

so says the Declaration of Independence. Among these human rights are "life, liberty, and the pursuit of happiness." In addition: security of person; equality of opportunity for every individual in every facet of life; freedom of speech; freedom of the press; freedom of (or from) religious beliefs; the right of due process; freedom of assembly; petition, and redress of grievances; protection against unreasonable search and seizure; freedom from self-incrimination; the right to trial by a jury of actual peers; the right to privacy; the right to fair and equal representation in government; the right to own property and enter into contracts; the right to select leaders through the exercise of the franchise; the right to dissent, and the right to be different.¹⁰

William T. Blackstone defines human rights as "merely those rights which one possesses simply by virtue of the fact that one is human."¹¹

Learning Activity Package - A Learning Activity Package is a relatively brief systematic unit of a course which identifies specific learning outcomes of students, formulates evaluation efforts, includes the important necessary resources, describes teaching and learning objectives. A Learning Activity Package is unique in many respects in collegiate

¹⁰Ibid.

¹¹William T. Blackstone and George L. Newsome, editors, Education and Ethics, University of Georgia Press, 1969, p. 314.

education in that it allows the instructor to "tailor make" the learning experiences of students to account for individual differences; something college students feel particularly sensitive about, and to challenge students with major problem areas at a level of intensity difficult to sustain throughout an entire semester.

METHOD AND PROCEDURE OF THE STUDY

It was determined, after a "trial run" or pilot study¹² on five professional education classes conducted during the spring semester of 1971, that the Learning Activity Package should address itself to human rights, chiefly through the vehicle of student rights. It is felt that the students are better able to relate to the material since they are in the unique position of being at the same time, a student and an emerging prospective teaching professional, they, in effect, can see both "sides" of an issue and perhaps have feelings that are ambivalent or shade into suspended judgment that facilitates discussion and study.

¹²A pilot study ". . . is used, with special reference to field investigations, to denote an exploratory state of investigation." In quantitative survey work, the pilot state (or stages) forms the final trial before a large-scale inquiry is begun. Such a stage comes between the stage of general planning and the more extensive application of the techniques of inquiry.

In this sense it has four principal objects: (a) to collect information on the availability, variability, and adequacy of the material; (b) to test different forms of the instruments to be used in the inquiry (the questionnaire) and to test the administration of the proposed study; (c) to obtain an estimate of time taken so that cost can be calculated; (d) to determine in the light of these objects, the feasibility of the proposed study. Julius Gould and William Klob, editors, A Dictionary of the Social Sciences (New York: The Free Press, 1964), p. 503.

The Kuder-Richardson formula was used to determine the reliability coefficient of the instrument, "Human Rights Survey," an instrument to measure attitudes and opinions toward human rights issues prepared by Todd.¹³

A pre-test-post-test group design¹⁴ was employed in the study. Kerlinger defines this design (pre-test-post-test) as the "before and after control-group design." For studies of change, or so-called change experiments, he calls this the "classical design" of research.¹⁵

According to Good, "This experimental design seeks to control the main effects of history, maturation, testing, instrument decay, regression, selection, and mortality."¹⁶ With regard to the experimental design, Monroe points out that such a plan "implies consideration in advance of all types of errors to be encountered in the experiment, including those which may be minimized or 'controlled' by proper choice of statistical method."¹⁷

The author concluded from the pilot study that the survey form was valid to use in the study. In the validation process content validity was a chief concern. Content validity was established by Todd and refers to "the representativeness of

¹³Melvin Todd, Human Rights Survey-Item Categorization (as adapted and modified by the investigator, Norman, Oklahoma, 1972).

¹⁴Carter V. Good, Essentials of Educational Research (New York: Appleton-Century Crofts, 1966), p. 360.

¹⁵Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1965), p. 308.

¹⁶Ibid., p. 360.

¹⁷Walter S. Monroe, editor, Encyclopedia of Educational Research (New York: The Macmillan Company, 1960), p. 415.

sampling adequacy of the content--the substance, the matter, the topic--of a measuring instrument."¹⁸ Kerlinger also points out that content validity is mainly concerned with judgment. Judgment about the representativeness of items may be made alone by the author or with others.¹⁹ Downie and Heath state when a test is "so constructed that it adequately covers both content and objective,"²⁰ it is valid. In simple terms, validity is achieved when "a test measures what it was intended to measure."²¹

STATISTICAL TREATMENT

A statistical analysis was run to check for the significant difference between the pre-test and post-test scores of the secondary teacher education students.

A two-way repeated measures analysis of variances as described by Bruning and Kintz²² was used to test the hypotheses of this study. Two groups of educational levels were used as one of the factors in a repeated measures analysis of variance and the pre-test and post-test

¹⁸Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1966), pp. 445-446.

¹⁹Ibid., p. 446. See also "Technical Recommendations for Psychological Test and Diagnostic Techniques," Psychological Bulletin, LI (1954), Supplement, 201-208; R. Lennon, "Assumptions Underlying the Use of Content Validity," Educational and Psychological Measurement, XVI, (1956), pp. 269-282.

²⁰N. M. Downie and R. W. Heath, Basic Statistical Methods, (2nd ed.,; New York: Harper and Row, Publisher, 1965), p. 223.

²¹Vivian Gounevitch, Statistical Methods: A Problem Solving Approach (Boston: Allyn and Bacon, Inc., 1965), p. 20

²²J. L. Bruning and B. L. Kintz, Computational Handbook of Statistics, Scott Foresman and Company: Glenview, Illinois, 1968, pp. 54-55.

were the repeated measures. "This two-factor mixed design is basically a combination of the completely randomized design and the treatments-by-subject design. Not only does this design permit comparison of the differences in the overall performance of the subjects in the several experimental groups, it it also permits evaluation of the changes in performance shown by the subjects during the experimental session."²³ According to Weinberg and Shumaker, this test is a "method of testing a hypothesis concerning an unknown population mean when the experimenter has no information other than that contained in his sample."²⁴

ORGANIZATION OF THE STUDY

This dissertation is organized into five chapters. The contents of the investigation follows the design outlined in this chapter. Research related to the problem and the construction of the Learning Activity Package are outlined and summarized in Chapter II. The Learning Activity Package is presented in Chapter III. Presentation and analysis of data is presented in Chapter IV. The major findings, interpretation of data, conclusions and recommendations are presented in Chapter V.

²³Ibid., p. 59.

²⁴George H. Weinberg and John A. Shumaker, Statistics: An Intuitive Approach (Wadsack Publishing Co., Inc., 1962), p. 183; see also N. M. Downie and R. W. Heath, Basic Statistical Methods (2nd ed., New York: Harper and Row, Publishers, 1965), pp. 138-139.

CHAPTER II

REVIEW OF RESEARCH RELATED TO THE PREPARATION AND TEACHING OF THE LEARNING ACTIVITY PACKAGE

As a result of the pilot study previously cited in Chapter I, it was decided that the unit developed and taught at that time suffered from a number of major weaknesses. Since it was felt that there were so many elements that needed to be covered and the limitations of time were pressing, it appeared that the Human Rights Unit was inadequate primarily because it was excessively time-paced and teacher directed. Of course, the "best way" to teach anything is very difficult if not impossible to identify; but it was felt that some of the "slower" learners fell farther behind, while the "fast" learners became bored as instruction proceeded. It was felt that this occurred because of the attempt to teach, not to either group in particular, but rather to the majority that constituted the "middle" of the classes.

It was realized that the middle group varied as much in interests, experiences, abilities, etc. as either end.²⁵ As reflected on final examinations, it appeared that many times the student was forced to guess about what the instructor really wanted or expected of him, rather than what he really thought. It was also acknowledged that not all

²⁵Donald L. Meyer, Educational Statistics (New York: The Center for Applied Research in Education, Inc., 1967), p. 31.

instructors have all the competencies for an "all inclusive course, and that many times the content of the course changed when there was a change in instructors and that, typically teacher directed, time-paced instruction does not include training for self-direction."²⁶ However, as noted by Adamson, the "packaged course" with its audiovisual materials, handouts, student journals, and reading materials is relatively easy to teach.

The instructor needs special training, particularly at the collegiate level; he needs skill in directing a group without dictating to it, and an ability to empathize with students.²⁷ For these, then, and other reasons, it was felt that the construction of a Learning Activity Package on the whole problem area of Human Rights in Education would be more effective to both teaching and learning, particularly in regard to student attitudes at this level.²⁸ There is an implicit assumption here that a Learning Activity Package is more inclusive and contains inherent elements that make it a better strategy for teaching than more conventional approaches at least at the collegiate level.²⁹ In support of this assumption, Johnson identified some of the more unique and advantageous characteristics of the packaging system which are as follows:

²⁶Theodore W. Hipple, Secondary School Teaching (Pacific Palisades, California: Goodyear Publishing Co., Inc., 1970), p. ix.

²⁷Harley Adamson, "The Case for the Packaged Course," College Management, VII (October, 1972), 35.

²⁸Andrew M. Barclay, William D. Crano, Charles Thornton, and Arnold Werner, To A Certain Degree (John Wiley & Sons, Inc., 1972), pp. 42-43.

²⁹James H. Block, "Introduction to Mastery Learning; Theory and Practice," Mastery Learning (New York: Holt, Rinehart and Winston, Inc., 1971), pp. 2-12.

1. Portable: Each package, and thus each course, can be sent anywhere.
2. Exchangeable: One outgrowth of exportability is that packages within one course can be exchanged for packages within another. Therefore, teachers in the field can exchange their materials freely and obtain the objectives, practice exercises, and test items which reside in each package.
3. Interchangeable: Within each course, packages may be comfortably added or dropped.
4. Replicable: A teacher, upon request, can receive a package produced by someone else and immediately reproduce it for use with his own students. Data can also be obtained about previous tryout and revision and the results of using a package with a prior group of students. Thus the teacher knows who the package is for, what happened when it was used and what should happen if used again under similar conditions.
5. Modifiable: Teachers who receive such packages are free to modify, adapt, or alter any aspect of the package received. Objectives can be borrowed and used with new methods. Learning activities can be borrowed in order to implement a different set of objectives. Thus a teacher can build on what others in his field have already developed.
6. Feasible: The Regional Education Laboratory for the Carolinas and Virginia has demonstrated that junior college instructors can learn to package an entire course. The two and one-half day R.E.L.C.V. workshops enable the instructor to (1) design and produce a small self-instructional package, (2) test out the package on a small group of learners, and (3) revise the package until the objectives are met.
7. Applicable to any field: Workshop participants have been drawn from all fields or disciplines. They are expected to incorporate a rich variety of traditional methods and activities in their packages such as field trips, discussions, texts, speeches, lab experiments, tapes, filmstrips, slides, etc.³⁰

The Learning Activity Package (LAP) is a "vehicle" to achieve continuous progress and is, on balance, a better method of teaching, particularly in the affective domain.³¹ Other methods also "work"

³⁰Rita B. Johnson, "Self-Instructional Packages: Good or Bad?" Junior College Journal, XLII (August/September, 1971), 19.

³¹"Learning Activity Packages," Journal of Secondary Education (entire issue on Learning Packages), May, 1971.

(UNIPACS, TLU, etc.) and could have been used. The LAP was chosen because in the writer's judgment it represented a more complete approach to the problem. If the ideas of continuous progress in the affective domain are to be realized, a new vehicle, i.e., "delivery system" for getting information to the student, other than lesson planning had to be devised. Built into LAP is the philosophy that if anything is worth teaching, it is worth learning; this is coupled with the belief that a student has more effective learning experiences if allowed to progress step by step at his own rate.

Frequent quizzes give the student a frequent success or failure record and insure immediate remediation by rerouting him to activities for which further reinforcement is required. In this way, his learning is a progressive development, which will prevent him from "getting in over his head."³² In this mode then, emphasis is placed on student competence, not on "seat time," and demonstrated performance as the goal of the educational endeavor. This strategy for instruction is based on the proposition that each learner is unique, that is, he learns at different rates and in different ways from others. An instructional system should facilitate this fact rather than attempt, in some sense, to meld all students into a "middle mold."³³

It is a logical extension of the fact that if instruction is to be successful, it must be geared to each student's unique background and characteristics so that each individual student has an equal opportunity

³²Sally M. Cardarelli, "The LAP--A Feasible Vehicle of Individualization," Educational Technology, XII (March, 1972), 26.

³³David R. Krathwohl, Benjamin S. Bloom, and B. Masis, Taxonomy of Educational Objectives; The Classification of Educational Goals: Handbook II: Affective Domain (New York: David McKay, Inc., 1970), p. 8.

to achieve competency and experience success.³⁴ Thus as Cardarelli states, the LAP not only takes into account the rate of learning, style of learning and interest of the individual student, it actually is designed to provide for these basic variables of learning. The uniqueness of each student is preserved--he is no longer forced to fit into the mold of the mythical "average student." The LAP, as an instructional strategy, is one of the most exciting innovations on the educational scene today.³⁵

There are a number of pre-conditions that must be secured in order that a LAP be effective, particularly at the senior college level. Provision must be made for the flexible use of time and facilities. Learners with LAPS require small group spaces, not just seat-bolted-down "classrooms," and a wide variety of materials and equipment. The essential role of the instructor changes from one who "presents" to one who "guides and facilitates;" and, similarly, the role of the student in the class changes from a passive receiver to an active searcher for information and understanding.³⁶ Instructors need to believe that this method of teaching represents a viable alternative to what perhaps is presently being done in the classroom and that a crucial part of the program is focused upon changing learner attitudes towards, not only the subject-matter at hand, but what is more important, it provides a fertile ground for the development of a more positive self-image on the part of the student as a learner and, therefore, is also an integral part of the LAP.

³⁴Paul F. Brandwein, Notes Towards a General Theory of Teaching (New York: Harcourt Brace & World, 1970), p. 59.

³⁵Journal of Secondary Education, Op. Cit., pp. 23-29.

³⁶John C. Flanagan, "Functional Education for the Seventies," Phi Delta Kappan, XLIX (September, 1967), 27.

LAPS, as a device to manage classroom instruction, were initially developed and refined in the latter part of the decade of the 1960's, and were first used as a vehicle for individualization in public secondary schools in the state of Florida.³⁷ They were quickly adopted and adapted by many other public school districts, junior and community colleges, and universities interested in providing a newer and better teaching procedure which made greater provision for the diverse ways and rates at which people learn.³⁸

At Hughson High School in California, and most recently at the Greater Lowell Regional Vocational-Technical School District in Lowell, Massachusetts, entire school programs have been written into the LAP format.³⁹ These two schools are rather unique by virtue of their comprehensive LAP programs but represent only a fraction of the hundreds of secondary schools, junior and community colleges, university training programs, and learning centers which are now involved with individualizing instruction through the use of LAPS.

The major purpose of the LAP format is to provide the learner with a pre-planned set of alternative ways to learn a given topic, skill, idea, or set of ideas.⁴⁰ In a real sense then, a LAP consists of a variety of "lesson plans" for student use.

³⁷Ibid., p. 205.

³⁸Herbert R. Ringis. "What Is An Instructional Package," Journal of Secondary Education, XLVI (May, 1971), 201-203.

³⁹Ibid., p. 205.

⁴⁰Richard V. Jones, Jr., "Learning Activity Packages: An Approach to Individualized Instruction," Journal of Secondary Education, XLIII (April, 1968), 30.

In packaged instructional materials and activities, concern is commonly demonstrated for one or more of the following elements:

1. Provision for variability in societal, parental and student expectations concerning the subject matter and behaviors to be learned.
2. Provision for variability in interactions among students, between students and instructors and between students and materials.
3. Provision for variability of subject matter in forms (from concrete to abstract) and in formats (books, films, objects, discussions, etc.) that most efficiently and effectively support the behaviors being sought.
4. Provision for variability in instructional settings (whether for individual students or for groups of students) in which interactions can take place, subject matter can be learned and behaviors can be practiced.
5. Provision for the motivational appeals of the interactions, materials, and settings.⁴¹

Thus utilizing the LAP as a guide, the learner can select those methods and materials which are most appropriate to his own interests and ability level in order to gain a particular skill or conceptualization. (Whether or not the learner chooses to learn the skill or conceptualization is a different discussion. "Free" schools and released time for projects formation at the collegiate level many times emphasize this alternative. However, it will not be developed further here.) The outcome of this individualization is "learner competence--demonstrated, measurable, and at pre-defined standards."⁴² The factor that is variable is the time used by the learner to get to the standard of excellence, not the standard itself.

⁴¹Miriam B. Kapfer and Phillip G. Kapfer, "Introduction to Learning Packages," Educational Technology, XII (September, 1972), 9-10.

⁴²Jones, op. cit., p. 35.

As is explicit, the role of the learner is changed. By having the opportunity of choosing his own learning activities, he becomes more of a decision maker, more self-directed, and less dependent on his instructor. Perhaps the traditional approach to teaching inhibits the very initiative, creativity, independence, and ability to get along with others that society will demand of the student. There is an ever-increasing number of instructors who have become convinced that the Learning Activity Package is an effective tool in helping both teacher and student adopt a new role in preparing for the new society of tomorrow with its knowledge explosion and all the rest.⁴³ In this process, i.e., the LAP as a viable alternative to instruction, however, the role of the instructor has also changed.

In his new role, the instructor becomes more of a guide to the learner and less of a controller of information sources. As many instructors have begun to use LAPS, they have found themselves working with individual learners and small groups of learners more, and working less with large groups in lecture and demonstration modes in classroom situations.⁴⁴ They often find that they are searching for ideas that will help the students learn with perhaps a greater degree of dedication, and conversely, spending less time evaluating them as "good" or "bad." This perhaps can be accomplished more often because they are free, in some sense, to let the learners themselves choose and evaluate the effectiveness of potential activities.

At this point, there may be a need to re-emphasize the difference

⁴³Sally M. Cardarelli, "The LAP--A Feasible Vehicle of Individualization," Educational Technology, XII (March, 1972), p. 31.

⁴⁴Ringis, op. cit., p. 204.

between individualized instruction and "independent" instruction.

"Individualized" typically means that each student has an appropriate instructional route to a given objective for him--one that best utilizes his learning style, provides for his interests, and is within his or, in general, any set of activities the learner does by himself.⁴⁵ This may also be an alternative in an individualized system, but so is small group instruction, large group instruction, and paired instruction.

Review of Literature

In any Learning Activity Package, it is, of course, strongly implied that the instructor is perhaps the most important single learning resource in the room, but it must also be realized that the instructor's role is changing, not just his importance.⁴⁶ This method of instruction did not evolve nor was it devised as a means of perhaps threatening the instructor, but simply to re-define his function in a way which might better facilitate ultimate teaching and learning performance. Therefore, it is tacitly assumed that the instructor is assured that activities associated with Learning Activity Packages are but a more viable extension of him, not a replacement for him.⁴⁷

In general, the Learning Activity Package is developed systematically in a fashion similar to individualized instructional programs (self-instructional units) and the principles of programming.⁴⁸ Clearly stated

⁴⁵Kapfer, op. cit., pp. 260-263.

⁴⁶Lloyd K. Bishop, Individualizing Education: Techniques and Methods (New York: Harper & Row, 1972), pp. 32-42.

⁴⁷Ibid., p. 44.

⁴⁸Block, op. cit., pp. 13-14.

objectives provide the basis for all activities associated with an effective Learning Activity Package.⁴⁹ In 1950, Wrinkle made two general observations which are still applicable. He said, "It did not dawn on us until 1938 (that) if the end product of a part of a student's experience could and should be measured in terms of what he does, the end product of all educative experience is the modification of behavior of the learner."⁵⁰ Regretfully, educators have not always widely accepted this view. Perhaps the reason, as Wrinkle observes, was "that pencil-and-paper tests are of much less importance than you may have thought and that much greater emphasis will have to be given to the development of means whereby it can be determined whether the student does the things which should result from his teaching--learning experience."⁵¹ Determining behavior implies action on the part of the learner. The need is apparent to ascertain what learner behaviors demonstrate cognitive and affective performance. It is incumbent on the instructor to phrase his objectives in accordance with such action words.⁵²

In a Learning Activity Package, as in other modes of instruction, the instructor begins by determining his objectives.⁵³ He screens his objectives against a philosophical base, the general goals of his subject fields, and the needs and interests of his individual students.

⁴⁹Journal of Secondary Education, op. cit., p. 21.

⁵⁰W. L. Wrinkle, Improving Marking and Reporting Practices (New York: Holt, Rinehart, and Winston, 1950), p. 93.

⁵¹Ibid., p. 98.

⁵²Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publisher, 1962), p. 10.

⁵³Ibid., p. 6.

Once he has made these decisions, he determines behavioral goals. He pretests the students to prevent duplication of instruction and to assure himself that they have the appropriate prerequisites. Then he designs the learning experiences for each instructional sequence in the Learning Activity Package so that the objectives of the sequence are covered, and provision is made for a variety of learning experiences.⁵⁴

Learning Activity Packages, particularly if similar to the one under consideration here, may lose much of their effectiveness if they but offer only traditional, symbolic sets of activities similar to readings. True, learning rates would be more flexible, and objectives would be stated in behavioral terms; but the low-abstract learner would still be little encouraged or assisted.⁵⁵ There are possibly two procedures an instructor can use to make provision for, and provide variety in, instructional strategies for differing learning styles in Learning Activity Packages.

Firstly, each Package must incorporate a variety of learning activities ranging from straight reading and answering questions to multi-media approaches and audio-visual aids. These aids are, of course, an integral part of the learning sequence, not "after thoughts" tacked on to traditional learning sequences. Secondly, each learning sequence (lesson) is designed in several forms. For example, one sequence (lesson) might stress the reading of certain material and other symbolic activities. Such a sequence might be the very best means for imparting concepts to

⁵⁴John E. Roueche, John C. Pitman, (Collaborator), A Modest Proposal: Students Can Learn (Jorsey-Bass Inc., Publishers, 1972), pp. 97-98.

⁵⁵Ibid., p. 92.

high abstract-ability learners.⁵⁶ Other sequences (lessons) would feature a series of sound-slides, a filmstrip, a video-taped lecture or discussion panel, small group project work, and a step by step illustrated tableau. This approach might very well be low optimal and therefore, meet the needs of low abstract-ability students.⁵⁷ Explicitly, the greater the variety, the more closely the teacher approaches optimal learning sequences for all students.

Hence, in conclusion of this brief consideration of student activities in the LAP, it can be summarized that these activities should provide the learner with alternatives in terms of the following:

1. Multi-Media--the use of various kinds of audio-visual equipment and the performance of sensory-oriented tasks;
2. Multi-Mode--variations in process goals that determine the size of the learning group and the methodology (i.e., large group instruction, small group instruction, individual work);
3. Multi-Content--differing levels of sophistication or difficulty of all resource materials, whether printed or audio-visual; and
4. Multi-Activities--variations in terms of paper-pencil activities, such as listening, viewing, speaking, participating in academic games and simulations, manipulating, etc.⁵⁸

In general, it is desirable to "test" the units, as the writer did in his pilot study, in order to determine whether the terminology is

⁵⁶Ibid., p. 93.

⁵⁷Ibid., pp. 94-95.

⁵⁸James E. Smith, "The Learning Activity Package," Educational Technology, III (September, 1972), 15-17.

clear, objectives obtainable, etc. before beginning general use of the Learning Activity Package.⁵⁹

The final step in the utilization of a Learning Activity Package is evaluation.⁶⁰ Essentially evaluation serves two purposes. First, it tells the learner how well he has done in terms of the behavioral objectives of the unit. Secondly, it provides the instructor with information about the strengths or weaknesses of the unit, so that he may revise his work program that will result in a more effective Learning Activity Package.

"Our need is to make evaluation not an end, but a beginning--a beginning of diagnosis of individual student weaknesses; a beginning of searching for more appropriate activities; a beginning of analyzing and evaluating our methods of teaching--a beginning of "success story" for each student. Through LAPs, evaluation assumes its full role, not only evaluating the student, but evaluating teacher and program effectiveness as well. The validation process, the test-revision cycle, applies not just to the student, but also to the teacher and the tools he uses in meeting the student's instructional needs."⁶¹

To briefly recapitulate, a Learning Activity Package, as defined previously, is a relatively brief systematic unit of a course with identified specific learning outcomes of students, formulates evaluation efforts, is inherently multi-media, describes teaching and learning

⁵⁹Jerry W. Carpenter, Richard V. Jones, Jr., Robert R. Reeder, Manual for Preparing and Writing Learning Activity Packages (Lowell, Massachusetts: Association of Junior Colleges, 1973), pp. 18-19.

⁶⁰Ibid., p. 49.

⁶¹James E. Smith, "The Learning Activity Package," Educational Technology, III (September, 1972), 15-17.

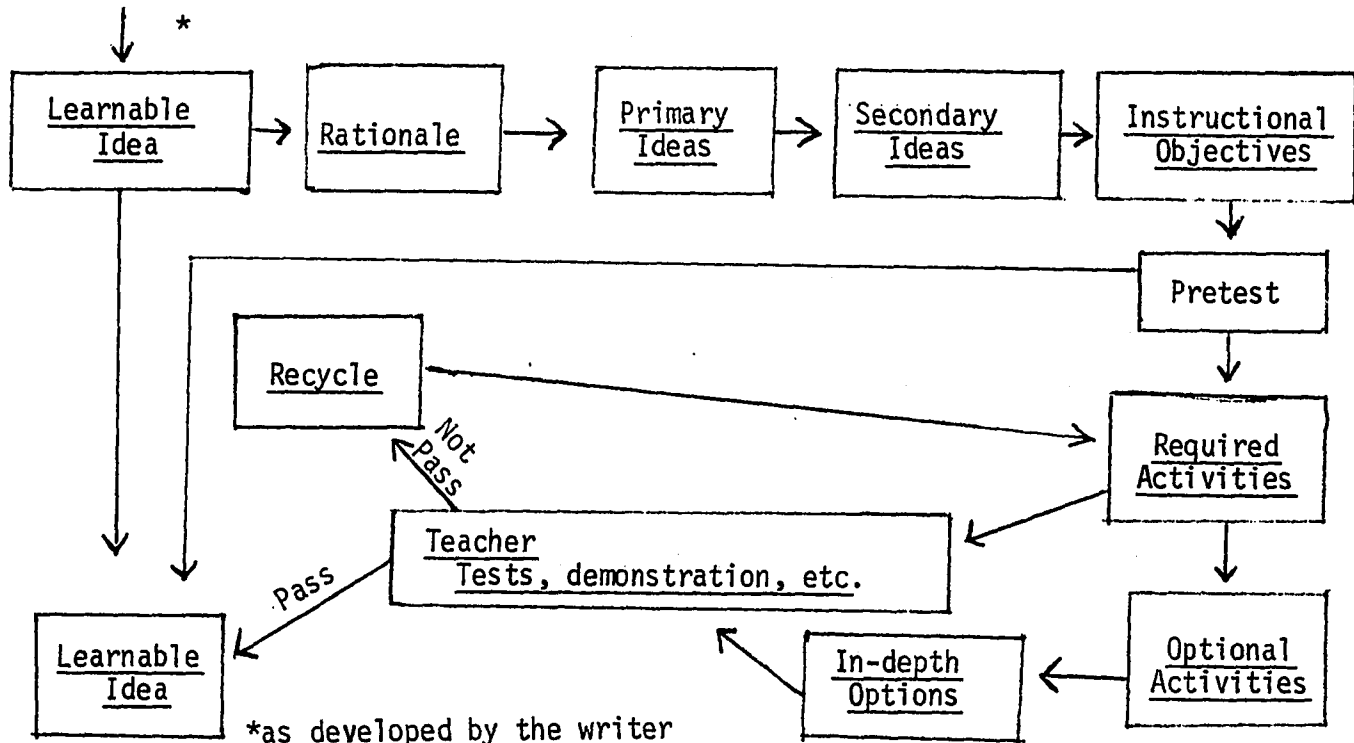
procedures, and activities needed to achieve the stated behavioral objectives. More specifically, any Learning Activity Package is composed of these essential parts:

| | |
|-------------------------------|--|
| <u>Learnable Idea</u> | Is an eclectic position that evolves from the scope and sequence of a course. It is, at one and the same time, both discrete and specific. |
| <u>Rationale</u> | Is an essentially brief explanation relayed to the student as to why the instructor has selected this particular topic for study. It is value explicit. |
| <u>Primary Idea</u> | Is essentially and simply a re-statement of the Learnable Idea. |
| <u>Secondary Ideas</u> | Are the logical subdivisions of the Primary Idea. Outline! |
| <u>Performance Objectives</u> | Are statements to the students which will indicate to them what they will be able to do when they have completed the LAP. |
| <u>Pre-Measures</u> | Are sample "final tests" items. These can be used for either student self-assessment or exemptions, depending upon how the instructor decides to use them. |
| <u>Required Activities</u> | Are a set of activities from which the student must choose. There should be a number of ways to accomplish each objective. There is conscious avoidance of "falling into a pattern." |
| <u>Optional Activities</u> | Are depth and enrichment opportunities for each student. These may be for extra credit or just something for which a student has indicated an interest. |
| <u>Evaluation</u> | Are tests, demonstrations, reports, performances, or other demonstrable activities. |

Recycle

If, in a skill area, the student does not perform at an acceptable level, he would be sent back into the LAP or another, more effective LAP to strengthen whatever weaknesses he has demonstrated.⁶²

A graphic illustration of an idealized version of a Learning Activity Package would appear to conform to the following flow chart:



A Learning Activity Package is unique in many respects in collegiate education in that it allows the instructor to a much greater degree than more traditional modes, to "tailor make" the learning experiences of students to more nearly account for individual differences; something college students, perhaps more so than others, feel particularly sensitive about, and to challenge students with a major problem area at a level of intensity difficult to sustain throughout an entire semester.

⁶²Carpenter, et. al. op. cit.

Professional Literature--Other Units in Teacher Education

At first blush, it might appear that the teaching of human rights in education, utilizing the Learning Activity Package format, would constitute a rather tenuous relationship between a teaching strategy that was initially developed for us in the skill-building areas and not, as is posited here, primarily for use in the effective domain that encompasses any serious consideration of the process of teaching and learning about and of human rights. But something very nearly like that is precisely what is occurring at Weber State College. In effect, human rights may seem an unlikely subject to put in a box, but Weber State's kit on human relations is working well and may well be a harbinger of new forms of higher education. "The course has become a source of enthusiasm among students, a controversial topic among faculty members, and a model that a number of new courses may follow in the future."⁶³ This human relations course, as offered, appears to have three main ingredients: (1) It is a vehicle for the introduction of "humane skills" into an academic sequence, (2) It presents a viable alternative to the class attendance/lecture course syndrome, (3) It represents a wedding of the know-how of private industry to the competencies of professional educators. The course, which has proved effective in teacher education,⁶⁴ provides two alternatives to the traditional system of lecture courses, class attendance records, term papers and tests--all of which, it must be conceded, are under attack--by substituting a multimedia kit and an interaction laboratory package. The purpose of

⁶³Harley Adamson, "The Case for the Packaged Course," College Management, VII (October, 1972), 34.

⁶⁴Ibid.

the course is to activate the student's latent ability to relate to others, and to furnish him with the skills he needs to solve interpersonal problems. "Since relationships are all-important in teaching, the course is now required for all education students. At the same time, its effectiveness in developing the participant's self and group awareness has made it such a popular course that the college may be forced to screen out the non-education students who try to enroll, because of the teaching load they create."⁶⁵

Briefly, the course consists of two parts: the student's individualized learning activities, which are based on the Weber State College WILKIT, and his group activities, centering on the Interaction Laboratory for Teacher Development, developed by Thiokol Chemical Corporation. In its format, the laboratory is quite literally a "packaged course," for all materials needed for the exercises are contained in a large box. There are audiovisual materials, cue cards and handouts, group leader's notes, student journals, and reading materials. The packaged course "grew out of efforts to increase the performance-based nature of our teacher education program."⁶⁶ Among the specifications: it was to be a structured course that could be taught by an instructor with a minimum of experience in group interaction; it was to strike a balance between the cognitive and affective approaches; and it was to make use of elements of sensitivity training, but within non-threatening situations. This course provides two alternatives in miniature. "For one thing, the WILKIT is a model for individualized study that could be adapted to the classical European system of higher

⁶⁵Ibid.

⁶⁶Ibid.

education. Wherever a skill is required, a kit of readings, prescribed exercises and tests could lead a student at his own pace, and with minimum guidance from a faculty counselor, through selected learning experiences. Films, tapes, and even attendance at specific lectures, could be added to the kit to enrich the input of data."⁶⁷

Further evidence that educators are seeking alternative modes to instruction at the collegiate level can be seen when one considers that during the past four and one-half years, the major thrust of the Teacher Education Program at the Far West Laboratory for Educational Research and Development has been the development of minicourses. Minicourses are individualized multi-media learning packages designed to help teachers develop instructional skills.⁶⁸ These skills are, however, highly specific and within a given minicourse relate to a single instructional strategy. As reported⁶⁹ the minicourses are also exclusively concerned with the purely cognitive aspects of teacher preparation programs and contain not one minicourse that could be considered to be in the affective domain. "As now defined, the broad goal of the Teacher Education Program is to develop a system for training teachers in basic teaching skills." A typical example would be minicourse 9: Higher Cognitive Questioning; Course Goal: To increase teacher effectiveness in asking questions which require the use of complex

⁶⁷Ibid.

⁶⁸Walter R. Borg, "Minicourses: Individualized Learning Packages for Teacher Education," Educational Technology, XII (September, 1972), 57-64.

⁶⁹Ibid.

thinking skills.⁷⁰ And yet many educators would contend that teacher preparation programs have not and, to a large extent, do not provide opportunities for prospective educators to weigh their values against some base which in turn dictates much of their actions. "Since appropriate pupil motivation and organizaional arrangement are vital to success in teaching youngsters, opportunities should exist in preservice training for preparing secure, sensitive, perceptive teachers who are trained in human relations...certain implications for teacher-preparation institutions would seem to grow out of the findings of a study of this nature."⁷¹ It perhaps is a truism that teachers tend to teach as they were taught and that even in the commercial marketplace "the results indicate that what was learned in a human relations training program was associated with employee performance."⁷²

Review of Related Literature

Research of the related literature and another inquiry of ERIC failed to discover any UNIPAC, PLAN, Duluth Contract, Individualized Instructional Contract, Instructional Module Design, Personalized Instructional Package, Audio-Tutorial System, Minicourse, COMPAC, WILKIT, IMC/RMC, Units, TULSAPAC, Program 100, Life-Involvement Models,

⁷⁰Ibid.

⁷¹Russel Dobson, Sue Hawkins, and Bill Bowman, "The Effect of Intensive Human Relations Laboratory Experiences Upon Student Teacher Perception and Treatment of Behavioral Problems of Elementary School Children," Educational Leadership, XXIX (November, 1971), 159-164.

⁷²Herbert H. Hand and John W. Solcum, "A Longitudinal Study of the Effects of a Human Relations Training Program on Managerial Effectiveness," Journal of Applied Psychology, Vol. 56, No. 5, (October, 1971), 412-447.

Discovery Boxes, CEMREL, Learning Package Programs,⁷³ or any other Learning Activity Package on Human Rights in Education, other than the one herein contained.

There was, however, a kit developed by the National School Boards Association related to student rights, including those rights that are based on the Constitution and some that were not.⁷⁴

The Phi Delta Kappa Human Rights Project at Utah State University has developed a "packet" on "The Student and His Rights" that proved helpful. "This packet is designed to help the reader gain insight and understanding into (1) his own attitudes and values regarding student rights and, more broadly, human rights, (2) the psychology and sociology of the individual student and, more broadly, of the student movement, and (3) the human rights of the individual student and, more broadly, of all the people."⁷⁵

The style of the packet is adversarial and, to a certain extent, Socratic in nature and a particular point of view is pushed in the material of the booklet that comprises the packet. "You, as readers, are asked to react to the point of view, to examine and probe it, to accept it, to reject it, or to add to it as you deem necessary."⁷⁶

The packet was most helpful in the construction of the Learning

⁷³Lawrence, Lipsitz, editor and publisher, Educational Technology, XII (September, 1972), (Entire issue on Learning Packages.)

⁷⁴National School Boards Association, Policies That Clarify Student Rights & Responsibilities; School Board Policy Development Kit. (Waterford, Connecticut: Educational Policies Service, October, 1970).

⁷⁵John Meeks, compiler, "The Student and His Rights," Phi Delta Kappa Human Rights Project, (Utah State University, 1972), pp. 3-5.

⁷⁶Ibid., p. 4.

Activity Package on Human Rights, particularly in those areas of the affective domain, and provided the author valuable insights and suggestions, many of which were incorporated into this package.

Other sources of information regarding the construction of the Human Rights Package were a handbook for teachers⁷⁷ which provided valuable background information on work of the United Nations and UNESCO in the field of human rights and an outstanding article entitled "Teaching About Human Rights: A Survey,"⁷⁸ which was particularly contributive in outlining the historical perspective, pedagogic considerations, teacher education and human rights, and provided valuable suggestions and proposals.

Lamorte contributed greatly to the field of human rights with his Students Legal Rights and Responsibilities which addressed itself mainly to the area of case law and deals specifically with reported cases directly concerned with the public secondary school and was therefore helpful.⁷⁹ It had a rather narrow focus in that it only handled freedom of expression, searches of student lockers, and procedural due process. In connection with school law, Sealey identifies some of the factors that may have a bearing on changing a right from an abstract to a concrete form⁸⁰ and was, therefore, useful in the construction of the package.

⁷⁷Teaching Human Rights, A Handbook for Teachers. (New York: Sales Section, United Nations, 1963).

⁷⁸"Education and Human Rights," Education Panorama, IX (December, 1967).

⁷⁹Michael W. Lamorte, Harold W. Gentry, and Parker D. Young, Students Legal Rights and Responsibilities (Cincinnati, Ohio: W. H. Anderson Company, 1971).

⁸⁰Ronald Sealey and Robert Phay, Emerging Problems in School Law (Topeka, Kansas: NOLPE, 1971).

A "Guide"⁸¹ mentioned previously was discovered that discusses the need for and ways of implementing human and civil rights education in the teacher education program and in the public schools. One section lists democratic educational processes, such as discussion and cooperative planning, and points suggestions for incorporating human and civil rights education into the teacher education program, both preservice and inservice. Suggestions for the preservice program include discussion of content, activities, timing, and ways of incorporating this content into existing education courses. The section on inservice education includes a sample schedule for a two-day conference and a sample list of objectives and activities for a one-week workshop.⁸² This guide was helpful in the construction of the Learning Activity Package on Human Rights. There were a number of other units for the purpose of teaching American Democratic values, constitutional and civil rights to secondary school students,⁸³ but again, conspicuously absent was material on human rights, as was any explication on how to teach them.

⁸¹Ira M. Eyster, A Guide for Improving Teacher Education in Human Rights (Norman, Oklahoma: Phi Delta Kappa and Southwest Center for Human Relations Studies, 1971).

⁸²Ibid.

⁸³Murray Warren. Liberty or License: The First Amendment in Action. Teacher and Student Manuals., DHEW, Amherst College, Massachusetts, 1969. [This unit is designed to encourage the students to discover the relevancy of American democratic ideals to their daily lives.] See also United States History in the Secondary School, Comparative Ways of Life (Point Pleasant, New Jersey: Point Pleasant Beach Board of Education, 1969) and William A. Kline, Property in America: The Balance of Private Rights and Public Interest, Teacher and Student Manuals, DHEW, Amherst College, Massachusetts, 1970. [This unit explores the ethics of private property in American history, concentrating particularly on the means by which Americans have sought to reconcile the conflict between private rights and the public interest.]

The professional associations have, however, recognized the need to make some efforts in the direction of human rights. As an example, the National Education Association established a Task Force on Human Rights.⁸⁴ The Task Force was instructed to "recommend to the Executive Committee a structure and program for the coordination and expansion of the human rights activities of the NEA and of the departments, divisions, commissions, and committees." Their recommendations, and a discussion of the forces in American society that make them necessary, comprise the report.⁸⁵ The report explains the relevance of the fight for human rights to the work of the NEA and its members, traces discrimination in institutions against minority groups, describes the role of schools in dealing with the human rights of certain children, teachers, and citizens, and explains actions that must be taken by the various segments of the educational system to end the infringement on human rights.⁸⁶

More recently there have been important position statements of the National Education Association on some important human relations and human rights issues and problems. The following headings are illustrative of the commitment of the NEA: Civil Rights, Desegregation in the Public Schools, Integration of School Staffs, Human Relations in the School, Extremism and the Schools, Family Life and Sex Education, Student Involvement, and American Indian Education. The Association

⁸⁴ National Education Association, Report of the Task Force on Human Rights (Washington, D. C.: National Education Association, November, 1968).

⁸⁵ Ibid.

⁸⁶ Ibid.

has provided consultant services and other aid through Executive orders and, in addition, has directed the Association staff to report annually at the NEA Convention the degree to which implementation of resolution passed had been accomplished on all the foregoing important matters.⁸⁷

Other professional associations have taken stands on human rights situations and issues. In June, 1967, a joint committee, comprised of representatives from the American Association of University Professors, U. S. National Student Association, Association of American Colleges, National Association of Student Personnel Administrators, and the National Association of Women Deans and Counselors, met in Washington, D. C., and drafted the Joint Statement on Rights and Freedoms of Students.⁸⁸ Since its formulation, the Joint Statement has been endorsed by each of its five national sponsors, as well as by a number of other professional bodies.

Not only are professional education associations increasingly becoming concerned about human rights, but so are institutions. The tentative recommendations of the Harvard University Committee on Governance with respect to the rights and responsibilities of students, faculty, and administrators⁸⁹ is illustrative. The Report culminated in the creation of a university-wide, faculty-student committee on

⁸⁷National Education Association, Position Statements of the National Education Association on Some Important Human Relations and Human Rights, Issues and Problems, Phi Delta Kappa Teacher Education Project on Human Rights, Norman, Oklahoma, 1973, pp. 1-4.

⁸⁸Joint Commission on Rights and Freedoms of Students, Joint Statement on Rights and Freedoms of Students (Washington, D. C., 1967).

⁸⁹University Committee on Governance, Tentative Recommendations Concerning Rights and Responsibilities (Cambridge, Massachusetts: Harvard University, 1970).

rights and responsibilities and proposed changes in rules governing participation of students on disciplinary boards, and the composition, methods of selection, and procedures of disciplinary boards. This Report dealt extensively with human rights and the correct procedures to ensure those rights for students, persons holding teaching, research, and administrative positions within the University along with an extended discussion on accountability of university officers.

Buchanan's Procedural Due Process Guidelines for Student Disciplinary Hearings which may Result in Suspensions or Expulsions in Public Senior Institutions of Higher Education identifies the essential elements of procedural due process required in student disciplinary hearings and suggests guidelines for implementation of the procedural due process guarantee. A concern for not only the substance of human rights but also its study was the subject of Elkins' study which indicates a suggested commitment for each of twelve human rights as outlined in the Phi Delta Kappa Guide for Improving Teacher Education in Human Rights to an associated and closely related court case⁹⁰ and was therefore most helpful in those areas of the package that required further explanation in regard to particular court decisions and the related human right.

Research of the literature indicated that, indeed, human rights, as a set of concepts, and the learning activity package, as a viable delivery system, could be uniquely and profitably joined to accomplish important instructional purposes.

⁹⁰Charles Elkins, The Human-Legal Rights of Students, unpublished study prepared for the Phi Delta Kappa Teacher Education Project on Human Rights in Education, University of Oklahoma, Norman, Oklahoma, 1972.

CHAPTER III

TEACHING THE LEARNING ACTIVITY PACKAGE

In the sequencing of learning activities provided for secondary education students in the course, Curriculum and Instruction in the Secondary School, it was determined that the tenth week of the fall semester was perhaps the most propitious time to present the eight two-hour sessions, comprising four weeks, of the Learning Activity Package on Human Rights.

The Learning Activity Package was congruent with the instructor's approach to instruction which was primarily a student-centered, problem-solving approach.

One method the investigator used previously in applying this approach to instruction in the classroom situation was to divide the total course, which is a system, into a number of sub-units or sub-systems. These sub-systems may be called learning activity units, learning activity packages, mini-courses, or a number of other similar titles. The Learning Activity Package on Human Rights in Education is such a sub-system. This approach is one means to an end; it is one effective method of organizing for instruction.

Research indicated that "it is clear that the methods used by college professors and the content of many courses contribute little to the preparation of graduates for teaching the diversity of people

found in the public schools."⁹¹ Further research "reveals the incompleteness of their information about children and adolescents, about the nature of learning and the processes of teaching, and about the culture patterns of minority groups in our society."

Also, "there is evidence to indicate that they are not creative and imaginative with respect to methods of teaching, especially when, in the class, there is a wide range of abilities and heterogeneity of population." The ineffective college teaching activities listed by the respondents were "dependence on busy-work, poor preparation, rigid programming, low teaching level, theory without understanding or practical application, and lack of control in the classroom."⁹²

When it is considered that these were the candid responses from prospective secondary school teachers about their own preparation for teaching by colleges and universities and when this is coupled with the inadequate or poor perceptions they may have of their own human rights and civil liberties as shown by the numerous surveys of values and attitudes among adolescents and young adults, the need for instruction in this area of concern is obvious.

If high schools are not doing all that might be done to shape and reinforce values in the areas of human rights and civil liberties, it is equally clear from Jacob's study and others⁹³ that

⁹¹ Subcommittee on Human Relations in the Classroom, "Human Relations in the Classroom: A Study of Problems and Situations Reported by 1075 Second Year Secondary School Teachers," North Central Association of Colleges and Secondary Schools, Chicago, Illinois, 1963, p. 20.

⁹² Ibid., p. 21

⁹³ Paul Nash, "Should We Abandon the Bill of Rights?," Social Education, December 1959, p. 371.

the colleges do not do much better."⁹⁴

Many professional educators contend that fundamentally the teacher is primarily a manager of learning. In addition to having a basic knowledge of his subject, he is a specialist in designing instructional materials which allow individuals to progress at their own rates.

The teacher is primarily concerned with improving the ability of each student to master a set of learning objectives and to progress as far as he is able. Of course, the school cannot replace the home, the church, social welfare services, and so on; but it can assist students to realize their intellectual potential and build self-confidence through rewarding performance in learning.

If clear objectives are presented and instructional sequences carefully designed to allow practice and feedback, the student knows where he is going and how he is doing throughout the learning sequence. If the sequence is then divided into short steps, each leading logically to the next step, the chance of a learner's successfully achieving the objective is greatly increased. Under such a system, the learner is constantly reinforced. Success breeds the desire for further success, and, as a unity, the system is both closed and complete.

Being entirely consistent with Bruner,⁹⁵ who contends that any concept can be taught in an intellectually honest way to any student, it is maintained here that the role of the teacher has moved from the

⁹⁴William J. Brennan, Teaching the Bill of Rights, Anti-Defamation League of B'Nai B'Rith, New York, 1963, pp. 12-13

⁹⁵J. S. Bruner, Toward a Theory of Instruction, Norton, New York, 1966, p. 33

diversified to the specialized. Given this context, the shift has at least two major implications. First, the teacher has had to become a specialist in learning. Second, the teacher has had to become aware of the relevance of his subject matter to his environment. It is tacitly assumed that these two important ideas are not stressed significantly in most teacher preparation programs.⁹⁶

Prospective teachers are typically required to study a number of educational psychology courses which, in part, examine conflicting learning theories. They are usually expected to develop their own working set of learning principles.⁹⁷ This approach is probably valid if there is a central point around which such working principles may be constructed.

Most effective teaching has as its central point, the individual learner. The Learning Activity Package is an especially effective means for organizing for instruction, while at the same time keeping as its central focus the individual learner.

The Human Rights Learning Activity Package will be set down here utilizing the format previously described in Chapter II.

Performance Objectives

At the completion of the Learning Activity Package, the student will be able to:

1. describe what a human right is
2. identify a human right from a list of other rights
3. construct a set of conditions under which a certain human right might be practiced

⁹⁶Op cit., Rouche, p. 38.

⁹⁷Op cit., p. 39.

4. state the rule or law and its source as regards the provision for the human right under discussion
5. distinguish between two or more human rights which are typically and easily confused
6. name, explicitly, eight or more human rights
7. apply a rule when confronted by a human rights problem that correctly identifies the right or its violation and appropriate actions needed to remedy the situation.

Pre-Measure

Human Rights Survey

The attached instrument provides an opportunity for teacher education students to analyze Human Rights Behaviors in our schools. The instrument identifies practices and policies which, in the opinion of many educators, contribute to the effective observance of human rights by a public high school and those who participate in its programs and activities.

Special Notes for the Use of the Instructional Elements of the Learning Activity Package on Human Rights in Education

The contents of the package are: (1) Eight Extensive Lesson Plans, Program for Learning, Performance Objectives, etc., (2) Two one-hour audio-tapes with script, (3) Two one-hour video-tapes, (4) Nineteen Transparencies, two for assessment, 17 cartoons with script, (5) Eighteen Handouts.

A more extensive description of the various elements and how/where they fit in the lesson plans may be found in the Guides section of the Package and in Appendix D of this dissertation.

Any complete Learning Activity Package is inherently multi-media. The Learning Activity Package on Human Rights in Education, it is felt, contains essential activities which contribute significantly to the efficient and effective teaching and learning about human rights in education.

This package is designed to be an effective instructional strategy in the development of an educational program which is effective, relevant, and accountable to contemporary senior-level college students, majoring in secondary education. The handouts used in this package complement and reinforce the concepts learned in the class sessions. Handouts, particularly, are direct, convenient, and meaningful if used with discretion. They become the student's property both figuratively and literally once they are handed to him.

There is, therefore, perhaps, a natural inclination on his part to incorporate them into his repertoire of other papers, notes, books, etc. It was felt that, in some sense, he also does this mentally, attitudinally, or psychologically. It, therefore, behooves the instructor who intended to utilize handouts to be very selective in their use and, as a general rule, to always fault on the side of giving too few rather than too many.

Copies of handout used in the package may be found in Appendix C. Titles of handouts used, their number, and the lessons for which they are indicated, can be found in the Guides section of the Package in Appendix D.

A LEARNING ACTIVITY PACKAGE ONHUMAN RIGHTS IN EDUCATIONLESSON PLAN*Session IIntroduction

The introduction consisted of some preliminary statements and questions.

There is an apparent contemporary concern, particularly on the part of young people, with the whole problem area of "rights." Would not an examination of them better prepare some people, particularly teachers, to more adequately deal with these problems and concerns whenever and however they inevitably occur in the teaching/learning environment? Can it not be assumed that a rational and judicious examination of human rights, particularly as they bear on education, can significantly improve the chance one might have of understanding and, hopefully, becoming committed to human rights?

Purpose: To demonstrate that Human Rights education is all encompassing and cannot be divorced from any area of the curriculum of the Secondary School. That it is an integral part of the school program at all ages, and in all areas of the curriculum throughout the entire year.

Performance Objectives: To provide a set of conditions that will

*Lesson Plan as adopted and adapted from Harry N. Rivlin, Teaching Adolescents in Secondary Schools, Appleton-Century-Crafts, Inc., New York, 1961, 2nd ed., pp. 149-166, and Lester D. Crow, Harry E. Ritchie, and Alice Crow, Education in the Secondary School, American Book Co., New York, 1961, pp. 30-41, and Lea Clark.

result in the students being able to write what they consider to be a defensible set of values that this society supposedly pays "lip service" to and to compare this list with the human rights of Free Expression and Free Communication. In addition, the student will be able to describe what a human right is.

Activities: After an introduction of the instructor and his initial orientation procedures as to what the topic was to be, the class was divided into five groups (average of five persons to a group). Training and experiences in democratic group activity must be provided so that the student can learn the skills required for democratic interaction. These would include opportunities for planning and working together in small group situations, sharing authority and responsibility, learning and practicing the established procedures of orderly group decision-making, collectively carrying out plans and decisions to fulfillment, and collectively re-evaluating plans in the light of their subsequent experiences.

General Procedure and Description: The ultimate aim of Human Rights in Education is to assist students develop behavior based on attitudes consistent with the values of the democratic way of life. Small group process is an excellent "laboratory" to assess whether or not these values are imminent in the participants and to what degree. These values can be incorporated into the following statements:

1. Respect for the importance and worth of each individual.

This value is dependent on situations that assumes that each person shall:

- a. be given the right to achieve a feeling of belonging on the basis of merit;

- b. be encouraged to participate in his small group up to his full capacity to contribute to it;
 - c. be recognized for the value of his contribution to the accomplishment of the total task set out for the small group.
- 2. Realization that man is a reasoning being capable of solving his problems through intelligent processes.
 - 3. Understanding that through the application of objective reason in democratic groups, men equal in the eyes of each other will solve their mutual problems.

Special Notes for Lesson I:

The assignment for the initial hour was for the class to number off from one to five and divide-up into these five groups. They were to elect a chairman and recorder and to try to identify (1) What is a Human Right? and (2) To list a number of Human Rights. (3) Be prepared to share with the entire class their tentative definition and list of Human Rights at the next class session.

Handouts for this class session were "The Rationale" and the "Behavioral Objectives for the Learning Activity Package."

Film: "Right of Privacy," 60 min., NET, was shown and a brief discussion on its chilling implications for the Human Rights of all citizens was had.

Synopsis: The film was totally engrossing and served as an excellent means of introducing the Learning Activity Package on Human Rights. We saw that if we did not have the right to privacy--then we had no rights at all--civil, constitutional, or human. We saw that the danger, which the threat to the right of privacy poses to our

entire system of government was enormous. The crisis for a democratic society occurs when confidence is lost in a system of structured law. The federal courts in the deepest sense of the word have now the ultimate responsibility in demonstrating that law and legal forms and institutions are still available to meet the impending threat to constitutional rights and the human rights from which they evolve and have their being.

Summary and Conclusions: The instructor and class had an important task to complete, but that cooperatively we rigorously examine not only Human Rights, but ourselves--our attitudes--our opinions--our concerns--and how all of these elements might possibly come to bear on individual commitments--and to exactly what these commitments were directed.

The instructor asserted that teachers should be proud of their admirable tradition, which other professionals would do well to emulate. He referred to their willingness to give of their time, talents and energies often to the advancement of issues and causes outside of their classroom instructional responsibilities.

The instructor stated that the committed teacher's sense of participation on "far-off battlefields" is consistent with the furtherance of this majestic formulation by Mr. Justice Holmes: "...as life is action and passion, it is required of man that he should share the passion and action of his time, at the peril of being judged not to have lived."

The class was adjourned with the assignment being that the students read the two handout, "The Rationale" and the "Behavioral Objectives for the Learning Activity Package."

Session IIIntroduction

The last class session was ended with a discussion on the film; "Right of Privacy," distributed by National Educational Television, and the class got into a rather spirited discussion. The class seemed to agree that the right to security of person and property is basic to freedom as Americans would define freedom. The Fourth Amendment to the United States Constitution was discussed, which states: "The right of the people to be secure in their person, houses, papers, and effects, against unreasonable searches and seizures, shall be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the person or things to be seized." The class further agreed that if the individual's person is not held inviolate and if property rights are not to be maintained, then none of the other human rights can really exist. And that the right to security of person is intimately related to the right of privacy and fundamentally protects the person from insult or injury by others.

The class agreed that the right of privacy is fundamentally right to be let alone, but at what point is external restraint necessary?

The students were asked to engage in a kind of self-appraisal technique. Everyone was asked to keep a diary or journal of events related to the small group and general class sessions; these were to be just short responses of their own personal recollections and reactions to specific problems and events, as they occurred, which, over a period of time, might tend to indicate changing attitudes and behavior.

Purpose: The purpose of today's session was to further explore the students' lists of human rights and to examine in some detail another fundamental human right; The Right to Equality of Opportunity.

Performance Objectives: To provide a set of conditions that will result in the student being able to identify and describe what any human right specifically is and, in addition, the student will be able to identify a human right from a list of other rights.

Activities: The class was divided into the five groups as was done the last class session and opportunities provided resulting in the students' attempt to define and specifically identify human rights. It was felt that in the small-group situation a favorable environment for inquiry could be maintained. Of course, the ability to gather and learn facts, which might emerge from the small groups, and to communicate knowledge to one another will not, in and of itself, guarantee the growth and development of positive democratic attitudes and behavior, but it can provide the fertile ground.

A further word ought to be said about the functioning of small groups. Small groups, generally, are important in this setting primarily because the instructor recognized them as being uniquely structured to achieve important goals. First, they enable the instructor to give more individual attention to the student's learning needs. Implicit in this objective is the instructor's recognition that he can more effectively reach all the members of a group of seven than he can reach all the members of a class of thirty. A second reason is that they enable the students to become more actively involved in their own

learning and to participate more freely in discussions. The explicit contention here is that the amount of both verbal and non-verbal student participation is inversely correlated with the size of the group; in other words, the larger the group, the less the individual participation. Finally and more importantly, the small group is seen as the optimal means of developing student leadership and in teaching the skills of democratic discussion and group processes.

General Procedure and Description: In order to develop those skills and understandings of group processes, the students will continue development in other specific skills and knowledge. The continuing growth of the unique worth and dignity of people can be shown in actual practice in the small group situation. Effective interaction and understanding are in large part dependent upon the skills of communication. Students will have the opportunity to develop these basic skills, in addition to, and complementing the provision for human rights experiences:

- (a) in the uses of sources of information, such as contained in libraries, books, periodicals, hand-outs, newspapers, and reprints of articles. These skills can be whetted anew through reading for enjoyment and motivation as well as for critical analysis.
- (b) in increased opportunities for expressing their ideas and attitudes fluently in their writing lists of rights and in the factual reporting of events occurring in the small groups.
- (c) in increased facilitation in oral expression through small and large group discussion and, more especially, in their large group presentations.
- (d) in increased ability to discriminate in the critical examination of sources of communication such as video-tapes, slides, cassettes, overhead projectiles, film-strips, and films.

Special Notes for Lesson II

The assignment for the initial hour was for the class to form itself into the same groups they established in Session I; five small groups, and to prepare a statement in regards to the questions posed here on the Human Right of Equality of Opportunity.

- (1) How important is equality of opportunity?
- (2) Is it possible to correct the injustice of years of discrimination against minority groups without discriminating against others?
- (3) Must we sometimes make sacrifices to insure that equality becomes a reality in our society?
- (4) Does the typical public high school have programs that emphasize activities which reduce cliques and groups to foster class superiority or inferiority among students?
- (5) Do those who teach in the teacher education institutions and particularly those who teach in the professional education segments of the programs teach their classes and courses in such ways as to demonstrate a commitment to the equality concept?

Handouts: "Squeeze-out" Procedures which Increase the Number of Dropouts and The Teaching of Controversial Issues.

Film: "The Bill of Rights in Action: Equal Opportunity"

Distributed and produced by Film Associates, 22 minutes, color.

Synopsis

In this film, a black factory worker has been promoted over a white, even though the white has seniority with the company. The

personnel director states that when two or more people of equal qualifications present themselves for advancement into supervisory positions, it will be the policy of his company to advance the person of minority background in order to take a positive step to undo, if possible, two hundred years of discrimination. The white worker protests, saying that, in fact, he is the one who is being discriminated against. The case is argued in depth before an arbitrator, and the film is left open-ended. The viewers are asked to decide the issue.

For the remainder of the hour the class discussed (and sometimes argued) about the film and its ramifications for Equality of Opportunity in the public secondary school. It became apparent that despite our Constitution with its Bill of Rights and many laws, equality of our citizens has not been easy to achieve.

Plainly, no area has presented more complex contemporary problems than the achievement of a semblance of true equality between the sexes and races. The class discussed the conditions since the Civil Rights Act of 1964 was passed. Industry and government apparently had taken some positive steps to correct the imbalance of employment opportunity between men and women of different races and many concerned businesses had established a special budget in many cases for the training of minority people in management and professional categories.

For instance, apparently in the construction industry, where traditionally blacks had in the past been denied entry into the craft unions and corresponding jobs, specific numbers are now hired for whom normal apprenticeship periods are waived. Also, in this connection,

universities and colleges have adopted programs that provide special scholarship assistance for minority students, and it appears there are now vigorous efforts to hire minority faculty members in the public schools.

There were other areas not treated directly in the film that required additional discussion. Such as researching the objectives of the Civil Rights Act of 1964 regarding equal employment opportunities. (Annotation can be found in United States Code Annotated-- Title 42) Some of the suits the justice department had brought against a multiplicity of different industries since the act outlawed job bias were analyzed and discussed.

Essentially, what was at issue in the film, the class decided, was the contract provision between the company and the union that said "there shall be no discrimination in employment by reason of color, creed, sex, or national origin." The company believed that this contract was designed to protect minority workers and should not be used as some sort of weapon to prevent the company from helping minorities. The Union contended the reading of the contract was entirely neutral and that there was no implied mandate.

The class established, through discussion, apparently common understandings of the following terms: discrimination, prejudice, civil rights, human rights, collective bargaining, labor arbitration, grievance, union, management, seniority, reparations and the equality of opportunity concept in action in a real world.

The instructor left them with the assignment that they read the handout: "Squeeze-Out" Procedures Which Increase the Number of Dropouts, and "The Teaching of Controversial Issues."

Session IIIIntroduction

The last class session was ended with a discussion on the film; "Equality of Opportunity" produced and distributed by: Film Associates and a rather lengthy discussion was had at the beginning of the class period on the equality concept in regard to the two handouts last class period, which were; "Squeeze Out" Procedures Which Increase The Number of Dropouts, and The Teaching of Controversial Issues. Some of the students indicated that they had not thought before about the acts of complicity on the part of teachers, let alone the outright criminality, of virtually dictating failure for some students, hence dropouts, on the part of the schools and teachers before the extended discussions and their subsequent readings.

The class seemed to agree that the major inadequacy in American public education is undoubtedly the failure of the system to provide equal access for all pupils to educational opportunities that meet their needs and abilities. It was agreed that the equality concept probably immanated many times and in diverse locales before, but was not perhaps given full flower in the Western World until the advent of the Constitution and Bill of Rights, passages of which were quoted for them; "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws." And lastly, but more compellingly, "we hold these truths to be self-evident....That all men are created equal...." The class concurred in the proposition that if the importance and dignity of each

person was to be maintained and recognized then he must have an equal opportunity to develop his potential qualities and talents without regard to his race, religion or background. Furthermore, it became apparent that fundamental to the achievement of equality of opportunity, especially in today's complex society, is that of equality of educational opportunity.

Purpose: The purpose of today's class session was to further extend understandings related to the equality concept and to examine De Facto Segregation as a necessary adjunct to that understanding, principally, because De Facto Segregation was felt to be so often typically associated with the public schools, particularly in this part of the State and Nation... and at this time. The class further examined The Human Rights of Due Process and Equal Protection Under The Law. But perhaps they "got into" this whole problem area of school desegregation because, principally, that is where the discussion led the instructor and his pupils.

It was tacitly acknowledged that the integration of a school system, when a city has substantially segregated neighborhoods, presented great difficulties. The class "answered" some of its own questions, but asked better ones, such as: (1) How important is it to preserve the integrity of the neighborhood school and how does one define that "integrity." (2) Is integration through busing worth the so-called "expense" and problems of dislocation? (3) For that matter, is total integration really desirable? (4) Also, what was the essential difference between de jure and de facto segregation?

The class reviewed arguments on both sides of the following issues: the amount of pupil time spent on buses; the mixing of high and low achieving students; the importance of having neighborhood

schools that reflected the racial composition of the neighborhood; the value of increased spending in all black schools as a substitute for bussing, and so on.

They agreed that some public school behaviors and conditions which would exemplify a commitment to equality of opportunity would primarily be those in which the school program provided an opportunity for students to learn of the contributions made by minority groups, with emphasis on the Negro or Blacks, Indian or Native Americans, and Mexican-American, or Spanish Surnamed individuals or groups to the total enrichment of American life and civilization and whether or not the school also included in the activities program-primarily assemblies and instructional programs-appropriate attention and emphasis to the teaching of those moral and political values and human rights which constituted the basis for our civilization.

Performance Objectives: To contrast the degree to which students in public schools are taught and allowed to practice their own self-government and to be able to differentiate between procedural due process and actual practice in many schools. And the students, therefore, be able to construct a set of conditions under which a certain human right might be practiced.

Activities: The class divided into five separate groups again, but entirely different groups, much as they had last class session, and compared their lists of Human Rights with other members of their new groups. After they had gotten acquainted with each other, they were asked to compile their lists into one inclusive document. The instructor thought that this procedure would serve three essential functions:

(1) expand the students communication skills to some extent, (2) increase

the likelihood of their getting more sophisticated and comprehensive lists, and also (3) broaden the student's opportunity to engage in rather more intimate relationships with other classmates and the instructor.

Sharpening communication skills without something to say is virtually without purpose, therefore the students, almost inherently, by virtue of their individual and unique subject matter specializations, should be introduced to new facts in the areas they will be discussing.

General Procedure and Description

The ultimate aim of human rights education is to help students develop behavior based on attitudes consistent with the values of the democratic process and as a way of life. In the small group situation the thoughts were developed that acknowledged that while it was true that specific values may vary from community to community, the human rights and broader values generally accepted would include:

- (1) That there is, in fact, a presupposed respect for the importance and essential worth of each individual. Of course, this value assumes that in the general and small groups each person shall:
 - a. assert and be given the right to achieve a feeling of belonging on the basis of merit or simply their presence;
 - b. be uniformly encouraged to meld into and participate in their small or large group and expand their full capacity to contribute to it;
 - c. and finally, but perhaps most importantly, be fully recognized for the unique value of their contributions.
- (2) The increasing realization that man is a reasoning being capable of resolving his many problems through intelligent and rational processes, when afforded the opportunity.
- (3) Greater understanding that through the increased application of objective reason in democratic groups, (such as the ones provided in this activity), people who acknowledge

equality in the eyes of each other will solve their mutual problems.

Special Notes for Lesson III

The assignment for the initial hour was for the class members to form themselves into entirely new groups much as had been done in Session I, but instead of forming-up on the basis of enumeration, this time they formed entirely new groups on the basis of alphabetization; all those whose last names began with letter A through E formed Group Number I, all those whose last names began with a letter F through K formed Group II, etc., and were to answer those questions posed by the previous class session spent on the Equality Concept that led to their consideration of the lack of equality of educational opportunity by virtue of de facto segregation. These questions tended to cluster about four central ones, which were:

- (1) How important is the neighborhood school in relation to the "integrity" of Equality of Educational Opportunity?
- (2) How important is integration through bussing if it in fact results in dislocations and is, in addition, perhaps expensive?
- (3) How important is total integration and is it desirable?
- (4) What important difference is there between De Facto segregation and De Jure segregation?

In addition, these new groups were assigned the task of critically examining the American Civil Liberties Union's recently published statement on academic freedom in secondary schools, which stated, in part...

The primary functions of the secondary school as a transmitter of knowledge and as a force for the inculcation of the community's culture contrasts with the greater emphasis on research and enhancement of knowledge characteristic of the colleges and universities (furthermore)...for all secondary schools the relative immaturity of the students also requires greater prudence in the extension of freedom to them than seems necessary in higher educational institutions.

The class conceded that perhaps even the most ardent defenders of Human Rights and Civil Liberties must recognize that a distinction must be drawn between academic freedom at the college and university level and in the schools which educate younger and more impressionable portions of our population, such as students. Therefore, each group was asked to arrive at, if possible, a consensus answer to the following questions:

- (1) What should teachers do, in both an instructional and professional sense, when they know the realities of our political system do not jibe with the ideal?
- (2) How do they deal with the fear that disillusionment caused by dealing with the real problems of the system will destroy or crucially disfigure the faith of young people in the "American Way?"
- (3) Should teachers, and schools in general, simply just shy away from any controversy which threatens the ideal view of things?
- (4) What about those few teachers that "get in trouble" who maintain that only through a straight-forward and honest presentation of both the strengths and the weaknesses of American society can young people be persuaded to support and work for needed change within the structure of our political institutions?

Handouts: "American Freedom and the Values of Youth" and "Civil

Liberties: Yet Another Piece of Baggage For Teacher Education?"

Film: "The Bill of Rights In Action: Due Process of Law" Produced and Distributed by BFA--15 minutes--Color.

Synopsis: The film starts off with an initial statement that the Fifth Amendment to the Constitution of the United States says: "No person.... shall be deprived of life, liberty, or property, without due process of law," but poses the question, are there times when due process should give way to summary punishment? Due process is, by its very nature, time consuming, whereas the need to avoid violence and anarchy is often immediate. The film graphically pointed-out that this is precisely the

case and is the central issue argued by lawyers in a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration. The incidences as depicted in the film posed a series of interesting questions for us:

- (1) What did the attorney representing the university mean when she said that the university does not have the right to compel witnesses to testify?
- (2) Why did the attorney representing the university feel that a summary punishment was necessary to protect the university?
- (3) For what reasons do you think the lawyer representing the student brought up the historical aspects of due process?
- (4) Why is an impartial hearing officer or judge important in a hearing or trial?

From these questions posed by the film a general discussion was had by the class as a whole. A major point, initially made, was a realization that due process and equal protection under the law is, in fact, the major guarantor of justice in this democracy, but that the search for the full realization of this right especially for teachers and students is a continuing process that has yet to be brought to full fruition.

In this connection, the instructor pointed-out that professional education organizations such as the NEA, CTA, NCTE, ASCD, and NCSS also concede a special relationship between the public schools and the community. These related organizations emphasize at every opportunity the importance of establishing guidelines which will provide the greatest freedom possible for both teachers and students alike. These organizations have consistently maintained that equal protection under the law and due process guaranteed concerning teachers and students--all under the aegis of human rights and civil liberties--are absolutely

essential if the country is to continue to expect its citizens to support orderly change under law.

It was enlightening to many members of the class to hear statements that were being taken very seriously and that students were intimately engaged in dialog that actively questioned just what the elements were that constituted democracy. Students were among the primary leaders in this questioning. They dealt with the problem of just how many rights students should have in determining the content and the sequences of their educational experiences. They asked the ultimate questions of who should be in final authority in our schools, our institutions, our government: the people or what had been called the establishment?

The class agreed with a developed contention that the teacher's commitment must be to help produce thinking, well-informed and knowledgeable, healthy, happy (by that is meant, the exercised capacity for joy), democratic American citizens.

The class departed with the assignment being to read the two handouts before next class session, "American Freedom and the Values of Youth" and "Civil Liberties: Yet Another Piece of Baggage for Teacher Education."

Session IV

Introduction

The last class session was concluded with a discussion over the implications and questions that arose over the film "Due Process of Law" produced and distributed by BFA. After a general discussion over the film and recapitulation of some of the points brought up by the film, the instructor asked the class to help him list on the overhead some things that would need to be done in the public schools that would

be in conformity with the human rights of Due Process and Equal Protection Under the Law. It was generally realized that due process and equal protection under the law was the major guaranter of justice, arising out of an essentially advisory matrix, in this democracy we call the United States of America, but that the effort to gain full realization of this right must still go on, particularly in the public school. Some of the things agreed on and written on the overhead were:

- 1) In the case of a student being punished, suspended, or expelled, there would be a formal procedure established that would consist of:
 - a) hearing
 - b) right to present evidence in own behalf
 - c) right of appeal
 - d) right to be protected in police matters
- 2) In general, all students should know and be provided:
 - a) Rules, regulations, and policies, which are written and distributed and explained,
 - b) All requirements for courses, including criteria as to performance objectives to gain certain grades, as well as all penalties relating to grades, courses and credits be freely distributed,
 - c) Student government be given more responsibilities and more freedom, even to make mistakes, and become something other than ludicrous,
 - d) That the presumption of innocence be an operationalized reality rather than its reverse which would appear to be the present practices in the school,

- e) That everyone in the school, not excluding the teachers and administrators be protected in the exercise of any human right.

The naivete of some of the students was surprising, particularly when one considered that these prospective teachers would soon be public school teaching personnel, regarding their conceptualization of relationships between freedom and order, liberty and authority, and democracy and leadership. It seemed that some in the class were becoming progressively "looser" as time and interaction continued while others, some of whom were initially the more boisterous, were becoming more subdued, more introspective, quieter, less given to unthinking outbursts. The instructor was becoming anxious about these people and was progressively becoming more perplexed as to precisely what to do to involve them in the proper degree. Group II asked if it would be all right if they did a group project for the rest of the class and they were encouraged to do so. One had a play he was enthusiastically "promoting" to the other members while another wanted to do an audio-tape on the trial of Daniel Berrigan. It was made plain that whatever they needed in the way of resources would be provided and they were left to their "debate," for another debate was starting in the class. Fortunately, two appropriate articles were available as references when this discussion started.

At the last class session the groups were discussing de facto and de jure segregation, a student remarked that apparently the President had said that his administration was going to take a position of "neglect" in regard to the implementation of civil rights acts, particularly in regard to bussing. Other students were similarly

interested and requested that we "find out" about it, if at all possible. Subsequently, and at this next class session, a synopsis from the Congressional Quarterly, 1971, entitled Civil Rights: Progress Report, 1970 which included a comprehensive review of civil rights developments from 1968 to 1970 was then read to the class. The instructor thought, in all fairness to the present national administration, that instead of excerpting just that one particular statement from the report, selected excerpts would be read from throughout the report, so that that statement might be set in the context and time-frame in which it occurred. These included the status study of civil rights in the 1970's, how progress was continuing, but priorities were waning, and that civil rights enforcement was a promise unfulfilled.

This Report related Supreme Court Decisions, key decisions on busing and racial balance, that were brought and won before the Court. The Report then related the "meat" of the subject interested in, the Nixon chronology, the Nixon administration and civil rights, the Moynihan Memo, wherein a celebrated Nixon advisor had called for "benign neglect" of the racial issue, the Haynesworth-Carswell controversy (court nominee's defeat seen as a civil rights victory). The Report then talked of civil rights trends, that black Americans although large in numbers, were small in wealth, that Nixon's "Black Capitalism" was hardly a drive but, even so, was beset by turbulence, that the Labor-Negro coalition was overstrained by demands for jobs that resulted, in all too many cases, in militancy and violence. The report ended on an optimistic note, however, by citing that although civil rights was an

issue in some selected election races, black public officials continued to grow in number.⁹⁸

The instructor also found it valuable to relate excerpts from the Statement of the United States Commission on Civil Rights concerning the "Statement by the President on Elementary and Secondary School Desegregation." In this statement the Commission criticized the President's distinction between de jure and de facto racial segregation, pointing out that many present situations of de facto segregation are the result of previous legal action, such as decisions on school boundary lines, racial zoning ordinances, and judicial enforcement of racially restrictive covenants. The Commission also stated its opposition to a return to litigation as a means of enforcing desegregation rather than administrative enforcement through Title VI of the Civil Rights Act of 1964. It emphasized the traditional role of the school as a socializing force and took exception to the President's comment that it is asking too much of the school to play this role. Much in the manner that the class had done, the Commission discussed the ideas of busing and "neighborhood schools," noting that the important factor is the quality of the education that the children receive, and not where they are educated or how they got there. The Commission, in its conclusion, emphasized the need for strong national leadership in encouraging maximum efforts toward desegregation. The preponderant majority of the class members concurred

⁹⁸Robert A. Diamond and Arlene Alligood, Editors, "Civil Rights: Progress Report, 1970's (Washington, D.C.: Congressional Quarterly, 1971), pp. 4-87.

in the conclusion that an even-handed review of things would indicate that such leadership had been, and was presently, conspicuous by its very absence.⁹⁹

Purpose

The purpose of today's session was to take-up the fundamental Human Right of Freedom of Speech and Freedom of the Press. It was decided that one of the most effective means for analyzing these two fundamental Human Rights was through the case study method, the purpose of which was to uncover lack of information and understandings, to stimulate interests, and to arouse curiosity. It was felt that the case study method, kind of inherently lent itself to the treatment of this subject, better than perhaps other methods. The following case study which consisted of three case studies was then distributed to the class.

Case Study

1. A high school teacher wrote to a local newspaper a partially erroneous letter critical of the school board's handling of a board proposal and the subsequent allocation of funds between the athletic and the education programs. The teacher was dismissed and the Illinois Supreme Court upheld the dismissal. The case was taken to the U. S. Supreme Court.

⁹⁹Statement of the United States Commission on Civil Rights Concerning the "Statement by the President on Elementary and Secondary School Desegregation", National Education Association, Center for Human Relations, Washington, D.C., 1970, pp. 5-16.

2. John Tinker, a 15 year old high school student in Des Moines, Iowa, his sister Mary Beth, 13, and a friend, Christopher Eckhardt, 16, decided to publicize their opposition to the war in Vietnam by wearing black armbands to school. The principal of the Des Moines school responded by first banning the wearing of armbands and then suspending the Tinkers and their friends. Parents of the students filed suit in federal court, and the case eventually reached the U.S. Court of Appeals for the Eight Circuit, which upheld the principal's action. The U.S. Supreme Court agreed to hear the case.

3. Some high school students in Illinois were expelled for handing out a journal criticizing a pamphlet which the principal had sent to the parents through the students. The journal said in the near future students should either "refuse to accept or destroy upon acceptance all propaganda that (the) administration publishes." The students claimed that their expulsion violated their First Amendment rights of free speech and freedom of the press.

Performance Objectives

To help the student solve the apparent dichotomy that many believe exists between Rights and Responsibilities and cooperatively arrive at a contrast between what a commitment to Basic Human Rights means and what the implications are for teachers who will not allow themselves to become committed. In addition, the student will be able to order a set of human rights in some set of priorities or a hierarchy.

Activities

A guest speaker was invited to address the class and interact with the students in ways that would enlighten and illuminate areas

of human rights concerns that may not have been fully understood on the part of some students, particularly in regard to the public school setting.

The guest speaker was a member of a minority group, had been for a number of years a classroom teacher in an all-black public school, a counselor, an assistant principal, and also an extremely effective principal in a large integrated metropolitan big city high school. He was at the present time a field consultant for the University of Oklahoma Center for Equal Education Opportunity. With this background and experience it was felt that he could not only provide valuable inputs to our examination and study of human rights in education, but, as an added plus, also provide the opportunity for the members of the class to engage in dialog about racism in American public education and in society in general.

Some of the major areas covered during his visit that bear directly on equality of educational opportunity were: expulsion of students for behavior problems, requiring set scholastic performance for participation in athletics or any other activities, excessive number of set academic requirements for graduation, pressures on students to conform to standards of dress, and, perhaps most significantly, lack of sympathetic attitude of teachers towards students who achieve poorly and who do not conform.

The class was divided into alphabetized groups, in a manner similar to the last class session and the students were asked to read the mimeographed brief statements, react to them and if possible answer these questions:

- 1) Find the central issue in each case.
- 2) Formulate alternative points of view.
- 3) How do you think the Supreme Court will (or has) decide?
- 4) What is your own position with respect to the problem?

The instructor went from group to group, as was his practice in the other class sessions, listening quietly, contributing only if asked to or stimulating discussion if for some reason the group was rendered "motionless" by some disfunctional remark or untoward occurrence in the class. The instructor's role, essentially, was to encourage student participation as much as possible and to make sure that the groups as a whole moved towards those objectives which had been arrived at cooperatively.

General Procedure and Description

As stated in the last class session, the ultimate aim of human rights education is to help students develop behavior based on attitudes consistent with the values of the democratic process and as a way of life. After the Groups gave oral reports answering the questions posited earlier, each person was asked to write the answers to the following questions on a piece of paper and to hand them in, unsigned, at any time they chose, during or after the small group session.

On the overhead projector this transparency was placed:

How are we Doing?

One could probably speculate that the Process one goes through in studying anything is as important, if not more important, than the thing being studied itself, therefore, how are we showing in our behavior an increased understanding and concern for Human Rights in the Study of Human Rights?

To some increased degree have we developed:

1. A heightened respect for the essential worth and dignity of each of our classmates?
2. A greater respect for the rights and opinions of others?
3. An enhanced ability to put general welfare above individual interests?
4. A better ability to get along with others?
5. A greater sensitivity to and understanding of each person, his importance to the group and his special talents?
6. A recognition that there are similarities and differences among people, but that differences do not necessarily denote superiority or inferiority?
7. A developing ability to assume the role of leader as well as follower?
8. A greater realization that prejudice often stems from lack of understanding?
9. An enhanced ability to avoid generalizations and any type or kind of name calling?
10. A greater recognition that, in the end, some rules and standards are necessary for group living?

The instructor felt that it was the proper time to do some self-assessment.

Special Notes for Lesson IV

The assignment for the initial hour was for the class members to form themselves into new groups and to examine in some detail the Case Studies which it was hoped would generate interest in the fundamental Human Rights of Freedom of Speech and Freedom of the Press. It was felt that because the moral and political value of truth has had such

a high priority as a basic belief in this society and that the laws of this nation have consistently protected the individual in the exercise of the rights of free speech and press as enunciated in the First Amendment of the Constitution and that Speech and Expression are such common elements of the life of the public school, that these prospective teachers would react to it contributively when couched in terms of the Case Study.

The First Amendment was read to the class, "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press." Freedom of expression, particularly in speech and the press is, the class felt, the basic rights which in a democracy aim at providing to every individual the opportunity to have access to the truth. As a practical matter, most conceded that freedom of speech and of the press was being, and had been, abridged in the public schools. Students also felt that if the public school was to serve as the laboratory in which the young were to be given the right to exercise the Human Rights and Civil Liberties that this society pays "lip service" to, then Freedom of Speech and of the Press, or as a unity, that Freedom of Expression was a necessary element in the exercise of intelligent choice in the selection of alternatives for action and therefore must not be lightly abridged in the public schools.

After much discussion, both pro and con, concerning the case studies and the Human Rights they brought up, and also shading very strongly into an area that had been considered before, controversial issues, it was decided then, at a student's suggestion, that it might be more productive if each member of the class could individually

draft a statement incorporating the Human Rights of Freedom of Speech, Freedom of the Press, and, in general, Freedom of Expression, and the Right to teach and be able to learn controversial issues, all into one statement to be presented the next class session.

Handouts: "Democratic Attitudes of Teachers and Prospective Teachers"
and "Education and Human Rights, a Conceptual Framework"

Film: "The Bill of Rights in Action: Freedom of Speech,"

BFA, 21 minutes, color

Synopsis:

This was a highly provocative film that, by its treatment of the content of the Freedom of Speech, was apt to stir emotional responses on the part of some students--and did. The Bill of Rights of the United States Constitution guarantees us freedom of speech. But the point at issue was: are there limits to this freedom? Is it necessary to balance an individual's freedom of expression against the community's need for law-and-order? The tableau of this film follows the case of an unpopular speaker who is convicted of disturbing the peace. The film, after the depiction of the incident that led to the conviction, "picks-up" the action as we heard the lawyers argue the constitutional issues to a court of appeals. We learned, from this rather intensive in-depth study, of the importance and complexity of the issues involved in free speech. As was true of most of the films used in this series, the viewers were asked to be the judges, therefore, this most dramatic and provocative film was, of course, left open-ended.

Before seeing the film, the class was asked three questions:

1. What is the legal foundation of an American citizen's right to freedom of speech?

2. What is the exact wording, again, of the reference to freedom of speech in the First Amendment?
3. On the basis of that language, can a person ever be punished for speaking?

There were points taken-up in additional class discussion that were not directly treated in the film. Some of these were:

1. What did the defense attorney say about his opinions of Newland's views? (Douglas Newland, a neo-nazi, spoke in an especially offensive manner, about the degeneracy of Jews in front of a synagogue, and some of his audience tried to silence him.)
2. Therefore, for what reasons might a lawyer defend a person whose opinions he could not support?
3. And to which court did Newland appeal his conviction by the municipal court?
4. Is that court a city, county, state, or federal court?
5. In such an appeal hearing, do the lawyers refer more often to specific facts of the alleged crime or to previous trials of a similar nature?

Some of the questions for discussion arising out of the film itself were:

1. For what reason is there usually more than one judge in a court of appeals procedure?
2. Whom did the prosecuting attorney represent?
3. Why did Daniel Webster choose freedom of speech as the one right he would preserve even if he lost all the others?

4. The defense argued that members of the audience "... Choose to violate the law in order to silence him (the speaker)..." What evidence is there in the film to suggest that this is true? What laws might have been violated?
5. The defense referred to the case of Terminiello vs. Chicago and the prosecution to Feiner vs. New York. What parallels did they make between these cases and that of Newland vs. the People?
6. The prosecution spoke of "... an audience whose nostrils still burn from the stench of Dachau and Buchenwald." Explain the reference.
7. Write your decision about Newland's appeal, adding perhaps a statement which presents what you consider to be the strongest argument in support of your opinion.

A number of students in the class were Jewish--this added to their agonizing over the decision they were to make--as they had to answer to themselves the question regarding their commitment to the Human Right of Freedom of Speech, Press and Expression as related to the worst holocaust man had ever perpetrated on other men, the Nazi attempt to kill every Jew in Europe. One girl asked if she could be permitted to speak of this and her wish was granted by the class. She spoke eloquently and movingly and pointed out that throughout all history, there have been wars, and in most of these wars there have been atrocities. The atrocities usually were committed by individuals or by small groups of individuals, but World War II was different, she said, because never before had such inhuman crimes been committed on such a large scale, and as part of a government's overall policy of

total war. She pointed out that the Nazi dream brought death to over 35,000,000 people and uncounted suffering. She stated that the crime was so outside the pale of human experience, to that point, that to talk of it, particularly in regard to advocacy of the crime, such as was done in the film, could not, and would not, be tolerated again.

The class was interested. A response was made alluding to the fact that basically the freedom to speak, and freedom of the press, and of expression, generally, was simply the right to know and seek the truth. She was then asked, "Would you abridge anyone's right to know what happened in World War II, particularly what happened to the Jews?" And that, perhaps, the only sure way of providing that that, and other High Crimes against humanity, would never occur again was providing for the fullest possible exercise of free speech such that the truth could ultimately surface and truly "set us all free."

She appeared to be swayed by these and other comments, and the class proceeded to write their decisions about the anti-Semite's appeal, adding a statement which represented what they each, individually, considered to be their strongest argument in support of their position.

Summary and Conclusions

This had been the hardest working and yet the most explosive of all the class sessions to date. On the basis of the responses of the class members and the instructor's own assessment, he felt the class was moving along rather effectively on its study of human rights. The assignment was to read the two handouts by the next class session:

"Democratic Attitudes of Teachers and Prospective Teachers" and "Education and Human Rights, A Conceptual Framework."

Session VIntroduction

The last class session was concluded over the film "Freedom of Speech" with a highly provocative discussion of not only the Human Rights of Freedom of Speech, Freedom of the Press, and Freedom of Expression, but also got into other areas of concern such as Nazism, genocide, total war as well as the concepts of truth and moral responsibility. The class became excited and involved during the large and small group discussions about Human Rights, since the rights touched on things that affected all of them personally.

The instructor had learned that these discussions could be materially improved in several significant ways; the instructor needed to assume a less dominant role; students needed to interact with each other more; the fewer the untoward interruptions the better the discussion flow; a few times the precise human right under discussion was not clearly stated by the speaker; in general, students needed to offer more evidence to support their positions; some students, at times, seemed more concerned with having their "say" rather than with listening to others; without careful guidance and close monitoring the discussions could sometimes drift and reach no definite conclusions.

In a discussion there are two main roles: that of the participants who actually carry on a discussion exploring their differences of opinion on Human Rights issues; and that of the moderator, who is responsible for structuring and guiding the discussion. Generally the instructor played the role of moderator, and the students the role of participants, but not always, for to be consistent with a commitment to Human Rights as a process, emerging leadership, as reflected in

moderator or other behaviors, often was encouraged. Human Rights was then seen by the student not only as something to study about, but something that is an operationalized process that one goes through in the teaching/learning process in the day-to-day, real-life classroom situation.

Purpose

The purpose of today's session was to extend further the student's awareness of Human Rights concerns not only in the school setting, but in society at large by considering two fundamental Human Rights: the Right to Dissent and the Right to be Different,

Performance Objectives

A set of conditions will be provided wherein it will be possible for the prospective teacher to develop a rational commitment to the Human Rights of Dissent and to be Different, and thus be able to apply a rule of law or invoke similar authority when confronted by a human rights problem that correctly identifies the right or its violation and what needs to be done to remedy the situation.

Activities

They divided into the new five groups again, the alphabetized groups, and were set the task of interpreting a series of selected cartoons that pointed out, in what the instructor thought was a humorous and gripping way, the Human Right of Dissent and the Right to be Different. The Human Rights implications inherent in those cartoons dealt with personal conduct and appearance, the Right to Privacy, Freedom of the Press, Freedom of Speech and others, and it was hoped

many students through this medium could, perhaps, be more effectively "reached."

They were to answer two questions:

1. What is this cartoon saying?
2. What is it really saying? The explicit assumption being that an essential function of cartoons, and in fact of much humor, is the "double-take" or the double entendres that not only provides the message but also the "whammy."

General Procedure and Description

After the initial humorous experience, which was delightful, and the two questions being asked about the cartoons, the instructor asked if there wasn't something more significant the class could do with them, such as react to each of them in terms of the following questions:

1. Can you identify the Human Right or central issue involved here?
2. Can you formulate alternative points of view, that might say the same things or differently?
3. How do you think those in authority positions, including the courts, would "take" these cartoons--in situations that called for it, how do you think they would decide?
4. What is your own position with respect to the Human Right, as rendered, or the depiction of the situational ethics under review in each cartoon?

Under this prying and probing came some startling and often enlightening responses. Prospective teachers need to know more about why people behave as they do, particularly in the Human Rights areas of dissent and the right to be different. The most severe clash of

conflicting rights, often found is in these very areas. The instructor guided the discussion along the lines drawn by Noar in "A Plan for Developing Appropriate Behavior in Prospective Teachers with Respect to Human-Civil Rights and Responsibilities," wherein she indicates some of the sources of human behavior.

The question was asked: "Why do people behave as they do?" After some rather extended discussion it was seen that much behavior is the result of childhood conditioning, rewards and punishment administered by others, imitations of adult and peer role models, physiological and psychological needs to know and to grow. Some behavior is the result of accepting as desirable, models seen in movies, T.V., the stage, or otherwise vicariously experienced through reading comic books, novels, short stories, and plays. Some behavior develops as the result of information about and understandings of the demands made on the individual by the laws, customs, and standards of the community and the demands of the peer group. Some behavior is determined by the individual's values and his ability to foresee and evaluate the consequences of alternative ways of acting and reacting. Many psychologists and sociologists say, all behavior is caused, and that sometimes the causes lie in past as well as present experiences. Feelings, emotions, and attitudes cause behavior, but a person's values are the primary directives which determine how he will behave in situations involving conflicts of values and rights and choice of alternatives.

It was seen then, that everyone was demonstrably different from everyone else and, therefore, everyone had the right to be different. It was seen that the Right to be Different is implied in other rights studied and discussed previously such as Freedom of Speech,

Privacy and others, that were, perhaps, couched in terms one could understand better in the cartoon and discussion format. It was seen that, not only is every individual different, but that they probably ought to be different and that, fundamentally, the Right to be Different is the right to think, act, dress, express opinions, and behave differently if one so chooses, as long as the exercise of this right does not materially or effectively impede the free exercise of other's rights and that their health and safety needs were not violated.

It was realized that in the school situation students, for instance, who believe that they have the right to be different, when confronted with restrictive dress codes, may, predictably, become even more extreme in their own costumes and hair styles and may even demand the right to participate in revising or abolishing those rules and regulations they view as pernicious to their basic human right to be different.

The Right to Dissent was discussed in connection with Freedom of Speech, and was regarded as a logical extension of that right. It was seen that the Right to Dissent, as an extension of freedom of speech and expression, was firmly established in our constitutional law and the behavior of our judiciary.

Examples were given illustrating that the decisions of our Federal Courts, notably the Supreme Court, often provided dissenting opinions; that the right of individuals and groups to dissent in this society should, and by right ought, to be accompanied by the expectation that those in power or status positions would not use this behavior as a basis for extending sanctions, punishments, or reprimination toward those who exercise this right. On the contrary, it was

held by many in the class that the school should officially provide students with the opportunity to explore and freely discuss important societal and school controversial problems and issues in their classrooms and that, further, student representatives should be encouraged to participate freely and express dissent in the committees and student governmental bodies of the school at every opportunity.

It was pointed out, that students who have been raised in situations requiring conformity for fear of offending someone or of reprisal, tend, on the whole, not to exercise their rights to dissent, to be different, to speak-out on issues that concern them and in the classroom they tend to be passive. On the other hand, there are those students who find ways to exercise their rights to dissent politically and/or socially who may tend, in some situations, to overreact to those who differ from them. In the interest of their own right to freedom of speech and dissent, they may attempt to deny these same rights to others. The group, generally agreed that the public school if it truly had a commitment to the dual and related human rights of dissent and of being different would be characterized by at least the following:

1. Rules and regulations regarding student behavior in the school are developed by a process which meaningfully and democratically involves both students and faculty.
2. Regulations on the matters of personal grooming and apparel are reasonable and relate only to safeguarding the health and safety of the students or to conditions aimed at the prevention of disorder or disruption in the school. Purely personal preferences of any member of the school staff regarding personal appearance are not imposed on the students.

3. As a form of dissent, difference, or expression, students are permitted to wear or, in any other way, display insignia or signs, even if they appear to be unpopular or the expression of individual or minority views, providing that they do not pose a threat to orderly conduct of the school program.
4. Students are permitted to refrain from participation in school sponsored prayers, Bible readings, any activity promoting one religion over another, mandatory Bible instruction or reading, and the pledge of allegiance or the flag salute; all of these being not imposed on those unwilling to participate.

Special Notes for Lesson V

The assignment for the initial hour was for the class to observe a series of cartoons, engage in chit-chat, have extended general discussion, and answer, the two general questions over the cartoons:

1. What is this cartoon saying?
2. What is it really saying?

After the cartoon series had been reviewed once, the class was asked to form into five groups, hand-in their refined lists of human rights, and to prepare, as a group, answers to the following set of questions over the cartoons once again reviewed:

1. What is the Human Right or central issue here?
2. Can your group formulate alternative points of view, that might say essentially the same things or differently?
3. How does your group think those in authority positions,

including the courts, would "take" these cartoons--in situations that called for it, how do you think they would decide?

4. What is your own position and does it differ from your group's view with respect to the Human Right, as rendered, or the situational ethics under review in each cartoon?

It was felt that the interaction occurring during the small group sessions was a vitally important essential ingredient in learning about human rights while giving the widest latitude possible for the exercise of human rights.

The question, "Why the reliance on small groups so much?", might well be asked. What is the function of the small learning group? As Allan Glathorn has stated,

In too much of the literature of late one can detect a simplistic view of its function which equates small group with "student discussion." Such an oversimplification seems to pose several dangers. First, it neglects several fruitful kinds of learning activities which seem ideally suited for the small group. Second, it tends to limit the use of small groups to those disciplines like English and social studies where discussion is important. Finally, it leads some educators into making dogmatic assertions about optimum size and nature of leadership, instead of realizing that such decisions can best be made only after small group function has been determined. These dangers can be avoided if one sees the small learning group simply as an open-ended organizational structure readily adopted for several important functions.¹⁰⁰

Small groups have become important to many teachers because they have been recognized as being uniquely structured to achieve important goals. In teaching the basic skills of democratic discussion and democratic group processes, the small group was essential. The small group put itself well to an examination of the cartoons presented.

¹⁰⁰Allan Glathorn, The Small Group (Dayton, Ohio: Institute for Development of Educational Activities, May, 1970), pp. 4-5.

It was determined that the use of the cartoons could serve as a catalyst to the study of the two basic human rights, the Right to Dissent and the Right to be Different. To be consistent with these rights, the instructor needed to select and use a wide variety of instructional materials and strategies in the teaching-learning situation. It was felt that a knowledge of group behavior and the practiced ability to work with groups of varying sizes and purposes would develop an understanding on the part of the student of the nature of physical and intellectual developments, the nature of learning and the conditions that tend to make learning likely.

As a group, it was felt that pooled experiences and diverse ethnic backgrounds provided more knowledge of the cultural background and value structures of various minority groups and that, as a consequence of our intensive small group sessions, most students developed greater skill in questioning, in self-analysis, in reflective thinking, and in the utilization of the inquiry approach to studying all of the human rights that the class had considered to this point. It was understood that creating a climate of acceptance and providing the opportunity for each student to achieve some degree of success and skill in the joint formulation of attitudinal and behavioral objectives was not only fundamental to appropriate student growth but was perhaps the best ground possible for learning about, practicing, and exercising the Human Rights of Dissent and The Right to be Different.

Handouts: "How Students View Their Schools as Institutions In a Democratic Society and Their Perceptions of Democratic and Undemocratic Practices" and "Values, Value Systems, and the Good Life."

Film: The Young Vote: Power, Politics, and Participation
BFA, 15 minutes, color.

Synopsis: By examining a range of attitudes about voting--apathy, disillusionment, involvement cynicism, and idealism--this provocative and forthright film raises the question, "How do you feel about voting?" Four major sequences allow the student to examine his own values and beliefs about the democratic process and his participation in it. A high school election serves as the nexus and illustrates a wide variety of points of view and is closely analogous to the "real" thing. A voting registrar is committed to the system, and is actively attempting to persuade others to participate. An eighteen year old girl symbolizes the young citizen's ultimate participation and involvement, running for city office. On the other end of the continuum is the non-voter who consciously rejects the political system, but feels he's helping society through an organization which counsels drug addicts.

Some of the questions for discussion that arose out of the film were:

1. Do you really feel your vote will have an effect on society?
Why or why not?
2. What has influenced you most about whether or not to vote and how you should vote? Your parents? Friends? T.V.? Newspapers? Teachers?
3. In what way is your decision to vote or not to vote an expression of your attitude about the "system"?
4. What experiences affected your attitude about the democratic process?
5. If you want to make changes in society, what are the alternatives to voting?

6. Do you think most politicians are honest? What kind of candidate would you vote for?
7. Is there a "typical" young voter? How do the 18-25 year-old voter's attitudes differ from those of the 40-60 year-old voters?
8. Describe your "ideal" society. How could you help to achieve this goal?
9. Why don't candidates once elected, accomplish all of what they promise?

The film was particularly apt since the class had been discussing, previous to the film, the results of student activism. It was agreed that students who take seriously their democratic right to participate in determining policies and practices that affect them through the exercise of the franchise are frequently alienated when the promises are not fulfilled. It was agreed, generally, that students who thought that the goals for which they and their groups were striving were within reach, but now see the establishment refusing to implement civil rights and other just laws, experience extreme frustration and, therefore in all too many cases, they become either more militant, resort to violence, or withdraw more completely into apathy, alienation and despair.

Summary and Conclusion

The use of cartoons to not only illustrate and make meaningful the dual human rights of Dissent and the right to be Different, seemed to be a most effective tool for illuminating not only these human rights, but also those that the class had studied in the previous class sessions as well. It was particularly gratifying to the instructor to see that the students were learning that Human Rights Education was not only a

study about, and examination of, Human Rights; but was itself a process by which one not only conducted teaching and learning activities, but also behaved and lived as a better contributor to and functioning member of society.

The class was next given the assignment to read the handouts: "How Students View Their Schools as Institutions in a Democratic Society and Their Perceptions of Democratic and Undemocratic Practices," "Values, Value Systems, and The Good Life," and "The Bill of Rights, 1791."

Session VI

Introduction:

The previous class session was devoted to an examination in some detail of two interrelated human rights, the Human Right to Dissent and the Human Right to be Different. The class saw that students when denied these basic human rights predictably respond in ways that are fundamentally pernicious to the democratic way of life. It could be seen by the students that these may take the form of activities designed as their ultimate aim the violent overthrow of the government, on the one hand and representing one extreme end of a continuum, or, on the other hand, and perhaps in many ways paradoxically representing more danger to a democratic government, the withdrawal into despair and apathy as perhaps represented in their refusal to even vote. In this connection a student brought a magazine section of the Sunday paper that had an interesting article in it that she asked permission to share with us. The article was entitled "Should Americans be Forced to Vote?" and noted that:

In the last election, 62 million eligible American voters did not cast a ballot. This is more than the population of most countries in the world.

Should Americans actually be required to vote? (That's what they do in some countries--fine voters who don't show up at the polls.) Or is the problem simply our antiquated system of registration? (Voter registration was unknown in the U.S. before 1876, and in those days 80 percent of eligible Americans voted.) This spring, Congress is examining a number of solutions. Most notable is the so-called "post-card registration bill," co-sponsored by Senators Gale McGee and George McGovern, which would allow people to mail in their registration on a postcard. But some people feel even this is not enough. Family Weekly wanted to know where the nation's leaders stand. So we put the question to them boldly--

The class expressed interest in knowing where some of the nation's leaders stood on this franchising issue so she was asked to continue. The question was "Do you think Americans should be required to vote?" Here is what they replied:

Senator James O. Eastland, (Democrat--Mississippi), chairman of the Senate Judiciary Committee

In my judgment, voting should not be made mandatory. Citizens should be given every opportunity by the candidates and the mass media to know the issues and personalities involved in political campaigns, but they should not be fined or otherwise punished for failing to cast a ballot. If Congress were to enact such legislation, there would just have to be another level of Federal bureaucracy to administer the law. If the penalties were levied by Federal judges, it would further clog the courts. If the penalties were levied by Federal bureaucrats, the right of the citizen not to have his property taken without due process of law would be destroyed.

Senator Gale McGee, (Democrat--Wyoming), sponsor of a bill that would allow voters to register by postcard

America, the greatest democracy the world has known, has the world's lowest voter participation. Only about half the voting-age Americans actually vote.

In Australia, voting is mandatory, with a \$10 fine for not voting, and 95 percent of those eligible vote. All other democracies accept the burden of registering their citizens to vote, and 70 to 90 percent vote. The United States alone puts the burden of registering to vote on its citizens, and here 45 to 55 percent vote. The

question is not "Should we make Americans vote?" but "Shall we allow Americans to vote?"

Before the United States adopted voter registration, more than 80 percent voted. When North Dakota removed the burden of voter registration from its citizens in 1951, voter participation jumped 14 percent.

Ninety percent of the American citizens who register to vote make it to the polls on Election Day. Obviously, once they get past the registration obstacle, they have little difficulty voting.

Before we begin consideration of mandatory voting, let's first make ours a truly voluntary system and see how we do. The Voter Registration Bill now before the Congress would help accomplish this goal.

Senator Edward M. Kennedy, (Democrat--Massachusetts)

No, I do not favor compelling people to vote. But I do think there are many ways in which we can encourage more people to vote. I have introduced in Congress this year legislation that would help reform the archaic and obsolete voter-registration system that operates in many states. We should consider such advances as postcard registration, door-to-door canvassing of voters, and computerized statewide registration. If we can modernize our system of registration, we can raise dramatically the number of people who vote.

Ralph Nader, consumer advocate

Yes, absolutely. A host of legal technicalities, intimidations, and forced inconveniences have served deliberately to discourage citizens from voting. Over decades, protest, litigation and legislation to reform these outrages have largely failed. The only comprehensive solution is to put the law on the side of voting by making it universal--as Australia, Belgium and Austria have done.

Under one proposal, a voter could vote the printed ballot, write in his choice, or mark down that he abstains. Penalties for not voting should be mild and educational, like working a day at the polls or attending voter-education school. When voting is a duty, it will become a documentable crime for officials to create obstructions, and all the harassing laws now on the books will have to be repealed. Officialdom would be required to actively facilitate voting--providing things like more convenient hours, needed transportation and ballot boxes in hospitals.

Citizens in a democracy must do many things--pay taxes, go to war, perform jury duty. To help insure that our laws are responsive to all the people, people should be made to vote. When voting is universal, politicians will respond to all people, not just certain classes of people. And active citizens can organize around issues and policies instead of trying to get out the vote in the face of legal and illegal obstacles.

Senator Thomas F. Eagleton, (Democrat--Missouri)

The voter turn-out last fall was appallingly low. Two or three weeks later, I was in Germany during the election of Willy Brandt. Our turnout was 56 percent. Theirs was 95-plus percent! So no one can defend the present turnout here. However, I would not favor compulsory voting. I would favor Senator McGee's proposal for postcard registration, making voting more convenient and expeditious, but not compulsory.

Senator George McGovern, (Democrat--South Dakota)

No, I don't favor a forced vote. Voting should be regarded as a privilege and a right--not a legal requirement. But, yes, we should remove needless obstacles to registration and voting.¹⁰¹

The class was most interested in the article and it generated a good deal of debate both pro and con, but consensus seemed to center around the notion that the postcard registration route would be the fairest and most equitable way to stimulate greater use of the franchise for greater numbers of voters. This provided the instructor the opportunity to point-out that here was a good example of the clash of values. On the one hand, there was the value of trying to get people involved in a function vital to the efficient operation of a participatory democracy, i.e., voting, and the other values of free choice, the right of privacy, the right to be different, to security of person

¹⁰¹George Lordner, Compiler, "Should Americans be Forced to Vote?" Results of a survey conducted by Family Weekly (November, 1972), p. 4.

and property and others. The instructor then posed the question that "In a democracy how do you reconcile opposing vlaues?"

Finally, it was decided that, aside from the merits of any individual case, (and the one at hand never was settled) in general, when values conflict with one another the best general policy was for one to choose the value that is higher, i.e., the one that is most important in terms of the provision for the basic dignity and worth of every individual.

Purpose

The purpose of today's session was to provide an opportunity for the class to come to a consensus on a comprehensive list of basic Human Rights and to critically examine their commitment to the Right to Dissent in light of changing circumstances in a real-life, here and now, situation and also to take up the two interrelated Human Rights of Freedom of Assembly and Freedom of Self-Incrimination.

Performance Objectives

To provide a set of conditions that will result in the students being able to distinguish between the conditions likely to cause confusion in the exercise of the Human Rights to assemble and the Right to be free from Self-Incrimination and to write what they consider to be a defensible set of values that this society supposedly pays "lip service" to and to compare this list with the Human Rights Creed in Education developed by the Phi Delta Kappa Commission on Education and Human Rights.

Activities

For the initial hour, the instructor asked each chairperson to report to the class his group's list of basic Human Rights. After the class heard from each group the instructor listed on the blackboard all those human rights that were mentioned by every group, then those mentioned by four groups, three groups, and so on. The class then engaged in debate and dialog to determine whether or not these other rights, those that were not unanimous, were not perhaps really variations of some other basic human right previously listed. It was found that this was true. Although many of the individual group members clung to their opinions about one or two of the rights they had described, the developed list closely matched the list of Human Rights as developed by the Phi Delta Kappa Commission on Education and Human Rights.

The only exceptions that the class as a whole had not listed with unanimity were those related to self-incrimination, freedom of or from religious practices, and freedom of assembly.

The instructor asked the question "Why is the freedom to assemble and the right to be free from self-incrimination important?" After some lengthy discussion, it was brought-out that possibly in no other two important areas of school conduct and life are rights as systematically subverted and literally "stamped out" as in those that have to do with students forming groups and in them being compelled to be witnesses against themselves. It was pointed-out that frequently the first question a teacher is apt to ask a student is, typically, "Johnny, why did you do that?" In which case, if Johnny is slow or reluctant to respond, he not only gets "in trouble" for doing "that", but usually he

gets in worse "trouble" for denying it or, in a word, not "cooperating." So it is also with groups. In all too many instances the worse thing a group of students can do is to "gang-up" and, all too often, as one student said it, the only words that stick in one's memory is the constant and incessant bellow of the vice principal or teacher on duty to "break-it-up," "break-it-up," "move along," "move along, and other words to the same effect.

The class agreed that at the very least, students should be presumed to be innocent until proven guilty and that, in general, teachers or school administrators should not exercise pressure or undue influence on students in efforts to implicate them in problems or situations which arise at school relating to behavior or other matters and that, fundamentally, students should be free to organize groups or associations, either formally or informally, within the school for lawful purposes within the framework of an open membership policy. That students not only wanted these rights, but by right, had them by virtue of the fact that they are human beings.

At this point Group II wished to present their audio-taped presentation to the class. The instructor and class granted them the "floor." They announced that the tape the class was to listen to concerned the Trial of the Catonsville Nine growing out of a book by the same title, by Daniel Berrigan.¹⁰² The book, The Trial of the Catonsville Nine, focuses on the lives of nine men and women--their backgrounds, their risk of imprisonment--and the issues their action has meant to raise: the value of property, the power of governments

¹⁰²Daniel Berrigan, The Trial of the Catonsville Nine (Boston: Beacon Press, 1970), pp. 108-123.

to set policy and organize people to war, the sanctity of human life. "It is a book which offers testimony to one of the most moving--and painful--Christian responses to the questions of our time,"¹⁰³ a student said.

Group II stated that what, essentially, Father Berrigan was saying was, "When, at what point, will you say no to this war?" They stated the essential point of their presentation in the words of the defendants: "We, American citizens, have worked with the poor in the ghetto and abroad. In the course of our Christian ministry we have watched our country produce more victims than an army of us could console or restore. Two of us face immediate sentencing for similar acts against the Selective Service. All of us identify with the victims of American oppression all over the world. We submit voluntarily to their involuntary fate..." For their action nine men and women--one group among several involved in similar actions around the country--were arrested and charged with willful injury to Government property.

As an optional activity, Group II chose, as the portion they wanted to present, "The Day of the Verdict." They said that the language used in the trial, though sharply reduced on the tape and sometimes rearranged, also remained essentially the same and that the sequence of actual events had been retained. The tape, approximately twenty minutes in length, was played for the class.

After the tape the chairperson read the concluding statement from Group II, by Daniel Berrigan, taken from another source: "We have chosen to say, with the gift of our liberty, if necessary our lives, the violence stops here, the death stops here, the suppression

¹⁰³Ibid., p. xi.

of the truth stops here, the war stops here. . . Life and gentleness and community and unselfishness is the only order we recognize. The time is past when good men can remain silent, when obedience can segregate men from public risk, when the poor man can die without defense."¹⁰⁴

The instructor thought it appropriate to try to distinguish between active resistance and passive resistance as promulgated by Mohandas K. Gandhi in his celebrated satyagraha or "truth-force" and that no one perhaps symbolized the philosophy of the Indian leader better than Dr. Martin Luther King. Because of him primarily, the concept of passive resistance was no longer regarded as alien or bizarre. After Montgomery, non-violent persuasion was firmly established as a meaningful social force within our constitutional, social, and political systems. In connection with strategies to affect changes, a statement by Dr. King was read to the class:

Nonviolence is now woven into the fabric of American life in hundreds of boycotts across the South. It is marked on the jail walls of thousands of cells of Freedom Riders. It sits in majestic, democratic dignity upon thousands of lunch counter stools. It may well mark a new stage for mankind in which his conduct acquired a more civilized quality even as he continues a better struggle for broader democratic freedoms.

We know where we were one hundred years ago--we know where we are today. Where will our nation be one hundred years from now? We can bend its moral arc towards justice if we unroot the twisted tangle of evil statutes which unlawfully deprive Negroes of elementary rights.

To that noble task nearly twenty million Negroes are dedicated--millions of sincere white Americans stand with us--the invincible will of justice and democracy undergird our struggle. All of the armies of the earth--all of

¹⁰⁴Daniel Berrigan, The Dark Night of Resistance (Garden City: Doubleday and Company, 1971), p. 94.

the parliaments--all of the presidents, prime ministers, and kings--are not stronger than one single moral idea which tenaciously demands fulfillment."

That fulfillment will come because from the first day an American farmer shouldered a musket for liberty to this day, a national character was being formed, which could grow only if it lived in a climate of decency and fair play. That fulfillment will come because America must do it to remain America in the next one hundred years.¹⁰⁵

The instructor thought it appropriate at this point to impart some information to the students, while they "digested" the contents of the tape and Martin Luther King's words.

The class discussed Crimes and how they are grouped into two categories: felonies and misdemeanors, which, typically, are not as serious as felonies. Crimes, like murder, bank robbery, and kidnapping, it was pointed out, are felonies.¹⁰⁶ The class was asked the question, "What kind of crime was depicted on the tape you just heard?" Extended discussion revealed that there are some differences in the procedure used for prosecuting felonies and misdemeanors. Because of the graver penalties for felonies, there are many more steps between arrest and trial. Felonies are the "capital or otherwise infamous" crimes for which the Bill of Rights guarantees a preliminary hearing before a Grand Jury.

It seemed at this point also appropriate to talk of how a jury is chosen.

¹⁰⁵Martin Luther King, address made on the occasion of the launching of The Gandhi Society For Human Rights, Washington, D.C., excerpted from the book, Deep in My Heart by William M. Kunstler (New York: Morrow Paperback Edition, 1971), pp. 91-95.

¹⁰⁶C. A. Pantaleoni, Handbook of Courtroom Demeanor and Testimony (Englewood Cliffs: Prentice-Hall; Essentials of Law Enforcement Series, 1971), pp. 7-9.

Jurors are chosen from the people of the community, often from voting rolls. After the jury for a specific trial is impaneled, the jurors are questioned by the judge, the prosecutor, and the defense attorneys. Typically, if they can show a reason why a juror could not be impartial, the judge or either of the attorneys can have the juror replaced. In addition, the prosecutor and defense attorney can replace a certain number of jurors without giving any reason. These procedures help to ensure a fair, impartial jury.¹⁰⁷

The instructor then asked the students to form themselves into their small groups as there were a number of things the class still needed to do.

General Procedure and Description

After the students had formed their small groups, and after a time for them to visit about the tape, the instructor asked them these questions:

1. We often talk about "our rights." How do we know what these rights are? How are they established?
2. When a person is arrested, does he lose his rights? What is the difference between constitutional Rights and Human Rights?
3. Is everybody in the United States protected by the Constitution, including people accused of crimes? Do all countries guarantee their citizens comparable rights?

The instructor then asked the groups to write down on a sheet of paper the rights the Constitution guarantees an accused person. The collected and compiled lists included the following:

¹⁰⁷Ibid., p. 11.

The Constitution guarantees an accused person the right:

- a. to hear the charges against him
- b. to have reasonable bail
- c. to have a speedy, public trial
- d. to have the help of a lawyer in defending himself
- e. to have a trial by a jury, impartially chosen
- f. to see the persons who give evidence against him
- g. to call anyone he wishes to give evidence for him

After some extended discussion the following points were also made.

1. When a person is arrested, the police must advise him of his rights.
2. If an accused person cannot afford a lawyer, the court will appoint one who serves without charge.
3. No one can be forced to give evidence against himself.
4. The guilt or innocence of an accused person is decided by a jury.
5. The sentence is decided by the judge.
6. The police and the prosecuting lawyer represent the people.

Special Notes for Lesson VI

The assignment for the initial hour was somewhat affected by the examination of the Human Right to Equality of Opportunity, and by the introduction into class of the newspaper article on voting and the points of view of some of the nation's leaders on postcard registration. This naturally and fortuitously led to an extended discussion on the problem area of the clash of values and how they might be resolved in a democracy.

The lists of Human Rights were posted on the board and it was noted that it corresponded closely with the list of Human Rights as developed by the Phi Delta Kappa Commission on Education and Human Rights that the instructor read to them, and distributed at the end of the class session. The class then took-up the two interrelated and closely matched Human Rights of free assembly and freedom from self-incrimination.

The tape of the verdict in the Berrigan trial was then listened to and the instructor attempted to follow it with meaningful and relevant questions using the trial tape and the proper procedures for fair trials, in general, in a democracy. He gave them information necessary in distinguishing the kinds of trials possible plus information necessary to answer the questions posed. A rather extended discussion ensued regarding constitutional rights and provisions of law in relation to those accused of crimes.

Handouts:

"Human Rights: A High Priority in Teacher Education" and "Education and Human Rights: A Statement of the Commission on Education and Human Rights of Phi Delta Kappa and 'Students' Rights Endorsed"

Summary and Conclusion

The assignment was for the students to read the handouts mentioned just above.

Session VII

Introduction

The last class session culminated in a series of opportunities for the class to examine Human Rights as not only an entity preeminently

worthy of their study, but also, what is perhaps as important, that it was a process that they had engaged in as well. As a class, it was agreed that when one encounters the assortment of difficult social, moral, political, and economic problems of society today, many of which revolve around the denial of basic human rights, he realizes that these problems are an indicator of failure in the public educational system to develop within its students an understanding, appreciation, and commitment to human rights and to human relations that are essential to all human beings in this society.

Purpose

The purpose of today's class session was to enunciate and enumerate the class's Human Rights and to develop a major curricular implication that evolved from that list.

The instructor invited in a guest speaker who initially addressed himself to many of the problems encountered in the school on a day-to-day basis that related to basic human rights when reduced to their bare essentials. He analyzed the following areas: Suspensions, transfers and other forced removals from the schools, distribution of literature, leaflets and newspapers, buttons and armbands, flag salutes, pledge of allegiance and other ceremonies, dress and hair, after-school clubs (fraternities, sororities), use of school facilities, pregnancy, policy on students and teachers, forced confessions, police in the schools, searches in the school, school records, information about the school, diplomas and graduation, rules of the school, and appeals.

A dialogue was then established with the class about accountability and its implications for leadership. A spirited discussion was had on assignments, grading, teacher direction, dress codes,

"reasonableness," procedural due process, and extended discussion over whether or not institutions have rights.

The class was then involved in extending their awareness of human rights concerns into the area of curricular implications which logically follow a commitment to basic human rights on the part of teachers and the public schools.

Virtually all of the prospective teachers in class were subject-matter specialists; therefore, the discussion proceeded along curricular lines. It was discussed that the concern and commitment to human rights have to be the critical elements of any curriculum since progress in specialized education cannot qualify as a success unless the student has a general education which enables him to live within the present complex society while recognizing and caring for the rights and responsibility of all individuals. Thus, as the class had seen, the existence of potentially explosive problems in our society suggested several major implications for urgent curriculum change and improvement on the part of all concerned educators.

General Procedure and Description

In order to identify the major implications for curriculum improvement and teaching improvement of the human rights and human relations concerns, it seemed advantageous at this point to first identify the individual human rights, that the students, as a class, had enunciated, that apparently hold highest priority as they relate to education and the total growth pattern of the pupils in the educational institutions. The developed list, which closely paralleled the Phi Delta Kappa list of human rights as they relate to education, which are

to be equally possessed by all people, are as follows: (these are not necessarily in order of priority)

1. the Right to be regarded and treated at all times by all people as a person of dignity and worth.
2. the Right to have freedom of speech and press.
3. the Right to have equality of opportunity.
4. the Right to disagree, to differ, and to dissent.
5. the Right to learn and to search for the truth.
6. the Right to participate in policy and decision making.
7. the Right to determine one's own destiny.
8. the Right to peacefully assemble, to petition, and to redress grievances.
9. the Right to have privacy.
10. the Right to have freedom of expression (dress, personal appearance, etc.).
11. the Right to have due process and equal protection under the law.
12. the Right to have security of person and property.
13. the Right to have freedom of or from religion.
14. the Right to have freedom from self-incrimination.
15. the Right to have a trial by a jury of actual peers.

Performance Objectives

The student will be able to write a major implication for curriculum of the developed Human Rights list. In addition, the student will be able to order a set of curriculum implications in some sort of priority arrangement.

Handouts: "Americanism as an Educational Objective" and "Democracy as Process Demands Skills."

Activities

The class divided into six new and original groups and was given the assignment, to "come up with a major implication for curriculum of these Human Rithts."

There were a number of implications that the class drew from this developed list. The first group's major implication of the concerns for human rights and relations to improve curriculum and teaching instruction was the development of an awareness and concerned responsibility within the community and among parents, educators, and students to place high value on equality of opportunity for each and every individual student regardless of cultural, ethnic, or economic background and to recognize each human being at all times as one of dignity and worth.

To establish an atmosphere where these conditions will be present the following programs appear to be essential: A guidance program in which various groups of diverse backgrounds participate as one group to undertake a project that is meaningful to all creates a situation in which people will become so actively involved that they forget their individual opinions and prejudices and work harmoniously together. Other suggested projects are social action activities that deal with drug use and abuse, pollution and ecological concerns, after school care and supervision of young children whose parents work, tutorial projects, and any other projects that are of a vital interest to a particular group of people.

Another program that should be implemented is that in some subject-matter areas such as language arts and social studies, the teachers will avail themselves of opportunities to emphasize

similarities among all people regardless of their heritage to help develop an understanding and appreciation within their students of people who are different from themselves. As the school plans its extra-classroom activities, it will include special assemblies that are oriented to the development of positive, constructive attitudes and behaviors in human relations. Furthermore, knowing that the best teaching of understanding, solicitude, and appreciation of other human beings is by example, teachers may commit themselves to improving their own behaviors in human relations by participating in in-service activities, faculty seminars, and community workshops which have as their goals the exploration of problems involved to improve human relations and the development of procedures to accomplish good human relations.

As teachers widen their dimensions in these concerns, another achievement will usually follow and that is the "increased holding power" of schools. Teachers may then be increasingly able to accept each pupil as he is and conscientiously work with him to develop his own potentials and fulfill his individual needs. Thus, pupils may more readily identify with the school and as a result the drop-out rate will decrease. In summary, the implication was that education has to accept the challenge of relevance, equality of educational opportunity, and individual worth if schools are to continue to be the method of implementing the fundamental values in our democratic society.

The second group's major implication for curriculum and teaching improvement was a drastic change in teacher preparation in human rights and human relations. Teachers, as suggested by Jenkins in The Clearing House, February, 1970, will guide pupils instead of telling or lecturing them, create an atmosphere of discovery, structure activities but not

learning, and create for each and every child an equal opportunity to develop his own learning style thus accepting each child as worthy regardless of his cultural, economic, or ethnic background and adjusting the instructional program to meet his unique needs, abilities, and interests. Hence, a concern for the individual and not the system will dominate classroom methodology.

Likewise, many administrators will have to change their image to demonstrate a concern for human rights and constructive human relations. In the past many administrators have been totally autocratic in their schools and regarded their curriculum content as highest priority. Administrators will have to become actively involved in school and community affairs that are designed to implement successful curriculum improvement and teaching situations that recognize and value all people's human rights. Thus, the administrators will insure a climate where students can learn, work with teachers to provide diverse materials and a desirable physical plant, and help develop an evaluation system that deals with the students' total growth and at the same time tries to eliminate the imposing of white middle class standards in these measurements upon minority groups and economically or socially disadvantaged whites.

Teacher training institutions will have to re-vamp their courses of study for prospective teachers to include courses that deal with problems that relate to human rights and human relations. These elements of a curriculum have in the past been virtually totally disregarded in the institution's preparation program for future teachers. Thus the implication for teachers, administrators, and teacher training institutions is to exemplify in their activities and curriculum practices

that indicate a respect for and a commitment to basic human rights in order to perpetuate our conception of what American democracy ought to be like.

The third group's major implication of human rights and positive human relations for curriculum improvement and teaching improvement dealt with the pupils' rights to learn, to search for the truth, and to determine their own destiny. These rights must be exercised within a frame of reference which establishes a structure with a set of rules and regulations so that democracy and not anarchy will prevail. No student will be denied any learning experience that is valued by his society. In this type of academic climate very little if any censorship of literature will exist. Students will be guided but not coerced to pursue a curriculum that suits their own unique abilities and needs. The students will be represented on an advisory board or some type of decision-making body so as to have a say in policy and curriculum decisions. Grading and tracking will be abolished so that a student can pursue his own course of study so long as he satisfies the state's requirements for graduation.

The method suggested by the group evolved out of an article by Weise in the English Journal, January, 1970, as an excellent model to implement the democratic process for curriculum and teaching improvement and at the same time gives more recognition to human rights. At the end of a school year the pupils vote to determine the need and interest for each particular course in the language arts program--some courses may be eliminated while others may be added. After the vote is taken, the faculty tallies it, and a course is offered for registration if there are fifteen to twenty students who elect it. Also, a plan for independent

study exists. Students may enroll in more than one English class and frequently do. Other advantages of this system are its flexibility for their own destiny.

The pupils' search for truth will be fostered by teaching the development of rational powers so that they can think critically and question constructively to acquire their own skills of reason which will enable them to develop their own intellectual, economic, and social potential while at the same time being concerned about and contributing to the progress of mankind. Teachers will create an atmosphere in which students feel free to discuss controversial issues and confront conflicts that are deterrents to improved human relations and as a result the students will be able to search for the truth with the teachers functioning as resource people.

In conjunction with the pupils' rights to learn and to search for the truth is their right to determine their own destiny. Students will be allowed to fail if they so desire after the school has provided them with the means to determine the consequences and to work out the alternatives. Also, students will not be forced into a specialized curriculum that the school has determined suits their abilities. Hence, the implication of the rights to learn, to search for the truth, and to determine one's own destiny is that the school will have to change its approach as it has previously autocratically determined what students learned, how they learned, and usually that they did not fail or pursue a course other than an advised one.

The fourth group's major implication for schools' improvement in curriculum and teaching dealt with freedom of speech and press, the right to peacefully assemble, to petition, and redress grievances. In

the past these rights and freedoms have either been denied or totally ignored in many schools. To indicate a concern and commitment for these rights, the school will have to institute a set of practices that provide for these freedoms and rights. Students will be offered opportunities to express their opinions on subjects of vital importance to them in an open and free manner to the administration and teachers without fear of punishment even if the subject is controversial issues within the classroom. Freedom of speech will also provide opportunities for pupils as well as teachers to take part in planning assemblies and making policy decisions that directly affect the curriculum and welfare of the involved people. Freedom of press is not generally accepted in schools today. The implication is that school newspapers will reflect the views, feelings, and opinions of students who write the articles and not the teachers who edit them.

Freedom of speech and press are essential if the rights to petition, peacefully assemble, and redress grievances are to exist. A workable mechanism will have to be developed whereby the administrators and teachers will objectively consider and when feasible take action upon petitions or grievances presented by the student body. Thus, in order to organize themselves, students will have to have the right to peacefully assemble themselves. It is obvious that these assemblies can't just occur any time at any place but will have to be previously arranged to the mutual agreement of the administration and students. In conclusion, the implication for curriculum and teaching improvement will be the creation of a learning climate where everyone feels free to express himself and the school will not be an inhibitor of the pupils' rights, but a sponsor of them.

The fifth group's major implication of human rights and human relations concerns contributing to the improvement of curriculum and teaching is that justice as guaranteed by legal civil rights will be included in the schools. The human rights that concern the administration of justice are due process, equal protection under the law, freedom from self-incrimination, and a trial by jury of actual peers. An advisory board that is representative of pupils, teachers, parents, administrators, and community leaders will develop rules, regulations, policies, and procedures regarding hearings, trials, and appeals. These should have easy readability and be publicized in written form. Students will be presumed innocent of accusations until proven guilty, and only after guilt has been firmly established will disciplinary action follow. As a result, students who truly believe their judicial rights exist in a school will feel more responsible for their actions. Thus the implication is that schools will introduce and incorporate into their systems procedures of justice that comply with human-civil rights.

The sixth group's major implication for improvement in the schools concerned the human rights that deal with one's own personal self-freedom of expression, privacy, security of person and property, and the right to disagree, differ, or dissent. The rights to privacy and security of person and property are the basis for freedom in our American democratic society. The institutions' behavior will regard a person's privacy as of major importance in that student records will be confidential as will communications between counselor and student or teacher and student. A pupil or his property will not be threatened, confiscated, assaulted, or punished without due cause as previously established in written and published regulations.

Closely connected with the other rights already discussed are freedom of expression and the right to disagree, differ, or dissent. Freedom of expression will involve one's dress and physical appearance as well as his personal convictions. The schools will respect the individual's right to have these expressions of himself. The right to disagree, differ, or dissent is essential if democracy is to continue to exist. An individual will be allowed and encouraged to express his disagreements or dissenting opinions in an orderly fashion without fear of underhanded punishment such as lowering of academic grades, being disqualified for awards and scholarships, or being crowded out of special curricula.

Summary and Conclusion

The six groups' major implications for curriculum improvement and teaching improvement of the human rights and human relations concerns that were developed in the seventh session were designed to recognize each and every individual's basic human rights, to gain a commitment from teachers, administrators, and teacher training institutions for accountability for instituting a set of practices which exemplify their commitment to these rights. Emphasis was placed on the students' right to learn, the search for truth, to determine their own destiny, to respect and assure the students' rights to assemble, petition, and redress grievances, to establish conditions in which freedom of speech and press exist, to allow students to disagree, differ, or dissent, to bring into schools the judicial rights and laws which are guaranteed by civil rights, and to respect each person's privacy, and security of person and property. It was strongly felt by the students that the recognition and

establishment of practices within the schools which exhibit a commitment to these rights and freedoms will enable education to meet the challenges of the seventies so that our American democratic society will continue to progress to the mutual benefit of all.

The class was adjourned with the assignment to read the two handouts: "Americanism as an Educational Objective" and "Democracy as Process Demands Skills."

Session VIII

Introduction

Almost immediately the discussions during this last session turned toward the philosophical basis of our problem area.

The class was reminded that even the classical Greek spirit acknowledges man's ignorance and his limitations. It rejects every kind of fanaticism and despotism, whether political or intellectual.

Performance Objectives

To engage in dialogue and critically examine the notes and journals that the students and instructor had been keeping of discussions, films, other A-V mediums, outside speakers, and occurrences of both our small and large group activities and to compare our present comprehension of what we had learned with our original purpose, the class sought to determine whether, and to what degree, we had achieved those tasks.

In addition, the students were to demonstrate proficiency in knowledge of, and hopefully commitment to Human Rights. They were to demonstrate the degree of their understanding of Human Rights as an effective process of teaching/learning, and way of life--or life-style--

as well, by taking the post-measure; "Human Rights Survey" which it was hoped would be a gauge of their intrinsic understanding, and hopefully commitment, and extrinsically displayed not only on the indicated instrument, but also exhibited in observable behavior.

Handouts: "The Teacher in a Multivalue Society"

Activities

The class engaged in dialogue over some selected statements. They agreed that every elementary and secondary school in America should dedicate itself to the task of helping every boy and girl learn the meaning of rights, of respect, of dignity, of freedom and responsibility. "Let us begin from the premise that responsibility cannot be learned in the absence of freedom."¹⁰⁸

The Fourteenth Amendment states: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States. . ." Also read to the class was "'Neither the Fourteenth Amendment nor the Bill of Rights is for adults alone.' This statement was taken from the Supreme Court's opinion on the now famous 1967 Gault decision. This opinion and others like it are forcing those in the adult establishment and more especially the school to recognize a fundamental fact--students are citizens and as citizens students have constitutional rights."¹⁰⁹

¹⁰⁸Morrel J. Clute, "The Rights and Responsibilities of Students," MEA Student Rights Conference, June, 1969, p. 17.

¹⁰⁹Ibid., p. 19.

It was emphasized that the Fourteenth Amendment "protects the citizen against the State itself and all its creatures--Boards of Education are not excepted--that they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to count important principles of our government as mere platitudes."¹¹⁰

Certain selections were then read to the class. "It is in this century that the child has moved from chattel--a thing to be owned, controlled and dealt with as an economic asset (or liability)--to a position of being an individual person having rights of his own to be protected and nourished," wrote Judge Anderson in his "Children's Charter."¹¹¹

"Thus students may play a part in the running of their schools. They may let administrators and teachers know what students believe to be wrong with the present system. By discussing and expressing opinions on what students consider to be bad education and unreasonable regulations, students can help shape their educational environment."¹¹²

"A few years back, public school authorities had a free hand in student discipline. You could interrogate, transfer, suspend, or expel youngsters pretty much as you saw fit. The standards of dress and

¹¹⁰West Virginia State Board of Education vs. Walter Barnette, 319 U.S. 633 (1943).

¹¹¹Judge Donald T. Anderson, Recent Court Decisions and the Rights of Children, March, 1968, p. 9.

¹¹²National Emergency Civil Liberties Committee, The Tinker Decision: Its Relevance to Student Speech Activities, Washington, D.C., 1969, p. 3.

conduct you set were not subject to judicial supervision. In the eyes of the courts, you acted in loco parentis--and that was that."¹¹³

"The power of the superintendent or building principal is not drastically reduced today. But it is no longer unlimited. Increasingly, in recent years, students have turned to the courts for relief from arbitrary school rules and discipline. And increasingly, they have won their judicial battles."¹¹⁴

A major teachers union has given thought to the role of the student, as outlined in "A Code of Ethics of the Education Profession" as adopted, "The educator measures his success by the progress of each student toward realization of his potential as a worthy and effective citizen. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals." The "Code of Ethics" states further that, "In fulfilling his obligation to the student, the educator . . . Shall not without just cause restrain the student from independent action in his pursuit of learning, and shall not without just cause deny the student access to varying points of view."¹¹⁵

The Universal Declaration of Human Rights, adopted by the United Nations, proclaims that "Education shall be directed to the

¹¹³"Student Dissenters and the Law," School Management, XII (November, 1968), p. 64.

¹¹⁴Ibid., p. 65

¹¹⁵"Code of Ethics of the Education Profession," (adopted in 1968 by the National Education Association Representative Assembly), Principle I cited by Michigan Education Association, The United Profession, Washington, D. C., 1969-70, p. 60.

full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms."¹¹⁶

It was emphasized to the students that it should be understood that the Human Rights, particularly those that relate to students set forth in this package, must be looked upon as more than a line of defense; they are positive elements in the educational process of a democracy. "A school which does not respect human rights and Civil Liberties has failed the community, its students and itself."¹¹⁷

James Casebere in his paper, "The Real Issues of Student Unrest," pointed out that: "People do not make an issue of their 'rights' unless they have been deprived of them. . . . It is doubtful that students would be making these demands or that courts would be forced into interpreting them if the schools practiced (not preached) the values that undergird the democratic idea, especially the fundamental value that a human being has the right to share in making decisions that affect him, with its corollary that the function of education is to help the young learn how to assume that responsibility."¹¹⁸

General Procedure and Description

Post Measure: "Human Rights Survey"

The instrument provides an opportunity for teacher education students to analyze Human Rights behaviors in the public school. The

¹¹⁶Universal Declaration of Human Rights, (adopted by The United Nations General Assembly), San Francisco, California. Article XXVI, Section 2, December 1-, 1948.

¹¹⁷American Civil Liberties Union, Academic Freedom, 1969, op. cit., p. 20.

¹¹⁸James Casebere. "The Real Issues of Student Unrest," Tentative Position Paper, Michigan Student Action Council Steering Committee, January, 1970, p. 2.

instrument identifies practices and policies which, in the opinion of many educators, contribute to the effective observance of human rights by public high schools and those who participate in its programs and activities.

Summary and Conclusion

The instructor distributed the hand-out, "The Teacher In a Multivalue Society" and concluded the learning activity package on Human Rights by stating that he hoped this experience had taught them to relate the ideas they had about human rights and political behavior to the selection of content and development of behavior on their part and on the part of their students in their own schools and classrooms in such a way as to exemplify their commitment to human rights concerns that were studied.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

As indicated in Chapter I, the basic purpose of this study was the production and development of a Learning Activity Package on Human Rights in Education, to teach the Package to prospective teachers, and to assess the effectiveness of the Learning Activity Package. This chapter is concerned chiefly with that third component of the purpose, the assessing the effectiveness of the Learning Activity Package.

There were essentially two methods of assessing the effectiveness of the Package or basically two kinds of evaluation procedures: subjective and objective.

Subjective Evaluation Procedures

Subjectively, at the conclusion of the teaching component of the Package, the students were asked two interrelated questions:

"What did you think of the Learning Activity Package on Human Rights?"

"What should be done to improve the Package?"

The responses were many and varied and difficult to categorize, characterize, or collate, but they were, without exception, very positive and contributive to the upgrading of the Package. Their unabridged and unedited comments in response to the aforementioned questions are included in Appendix B.

Objective Evaluation Procedures

To provide an objective view of the impact on students of the Learning Activities Package, a procedure was designed for an empirical evaluation. An instrument designed to measure attitudes toward human rights was administered as a pre- and post-test. Demographic data were collected so that their effects on students' attitudes could be explored.

An analysis of the demographic data indicated that the information available would support exploration of the following hypotheses which were listed in Chapter I:

- H₀1 There is no significant difference between the pre-test and post-test scores of secondary education students responding to the evaluation instrument administered before and after their participation in activities of the Learning Activity Package entitled Human Rights in Education.
- H₀2 There is no significant difference between scores made by secondary education students who report a higher educational level for their parents and scores made by students who report a lower educational level.
- H₀3 There is no significant interaction between the educational level of the parents and the students' scores on the pre- and post-tests.

Described in the following sections are the subjects, the instrument, the analysis of demographic data, the experimental design, the statistical analysis and the results of the analysis.

Subjects

The subjects for this study were forty-nine secondary teacher education students enrolled in two selected sections of Education 4414, Curriculum and Instruction in the Secondary School, in the College of Education at the University of Oklahoma during the fall semester of the 1972-73 academic year. For the most part, the subjects were either junior or senior college level students completing this, their last

course in the professional education sequence for secondary teachers. Forty-three students took both the pre- and post-test.

The pre-test was administered to the group of students the first class meeting, before any other activity was initiated and the post-test instrument was administered to the same group of students in the two sections, previously cited, as the concluding activity of the last class session.

Evaluation Instrument

It was determined, after a "trial run" or pilot study¹¹⁹ on five professional education classes conducted during the spring semester of 1971, that the Learning Activity Package should address itself to human rights, chiefly through the vehicle of student rights. For this reason the new instrument, "Human Rights Survey" was considered to be the most appropriate means to measure changes that might result from specific instruction designed to develop more sensitive attitudes and opinions toward human rights issues.¹²⁰

The instrument used, as indicated in Chapter I, was developed by

¹¹⁹A pilot study ". . . is used, with special references to field investigations, to denote an exploratory state of investigation." In quantitative survey work, the pilot state (or stages) forms the final trial before a large-scale inquiry is begun. Such a stage comes between the stage of general planning and the more extensive application of the techniques of inquiry. In this sense it has four principal objects: (a) to collect information on the availability, variability, and adequacy of the material; (b) to test different forms of the instruments to be used in the inquiry, (e.g., the questionnaire) and to test the administration of the proposed study; (c) to obtain an estimate of time taken so that cost can be calculated; (d) to determine in the light of these objects, the feasibility of the proposed study." Julius Gould and William Klob, editors, A Dictionary of the Social Sciences (New York: The Free Press, 1964), p. 503.

¹²⁰Melvin Todd, Human Rights Survey (As adapted and modified by the investigator) (Norman, Oklahoma, 1972.)

Todd¹²¹ as an attitude scale designed to discover attitudes of students towards human rights practices and procedures in the secondary school. The instrument was adapted and modified for use with upper level college students. The instrument, attached as Appendix A, provided an opportunity for teacher education students to analyze Human Rights behaviors in the public schools and identified practices and policies which contributed to the effective observance of human rights by the public secondary school and those who participated in its programs and activities.

In Todd's¹²² validation process content validity was the chief concern. Content validity of course refers to "the representativeness of sampling adequacy of the content--the substance, the matter, the topics--of a measuring instrument."¹²³ Kerlinger also pointed out that content validity is mainly concerned with judgment. Judgment about the representativeness of items may be made alone by the author or with others.¹²⁴ Downie and Heath stated when a test is "so constructed that it adequately covers both content and objective," it is valid.¹²⁵ In simple terms validity is achieved when "a test measures what it was intended to measure."¹²⁶

¹²¹Ibid.

¹²²Todd, op. cit.

¹²³Kerlinger, op. cit., pp. 445-446.

¹²⁴Ibid., p. 446. See also "Technical Recommendations for Psychological Test and Diagnostic Techniques," Psychological Bulletin, LI (1954), Supplement, 201-208. Lennon, "Assumptions Underlying the Use of Content Validity," Educational and Psychological Measurement, XVI, 1956, pp. 269-282.

¹²⁵N. M. Downie, and R. W. Heath, Basic Statistical Methods, 2nd edition, (New York: Harper and Row, 1956), p. 223.

¹²⁶Vivian Gounevitich, Statistical Methods: A Problem-Solving Approach, Boston: Allyn and Bacon, Inc., 1965), p. 20.

A judgemental process had been used to establish the content validity of the attitude scale. But some question remained about the validity of the instrument for use with college students. For this reason, careful attention was given to the analysis of the individual items. Reliability of the instrument had not been established for college students so the item analysis was designed to provide a reliability coefficient.

Preliminary examination of the pre-test responses suggested that the scores were so high that the post-test scores could have little chance to be higher. Therefore, an item analysis was done on the 60 items of the pre-test. Fifteen items were found to be discriminating very poorly among the students in the sample and were deleted from subsequent analysis.

Items eliminated were those which were scored as 5 (the maximum number) at least 80 percent of the time or more on the pre-test. The item numbers and percentages listed in Figure 2 on the following page are based on item analysis of all forty-nine tests which resulted from the administration of the pre-test.

A number of elements should be pointed-out in regard to the decision to delete 15 questions from the questionnaire. They relate to the validity of the instrument when it is used with college students.

A. Preliminary examination of the items indicated that entirely too many items were marked 5 on the pre-test, i.e., 15 items were marked 5 by 80 percent or more of the subjects, these items would then have to be considered to be poor discriminators.

B. Since the survey instrument at that time was in its modified form and still in the experimental stages of development and that form

had never been field-tested nor standardized, it appeared to be a logical consequence that some of the items would not be useful. Test construction always anticipates the loss of some items, therefore it appeared to be justifiable to eliminate those items from the analysis.

C. In particular, it should be emphasized that although 15 items failed to discriminate in this particular sample, they may be adequate for other samples. The problem will be resolved when adequate numbers of cases are available for standardization.

Figure 2.

Items Eliminated

| <u>Item</u> | <u>% of 49 students who responded to item 5</u> |
|-------------|---|
| 1. 1 | 94 |
| 2. 4 | 80 |
| 3. 9 | 88 |
| 4. 11 | 88 |
| 5. 18 | 84 |
| 6. 26 | 86 |
| 7. 28 | 92 |
| 8. 33 | 92 |
| 9. 36 | 84 |
| 10. 39 | 86 |
| 11. 47 | 88 |
| 12. 55 | 88 |
| 13. 56 | 88 |
| 14. 57 | 88 |
| 15. 58 | 86 |

Subsequently, a computer analysis was run on the pre-test and the post-test, using only the 43 subjects who were in the final sample. This analysis also indicated that the same 15 items were scored 5 by at least 80 percent of the sample.

The data were processed on the 360-40 IBM Computer through the facilities of the Merrick Computing Center of the Univeristy of Oklahoma.

The specific routine provided the difficulty index for each item and a Kuder Richardson correlation for the pre-test (.947) and post-test (.938). These correlations were tentative confirmation of the reliability of the survey instrument.

The percent of students utilizing each level of response for each item on the instrument was calculated. For example, the number of students who used 4 as a response, the number who used 3 and 2 and 1. This kind of information was useful to the instructor of the class because it indicated the degree and direction of the attitudes of his class with respect to specific aspects of human rights concerns, thus facilitating planning for instruction.

Analysis of Demographic Data

All students from both classes were grouped together in the processing of demographic data.

On the instrument "Human Rights Survey" certain demographic data were asked of the student. As stated on the frontispiece, "It seems very worthwhile to attempt to get data on your attitudes concerning this topic. Your identity will remain unknown, but some information about you is needed for grouping the data in various ways."

"The following are some statements concerning policies and behaviors found in the public high schools. Therefore, please indicate your opinion regarding the extent to which you agree or disagree that the policy or practice should be present in the school by circling number one through five in the appropriate column following each statement." Therefore it will be necessary that you fill in and check all the blanks that apply to you." The students were asked to respond to the following categories:

- 1) Race (White, Black, Other)
- 2) Sex (Male, Female)
- 3) Occupation of parents, guardian, or spouse.
- 4) Income Level ("Which of the following is your best estimate of the approximate combined income category for your parents, guardian, or, if married, you and your spouse.")

(1) Less Than \$5,000_____ (3) Above \$10,000_____

(2) \$5,000 - \$10,000_____

- 5) Educational Level ("Indicate, by circling, the highest educational attainment by your parents, guardian, or if married, your spouse.")

| | <u>Father</u> | <u>Mother</u> | <u>Spouse</u> |
|---|---------------|---------------|---------------|
| 8th grade or less ----- | 1 | 1 | 1 |
| Some high school, technical school or business school -- | 2 | 2 | 2 |
| Graduated from high school, technical school or business school ----- | 3 | 3 | 3 |
| Some college work ----- | 4 | 4 | 4 |
| College graduate ----- | 5 | 5 | 5 |
| Degree beyond bachelors ---- | 6 | 6 | 6 |

Preliminary data analysis indicated that subjects were very similar in socioeconomic status. A major unanticipated problem arose when preliminary examination disclosed that subjects did not consistently entirely fill-out and complete the demographic data collection section of the survey instrument. The only consistent data blanks filled-out were the educational level portions.

The investigator was able to produce almost equal groups by using the father's educational level or the mother's level if nothing was marked in the father column.

For purposes of grouping:

HI indicates the group who reported 5 or 6 which was a bachelor's degree or above.

L0 indicates the group who reported 4 or below which was some college or business school or less.

Experimental Design

A pre-test--post-test design was employed in this study.¹²⁷ Kerlinger defined this design (pre-test--post-test) as the "before and after design." For studies of change, or so-called change experiments, he calls this the "classical design" of research.¹²⁸

According to Good, "This experimental design seeks to control the main effects of history, maturation, testing, instrument decay, regression, selection, and mortality."¹²⁹ With regard to the experimental design, Monroe pointed-out that such a plan "implies consideration in advance of all types of errors to be encountered in the experiment, including those which may be minimized or 'controlled' by proper choice of statistical method."¹³⁰

The two levels of parental education and the pre- and post-test design are illustrated in Figure 3.

Figure 3.

| | Pre-Test | Post-Test |
|------|----------|-----------|
| HIGH | N = 19 | N = 19 |
| LOW | N = 24 | N = 24 |

¹²⁷Carter V. Good, Essentials of Educational Research (Appleton-Century Crofts, 1966), p. 360.

¹²⁸Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart, and Winston, Inc., 1965), p. 295.

¹²⁹Good, op. cit.

¹³⁰Walter S. Monroe, Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), p. 415.

The most appropriate statistical method for the pre-test--post-test design was the repeated measures analysis of variance. The use of two levels of parental education as one factor and pre-post testing as the repeated measures allowed testing of the three hypotheses as stated in Chapter I and again at the beginning of this chapter.

Analysis of variance as described by Kerlinger and Winer was used to test the hypotheses of this study. This technique is a statistical method of two or more independent variables on a dependent variable. This technique allows F ratios to be computed testing the significance of differences.

As described by Bruning and Kintz,¹³¹ this two-factor mixed design is basically a combination of the completely randomized design and the treatments-by-subjects design. Not only does this design permit comparison of the differences in the overall performance of the subjects in the two levels of parental education, but it also permits evaluation of the changes in attitudes shown by the subjects during the experimental session. The investigator found it described and designated by various names in three additional texts.¹³²

As described, there were these points to consider when using the two-factor mixed design:

1. If trials or observations are blocked, each block is to be treated as one score.

¹³¹J. L. Bruning and B. L. Kintz, Computational Handbook of Statistics, (Glenview, Illinois: Scott Foresman and Company, 1968), pp. 54-61.

¹³²A. L. Edwards, Experimental Designs in Psychological Research, rev. ed., (New York: Holt, Rinehart & Winston), Chapter 14, pp. 227-232; E. F. Lindquist, Design and Analysis of Experiments in Psychology and Education (New York: Houghton Mifflin Company, 1953), Chapter 13, pp. 266-273; B. J. Winer, Statistical Principles in Experimental Design (New York: McGraw-Hill Book Company, 1962), Chapter 7, pp. 302-312.

2. Although it is not necessary, it is usually best to have an equal number of subjects in each experimental group.
3. The number of experimental groups compared, the number of subjects per group, and the number of trials or observations (scores) recorded for each subject is arbitrary. However, it is rare that more than four or five experimental groups are compared in one experiment and that more than five or six scores are entered and analyzed for each subject. In most experiments, ten to fifteen subjects are assigned to each experimental group.¹³³

Statistical Analysis

The analysis of variance was computed using total scores from 45 items, deleting the 15 items that had not discriminated on the test. Figure 4 presents the scores for each student and the means and standard deviations for each of the groups of educational levels.

Figure 4.

Raw Scores Used for Analysis of Variance

These Are Total Scores After Elimination of 15 Items

- L0 -

| <u>#</u> | <u>PRE</u> | <u>POST</u> | <u>TOTAL</u> |
|----------|------------|-------------|--------------|
| 0013 | 180 | 213 | 393 |
| 1514 | 215 | 219 | 434 |
| 2503 | 213 | 216 | 429 |
| 2585 | 220 | 222 | 442 |
| 2699 | 212 | 222 | 434 |
| 2756 | 158 | 224 | 382 |
| 2810 | 211 | 199 | 410 |

¹³³ Bruning et. al., op. cit., p. 55.

Figure 4. (Continued)

- LO -

| # | <u>PRE</u> | <u>POST</u> | <u>TOTAL</u> |
|--------------|------------|-------------|--------------|
| 2859 | 201 | 207 | 408 |
| 3101 | 194 | 211 | 405 |
| 3232 | 210 | 221 | 431 |
| 3344 | 212 | 218 | 430 |
| 3382 | 193 | 211 | 404 |
| 4870 | 205 | 214 | 419 |
| 6133 | 193 | 210 | 403 |
| 6175 | 181 | 201 | 382 |
| 6256 | 204 | 218 | 422 |
| 6544 | 180 | 189 | 369 |
| 7442 | 195 | 202 | 397 |
| 7526 | 190 | 210 | 400 |
| 7836 | 165 | 172 | 337 |
| 8514 | 196 | 215 | 411 |
| 8636 | 206 | 212 | 418 |
| 8755 | 186 | 185 | 371 |
| 9973 | 199 | 198 | 397 |
| ΣX | 4,719 | 5,009 | 9,728 |
| ΣX^2 | 933,603 | 1,049,215 | 3,957,168 |
| \bar{X} | 196.625 | 208.8451 | |
| Sd | 15.7833 | 12.8451 | |

- HI -

| # | <u>PRE</u> | <u>POST</u> | <u>TOTAL</u> |
|------|------------|-------------|--------------|
| 0359 | 195 | 212 | 407 |
| 0654 | 225 | 224 | 449 |
| 1455 | 208 | 202 | 410 |
| 1644 | 197 | 207 | 404 |
| 2055 | 198 | 213 | 411 |
| 2645 | 203 | 209 | 412 |
| 3579 | 213 | 218 | 431 |
| 3582 | 200 | 215 | 415 |
| 4026 | 212 | 221 | 433 |
| 4095 | 189 | 201 | 390 |
| 5341 | 215 | 220 | 435 |
| 5666 | 212 | 217 | 429 |
| 6366 | 177 | 186 | 363 |
| 6492 | 216 | 224 | 440 |

Figure 4. (Continued)

| # | <u>- HI -</u> | | |
|------|---------------|-------------|--------------|
| | <u>PRE</u> | <u>POST</u> | <u>TOTAL</u> |
| 7169 | 223 | 225 | 448 |
| 7302 | 180 | 195 | 375 |
| 7430 | 204 | 201 | 405 |
| 7807 | 187 | 208 | 395 |
| 8464 | 190 | 197 | 387 |

N = 19

| | | | |
|--------------|----------|----------|-----------|
| ΣX | 3,844 | 3,995 | 7,839 |
| ΣX^2 | 781,138 | 842,199 | 3,244,589 |
| \bar{X} | 202.3157 | 210.2631 | |
| Sd | 13.8164 | 11.0495 | |

The analysis of variance is based on the sums of squares for each of the levels. Figure 5 presents the computation of the sums of squares for each of the levels and the error term which is used to compute the divisor for the F ratio

Figure 5.Computational Steps and ANOVA Table

| | | | | |
|-----------------|---------|--------------------------|---|---|
| | Step 5 | ΣX^2 | = | 3,606,155. |
| | Step 6 | ΣX | = | 17,567 |
| Correction Term | Step 7 | $\frac{(\Sigma X)^2}{N}$ | = | 3,588,366.1511 |
| | | | | 17,788.8489 |
| | Step 8 | SS_t | = | 12,512.3489 |
| | Step 9 | SS_b | = | |
| | Step 10 | SS_c | | 3,588,644.5175 - (Step 7) = 278.3664 |
| | Step 11 | error _b | | 12,233.9825 |

Figure 5. (Continued)

| | | | |
|---------|----------------|---|-------------|
| Step 12 | SS_W | = | 5,276.5 |
| Step 13 | SS_{tr} | = | 2,261.407 |
| Step 14 | SS_{trxc} | = | 90.7025 |
| Step 15 | SS_{error_W} | = | 2,2924.3905 |

Listed in Table 1 are the means and standard deviations of the groups used in the analysis.

It should be noted that for both groups the means increased and the standard deviations decreased. The students scored higher on the post-test than they did on the pre-test and in addition they agreed more, i.e., the spread of scores was not as large on the post-test as it was on the pre-test.

TABLE 1

Pre-Test and Post-Test Means And
Standard Deviations for Educational Level Groups

| Groups | Pre-Test | | Post-Test | |
|--------------|----------|-------|-----------|-------|
| | Mean | S.D. | Mean | S.D. |
| High, N = 19 | 202.32 | 13.82 | 210.26 | 11.05 |
| Low, N = 24 | 196.62 | 15.78 | 208.71 | 12.85 |

Table 2 presents the summary table for the analysis of variance. Included are the sums of squares, the degrees of freedom, the mean squares and the F ratios.

It should be noted that the only significant F ratio is designated Trials. This ratio refers to the pre- and post-testing using the attitude scale. The significant F ratio indicates that there was a significant gain from pre- to post-testing.

TABLE 2
Analysis of Variance for Pre and Post Testing And
Educational Level Groups

| Source | SS | df | MS | F |
|-------------------|-----------|----|----------|--------|
| Between Groups | 12,512.35 | 42 | | |
| Educational Level | 278.37 | 1 | 278.37 | .93 |
| Error | 12,233.98 | 41 | 298.39 | |
| Within Groups | 5,276.50 | 43 | | |
| Pre-Post Testing | 2,261.41 | 1 | 2,261.41 | 31.71* |
| Levels x Testing | 90.70 | 1 | 90.70 | 1.27 |
| Error | 2,924.39 | 41 | 71.33 | |
| TOTAL | 17,788.85 | 85 | | |

*p < .01 = 12.61

Principle Findings

This chapter was concerned with the analysis of the data which tested the three hypotheses of this study. The evidence from the data analysis supported the rejection of one of the null hypotheses while failing to support the rejection of the remaining two.

The basic findings of the study are listed below:

There was a statistically significant difference in secondary teacher education student's attitudes toward human rights concerns after participating in experiences of the Learning Activity Package on Human Rights in two sections of Education 4414, Curriculum and Instruction in the Secondary School.

There was no statistically significant difference between the scores of students who reported higher parental educational level and those who reported lower parental educational level.

There was no statistically significant interaction between educational level and pre- and post-test scores.

Additional information was provided by the standard deviations of the two groups of students. The smaller standard deviations on the post-test indicates less variability after the learning experience, the students agreed with each other more closely.

Validity and reliability information were collected which indicated that 45 of the 60 items were valid for use with the sample of college students. Evidence of reliability was indicated by the high coefficients of reliability.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The basic purpose of this study was the production and development of a Learning Activity Package on Human Rights in Education, to experimentally teach the Package to prospective teachers, and to assess the effectiveness of the instruction.

A Likert-type questionnaire, as developed by Todd, was utilized in this study to provide a portion of the assessment of the effectiveness of the Package. (See Appendix A)

The questionnaire was validated for the purposes of this study by its ability to differentiate between pre- and post-test scores of attitudes towards human rights concerns of two selected sections of classes of Education 4414, Curriculum and Instruction in the Secondary School, in the College of Education at the University of Oklahoma.

The subjects for this study were forty-three students who took both the pre- and post-test. It was determined, after a "trial run" or pilot-study that the Learning Activity Package was a viable format for instruction and that the "Human Rights Survey" was an appropriate means to measure changes that might result from specific instruction designed to develop more sensitive attitudes and positive opinions toward human rights issues.

The data were processed on the 360-40 IBM computer. An analysis

was run on the pre-test and the post-test, using only the forty-three subjects who were in the final sample. The specific routine provided the difficulty index for each item and a Kuder-Richardson correlation for the pre-test (.947) and post-test (.938). These correlations are confirmation of the reliability of the survey instrument.

The two groups were used as one of the factors in a repeated measures analysis of variance. The pre-test and post-test were the repeated measures. The design thus permitted the testing of the three hypotheses. They concerned the effect of the learning experience, the effect of students' parental educational level, and the interaction between the two.

Initially, an analysis of variance was computed using the total scores from all 60 items. No significant difference was found. Subsequently, a second analysis of variance was computed using total scores from forty-five items, deleting the fifteen items that had not discriminated on the pre-test. The second analysis of variance produced a significant *F* value for treatment. Although the assumptions of normality and homogeneity of variance were not completely met, the analysis of variance was considered robust to deviations of the magnitude encountered in these data. For both groups the means increased and the standard deviations decreased.

Analysis of the scores from pre- and post- testing allowed rejection of the null hypothesis of no significant difference in attitude scores. There was a change in attitudes as reflected by the scores on the survey and the change was toward a more positive feeling for the basic human rights of individuals.

The analysis of scores also indicated that educational level was

not a factor in the way students responded to training. The group of students who were in the high educational level group scored slightly higher but not significantly so on both pre- and post-test. But according to the analysis of scores, they did not make more or less gain than did the students in the low educational level group. This is indicated by the F ratio for interaction which did not reach the magnitude required for significance.

Conclusions

The purpose of the study was to develop a Learning Activity Package on Human Rights in Education, to teach the package to prospective teachers, and to assess the effectiveness of the Package.

The findings of the study supported the conclusion that the Learning Activity Package resulted in changed attitudes toward human rights and that the change was toward a greater understanding and awareness of the human rights implications attendant to successful teaching in the secondary school.

Some additional conclusions were drawn from the investigation. The different educational levels of the parents which might have had some impact on the attitudinal climate of the students was found to have no effect on attitudes of the students. This was true for their attitudes before exposure to the Learning Activity Package and after their experience.

The findings also support the conclusion that the Human Rights Survey was a useful device for measuring attitudinal change when used with college students.

The findings also support the conclusion that students enter the

experience of a unit on human relations with widely varying attitudes; but when they finish the unit, they are in closer agreement concerning the issues measured by the evaluation instrument.

The findings also support the conclusion that a four weeks (8 session) time-frame allotment to engage in inquiry over human rights concerns may be inadequate, with a greater amount of time assigned to that portion of the course one might conclude that greater opportunities for understandings and, hopefully, commitment to human rights might occur. One could conclude this from student responses (See Appendix B).

Further conclusions that have evolved from the effort to produce and develop a Learning Activity Package on Human Rights in Education, successfully teach it, and assess its effectiveness are:

1. That the package was genuinely acceptable to and enjoyed by both students and the instructor.
2. That longer class period time-frames may be needed, that due to the oftentimes deep involvement of most students with each other and outside-speakers, that more time than two hours, particularly at certain times, are indicated.
3. It was concluded that additional numbers of blacks and males would significantly improve student learning and the quality of instruction in the Learning Activity Package.
4. It was concluded that the Package would lend itself well to team-teaching and that, further, due to the demands of the task, teaching aides would have been extremely helpful.
5. That, due to the overwhelmingly positive responses on the part of the students to the outside speaker's contributions about human rights in regard to the public secondary school

situation, it was concluded that opportunities should be available for on-site visitations or field trips at appropriate points in the learning sequence.

RECOMMENDATIONS

The analysis of the results of this study and the conclusions reached support the following recommendations:

1. A longer class-time period should be seriously considered when instruction is done in the format of the Learning Activity Package on Human Rights in Education.
2. A greater number of class sessions be devoted to the examination of human rights through the use of the Learning Activity Package, or similar instructional strategy format.
3. Because of extremely high involvement on the part of students and a desire to extend potential benefits, it is recommended that instructional opportunities in Learning Activity Packages in Human Rights in Education, or similar formats, be instituted as a regular part of the sequence of professional preparation courses for both elementary and secondary education students in the College of Education at the University of Oklahoma.
4. Because of the importance of any unit on human rights, it is recommended that adequately trained personnel and operable equipment be made freely available as the instructor needs and requests them. Professional obligations have failed if it is required that instruction be tied to functionaries and their itineraries.

5. Because of the potential for new ways to affect desirable changes in instruction, it is recommended that consideration be given to the possibilities of enriching learning activities associated with human rights by examining the efficacy of utilizing field-trips, team-teaching, and teacher aides in the Learning Activity Package on Human Rights in Education.
6. Because of professional commitments and those commitments rather directly related to human rights, it is recommended that more adequate provision be made for guest speakers and acknowledgement be accorded them and to their valuably important contributions to the Learning Activity Package on Human Rights and its instruction.
7. It is recommended that up-dated, different forms of the instrument "Human Rights Survey" be developed to use as the pre-test and post-test instrument in ascertaining professional education students' attitudes towards human rights concerns.
8. It is recommended that a Learning Activity Package on Human Rights, or similar instructional units, will be more meaningful if offered in classes which include significant numbers of students who belong to minority groups.

APPENDIX A
HUMAN RIGHTS SURVEY

The attached instrument provides an opportunity for teacher education students to analyze Human Rights Behaviors in our schools. The instrument identifies practices and policies which, in the opinion of many educators, contribute to the effective observance of human rights by a public high school and those who participate in its programs and activities.

It seems very worthwhile to attempt to get data on your attitudes concerning this topic. Your identity will remain unknown but some information about you is needed for grouping the data in various ways. Therefore it will be necessary that you fill in and check all the blanks that apply to you.

HUMAN RIGHTS/CIVIL RIGHTS SURVEY

INSTRUCTIONS

Please respond to all of the items frankly. DO NOT sign your name on this paper, no one need know who marked these sheets.

Please follow directions.

CIRCLE THE CORRECT ITEM

Race: Black White Other

Sex: Male Female

COMPLETE THE BLANKS

Occupation of parents, guardian, or spouse:

Father _____ Mother _____

Guardian _____ Spouse _____

CHECK THE FOLLOWING:

Which of the following is your best estimate of the approximate combined income category for your parents, guardian or, if married, you and your spouse.

(1) Less than \$5,000 _____ (3) Above \$10,000 _____

(2) \$5,000 - \$10,000 _____

CIRCLE THE APPROPRIATE NUMBER IN EACH COLUMN

Indicate, by circling, the highest educational attainment by your parents, guardian or, if married, your spouse.

| | <u>Father</u> | <u>Mother</u> | <u>Spouse</u> |
|---|---------------|---------------|---------------|
| 8th grade or less----- | 1 | 1 | 1 |
| Some high school, technical school or business school----- | 2 | 2 | 2 |

| | <u>Father</u> | <u>Mother</u> | <u>Spouse</u> |
|--|---------------|---------------|---------------|
| Graduated from high school, technical school or business school----- | 3 | 3 | 3 |
| Some college work----- | 4 | 4 | 4 |
| College graduate----- | 5 | 5 | 5 |
| Degree beyond bachelors----- | 6 | 6 | 6 |

The following are some statements concerning policies and behaviors found in public high schools. Please indicate your own opinion regarding the extent to which you agree or disagree that the policy or practice should be present in the school by circling number 1 through 5 in the appropriate column following each statement.

USE THIS CODE

| | | | | | |
|--|------|----------------|-----------------|-----------|--------------------|
| 1 -- Strongly disagree | (SD) | | | | |
| 2 -- Generally disagree | (GD) | | | | |
| 3 -- Undecided | (U) | | | | |
| 4 -- Generally agree | (GA) | | | | |
| 5 -- Strongly agree | (SA) | | | | |
| | | Strongly Agree | Generally Agree | Undecided | Generally Disagree |
| | | (SA) | (GA) | (U) | (GD) |
| Example: Most of the teachers at this school appear to enjoy their work. | | 5 | 4 | 3 | 2 |
| | | | | | 1 |
| | | | | | Strongly Disagree |
| | | | | | (SD) |

| | Strongly Agree (SA) | Generally Agree (GA) | Undecided (U) | Generally Disagree (GD) | Strongly Disagree (SD) |
|--|---------------------------|----------------------------|------------------|-------------------------------|------------------------------|
| 1. I believe the school should provide an equal opportunity for all students regardless of academic ability, race, social, economic, or religious background. | 5 | 4 | 3 | 2 | 1 |
| 2. I believe that the principal should develop and maintain a school climate where student opinions and suggestions are welcomed and acted upon. | 5 | 4 | 3 | 2 | 1 |
| 3. I believe that most teachers should allow and encourage students to express agreement or disagreement with answers given or ideas expressed by the teacher or classmates. | 5 | 4 | 3 | 2 | 1 |
| 4. I believe that student representatives should be encouraged to participate freely and express disagreement in the committees and student government bodies in the school. | 5 | 4 | 3 | 2 | 1 |
| 5. I believe that the school should pay no attention to the religious beliefs of its students and faculty. | 5 | 4 | 3 | 2 | 1 |
| 6. I believe that student-counselor discussions should be kept confidential. | 5 | 4 | 3 | 2 | 1 |
| 7. I believe that some opportunities should be provided wherein a student in trouble may be judged by other students who are his equals rather than by teachers or administration. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|---|------|------|-----|------|------|
| 8. I believe an opportunity should be provided for students to select a wide variety of elective courses with a minimum of required courses. | 5 | 4 | 3 | 2 | 1 |
| 9. I believe in most classes the atmosphere should be friendly. | 5 | 4 | 3 | 2 | 1 |
| 10. I believe the expression of strong personal belief or conviction by students should be discouraged by the faculty and administration. | 5 | 4 | 3 | 2 | 1 |
| 11. I believe most teachers should make a special effort to involve all students in the activities of the class. | 5 | 4 | 3 | 2 | 1 |
| 12. I believe an atmosphere should be promoted and maintained wherein students feel free to associate with whomever they choose at school without pressures from teachers, counselors, or administrators. | 5 | 4 | 3 | 2 | 1 |
| 13. I believe the school should provide students the opportunity to explore and freely discuss important controversial problems and issues in their classes. | 5 | 4 | 3 | 2 | 1 |
| 14. I believe the school should not hold any religious exercise or activities. | 5 | 4 | 3 | 2 | 1 |
| 15. I believe the Student Council should be representative of the entire student body. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|--|------|------|-----|------|------|
| 16. I believe students should be provided the opportunity to mix and interact in class and in extra-curricular activities with students of different races. | 5 | 4 | 3 | 2 | 1 |
| 17. I believe married students should be allowed to participate in extra-curricular activities. | 5 | 4 | 3 | 2 | 1 |
| 18. I believe students should not be subjected to disciplinary measures of any nature for signing a petition addressed to the administration--assuming that the petition is free of obscenities, libelous statements, personal attack, and is within bounds of reasonable conduct. | 5 | 4 | 3 | 2 | 1 |
| 19. I believe students should be allowed to face their accusers <u>if</u> and <u>when</u> they are charged with breaking school rules. | 5 | 4 | 3 | 2 | 1 |
| 20. I believe the school newspaper should be viewed as a learning opportunity and students are encouraged to express their views in the school paper within a framework of responsibility for what is published. | 5 | 4 | 3 | 2 | 1 |
| 21. I believe students should feel free to disagree openly and responsibly with the administration. | 5 | 4 | 3 | 2 | 1 |
| 22. I believe opportunities should be provided in classwork to learn of the contributions made by racial minorities (with emphasis on the Black man, Indian, and Mexican-American) to American Civilization. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|--|------|------|-----|------|------|
| 23. I believe student organizations should have faculty advisors of their own choosing. | 5 | 4 | 3 | 2 | 1 |
| 24. I believe students should be provided the opportunity to participate, meaningfully, in the development of school rules and regulations relating to student behavior and conduct. | 5 | 4 | 3 | 2 | 1 |
| 25. I believe when questioned about some rule infraction which may involve them, students should be allowed the right to remain silent if they so choose. | 5 | 4 | 3 | 2 | 1 |
| 26. I believe teachers should treat students as responsible individual with individual needs. | 5 | 4 | 3 | 2 | 1 |
| 27. I believe in some classes opportunities should be present for students to discuss the nature and effects of racism. | 5 | 4 | 3 | 2 | 1 |
| 28. I believe teachers should not use ridicule or sarcasm to humiliate students. | 5 | 4 | 3 | 2 | 1 |
| 29. I believe teachers should not post graded papers or lists of grades with associated names of students without student permission. | 5 | 4 | 3 | 2 | 1 |
| 30. I believe the school should not take disciplinary action against a student for his out-of-school participation in such things as public demonstrations, picketing and protest marches. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|--|------|------|-----|------|------|
| 31. I believe students should be provided opportunities for formal hearings and the right of appeal when suspended or expelled from school. | 5 | 4 | 3 | 2 | 1 |
| 32. I believe students should be assumed innocent until proven guilty in regard to rule infractions. | 5 | 4 | 3 | 2 | 1 |
| 33. I believe athletic coaches should value the safety and well-being of student athletes more than winning games. | 5 | 4 | 3 | 2 | 1 |
| 34. I believe students should protest to the administration about what they regard as inappropriate or poor instruction. | 5 | 4 | 3 | 2 | 1 |
| 35. I believe the school should provide opportunities in some phase of the regular classwork for students to learn what their rights are as citizens and human beings in relation to the Bill of Rights. | 5 | 4 | 3 | 2 | 1 |
| 36. I believe students should be encouraged by teachers and administrators to think about developing their own personal values. | 5 | 4 | 3 | 2 | 1 |
| 37. I believe teachers should not use grades as threats and punishment. | 5 | 4 | 3 | 2 | 1 |
| 38. I believe efforts should be carried on for the purpose of increasing participation by racial minority students in the programs and activities of the school. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|--|------|------|-----|------|------|
| 39. I believe students should feel that they are physically safe while at school. | 5 | 4 | 3 | 2 | 1 |
| 40. I believe area should be provided where students may assemble peaceably outside regular class time, to discuss and consider issues of concern to them. | 5 | 4 | 3 | 2 | 1 |
| 41. I believe lockers should not be searched except under extreme circumstances, unless permission to do so has been given by the student. | 5 | 4 | 3 | 2 | 1 |
| 42. I believe students should feel free to disagree with teachers openly. | 5 | 4 | 3 | 2 | 1 |
| 43. I believe teachers should require pupils to state the sources for their statements of "facts." | 5 | 4 | 3 | 2 | 1 |
| 44. I believe the administration and most of the teachers should want to listen to student's opinions and use student suggestions. | 5 | 4 | 3 | 2 | 1 |
| 45. I believe the school should have no regulations which infringe on the student's manner of dress and appearance. | 5 | 4 | 3 | 2 | 1 |
| 46. I believe neither the administration nor teachers should "bargain" with students to get them to disclose information which might incriminate them. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|---|------|------|-----|------|------|
| 47. I believe one should be respected as an individual in the school. | 5 | 4 | 3 | 2 | 1 |
| 48. I believe teachers should plan each day's work so that every student will have as much chance to learn as everyone else. | 5 | 4 | 3 | 2 | 1 |
| 49. I believe teachers and administrators should not use physical punishment. | 5 | 4 | 3 | 2 | 1 |
| 50. I believe teachers should make sure that all sides of controversial issues are presented and prevent closing controversial discussions until all available facts are presented. | 5 | 4 | 3 | 2 | 1 |
| 51. I believe serious consideration should be given to student grievances by the administration. | 5 | 4 | 3 | 2 | 1 |
| 52. I believe students should not be suspended, expelled, or deprived of any student advantage because of their attempt to exercise any of their constitutional rights. | 5 | 4 | 3 | 2 | 1 |
| 53. I believe the administration and teachers should make a real effort to develop and promote a school atmosphere characterized by the conviction that differences in people are of positive value and add to the beauty and richness of life. | 5 | 4 | 3 | 2 | 1 |
| 54. I believe opportunities should be provided in regular classwork for discussion and understanding of the need for self and group controls that will eliminate infringement on the rights of others. | 5 | 4 | 3 | 2 | 1 |

| | (SA) | (GA) | (U) | (GD) | (SD) |
|---|------|------|-----|------|------|
| 55. I believe if one is considered to be different in the school he should not be made to feel ashamed because of his differences. | 5 | 4 | 3 | 2 | 1 |
| 56. I believe *Black students should not be "left out" of clubs, activities, cliques and courses. | 5 | 4 | 3 | 2 | 1 |
| 57. I believe *white students should not be "left out" of clubs, activities, cliques and courses. | 5 | 4 | 3 | 2 | 1 |
| 58. I believe *students whose parents do not have high incomes and are not professionals should not be discriminated against in the school. | 5 | 4 | 3 | 2 | 1 |
| 59. I believe teachers should provide students with additional help on an individual basis when they need it. | 5 | 4 | 3 | 2 | 1 |
| 60. I believe the administration should successfully recruit faculty of both sexes, and with varied racial and cultural backgrounds. | 5 | 4 | 3 | 2 | 1 |

APPENDIX B

CONTENTS OF PACKAGE

"HUMAN RIGHTS IN EDUCATION"

A LEARNING ACTIVITY PACKAGE

"Human Rights In Education"

A Learning Activity Package

A Brief Outline

Produced and Developed by

Paul L. Evans

In Cooperation with

The College of Education,

University of Oklahoma, and

the Phi Delta Kappa Teacher Education Project
on Human Rights.

Oklahoma City, Oklahoma

June, 1973

"HUMAN RIGHTS IN EDUCATION"
A LEARNING ACTIVITY PACKAGE

CONTENTS OF PACKAGE

| <u>ITEM</u> | <u>NUMBER</u> | <u>COLOR</u> | |
|-------------|---------------|--------------|---|
| 1. | 1 | BLACK | THREE-RING BINDER, "HUMAN RIGHTS IN EDUCATION A LEARNING ACTIVITY PACKAGE, <u>EIGHT LESSON PLANS.</u> |
| 2. | 2 | BONE | AUDIO-TAPE, ILLUSTRATING HUMAN RIGHTS IN CONFLICT DUE TO A CLASH OF BASIC VALUES IN "DAY OF THE VERDICT," AND "IS THERE JUSTICE IN THE CRIMINAL JUSTICE SYSTEM" BY F. LEE BAILEY. |
| 3. | 2 | GREY & BLACK | VIDEO-TAPES, PARTS I & II, " <u>HUMAN RIGHTS IN EDUCATION,</u> " CLASSROOM ACTIVITIES OF STUDENTS ENGAGED IN HUMAN RIGHTS DISCUSSIONS, DEFINITIONS, DEBATES, OUTSIDE SPEAKERS, ETC. |
| 4. | 18 | WHITE | HARD COPIES OF HAND-OUTS OF REPRINTS, POSITION STATEMENTS, ETC.--TO BE HANDED-OUT THE INDICATED CLASS SESSION. |
| 5. | 19 | WHITE-EDGED | TRANSPARENCIES--2 FOR ASSESSMENT--16 CARTOONS, POINT-UP HUMAN RIGHTS TABLEAUX AND WRY SITUATIONS, WITH SCRIPT. |

PRODUCED AND DEVELOPED BY

PAUL L. EVANS

IN COOPERATION WITH

THE COLLEGE OF EDUCATION

UNIVERSITY OF OKLAHOMA, AND

THE PHI DELTA KAPPA TEACHER EDUCATION PROJECT

ON HUMAN RIGHTS

OKLAHOMA CITY, OKLAHOMA

JUNE, 1973

A LEARNING ACTIVITY PACKAGEHUMAN RIGHTS IN EDUCATIONRATIONALE

It was assumed that a rational and judicious examination of human rights, particularly as they bear on education, can materially improve the chance one might have of understanding and, hopefully, becoming committed to human rights. It was felt that perhaps this is one of the more significant ways that professional educators can prepare themselves to deal with human rights concerns when they inevitably occur in the teaching/learning environment. Further, it was felt that perhaps instruction in the basic human rights and values that ostensibly undergird this society, in which the school is maintained and allowed to function, can no longer be entrusted to chance. The opportunity for commitment to human rights must be provided for on purpose, because abundant evidence indicates--at least for some people and to a degree perhaps in all people--that this commitment to human rights does not come about except through a conscious, methodical procedure that deeply involves them.

SUGGESTED INSTRUCTIONAL MEDIA AND ACTIVITIES

Printed Materials--handouts of case studies--relevant reprints of articles--Position Statements--Bill of Rights--Universal Declaration of Human Rights.

Audio Tapes--Recordings of prominent people in regards to Human Rights.

that might serve to excite or inspire; e.g., Martin Luther King, Franklin Delano Roosevelt, Daniel and Phillip Berigan, and others.

Video Tapes and Television-- situational ethics, tableaux of incidents of conflict of Human Rights--extracts of plays that bring meaning to some areas of Human Rights concerns; e.g., "The Deputy," "The Condemned of Altona," "Judgment at Nuremburg," "To Kill a Mockingbird," and etc.

Discussion--select a panel to be presented a situation that involves a conflict on Human Rights--as they "wrestle" with the issue, determine if it helps clarify values held by some in the class.

Slides, Films, Filmstrips--have slides that point-up the different Human Rights, summarize data in form of graphs about what other young people have to say about Human Rights--show films that dramatically point-up and illustrate importance of Human Rights in the teaching-learning environment and in society in general.

BEHAVIORAL OBJECTIVES

1. The student will be able to describe what a human right is.
2. The student will be able to identify a human right from a list of other rights.
3. The student will be able to construct a set of conditions under which a certain human right might be practiced.
4. The student will be able to state the rule or law and its source as regards the provision for the human right under discussion.
5. The student will be able to distinguish between two or more human rights which can be easily confused.

6. The student will be able to name eight or more human rights.
7. The student will be able to apply a rule when confronted by a human rights problem that correctly identifies the right or its violation and what needs to be done to remedy the situation;

PROGRAM FOR LEARNING

A program for learning includes a motivational element, instructional materials, instructional activities, and the sequencing of these instructional elements.

Show a Need--Allude to the apparent contemporary concern that many people, particularly young people, have with the whole area of "rights" and how a discussion of them might better prepare some people, particularly teachers, to more adequately deal with these concerns when they inevitably arise in the learning environment. There is a self-evident need that professional educators should prepare themselves in the whole problem area of human rights if they are to be effective.

Develop an Interest to Learn--Cite a few relevant court decisions that relate to both education and Human Rights--should be some inherent interests generated--show a highly interesting and dramatic film to catch and maintain interest.

Maintain Interests--Ask them "what do you think the courts have said and etc. what are the implications, if any, in regards to

teaching or managing the learning environment"--ask them to be the "judge" in a conflict of human rights.

Encourage Early Success--Can you cite a human right? Do you think it a productive use of our time to pursue and extend learning of and about Human Rights?

Give Recognition and Credit--Yes, we all can cite certain Human Rights and we all can cite instances where there was an apparent abrogation of certain Human Rights on the part of students and/or professional educators.

Avoid Adverse Feelings and Emotional Barriers to Learning--Try to stress the seriousness of the study without getting too deeply involved in purely personal "hangups"--keep it loose and easy and fun.

Use Rewards and Punishments When Needed--Compliment students on apt experiences and relation of these experiences to the class in effective manner. Show displeasure with class discussion that tends to "put down" some people--use of "conferring pleasure" by calling on those that deepen and extend topical discussion.

Self Competition--When a student answers one question right, acknowledge the correctness of the response, but also ask another question that will serve to challenge the student and extend knowledges and understandings and, hopefully, commitment to Human Rights.

SUGGESTED PROGRAM FOR LEARNING AND LESSON PLAN

An Outline

Typically, a program for learning includes a motivational element, instructional materials, instructional activities, and the sequencing of these instructional elements.

Session I

Pretest: Human Rights Survey

INTRODUCTION: Brief discussion--allude to the apparent contemporary concern that many people, particularly young people, have with the whole area of "rights" and how a discussion of them might better prepare some people, particularly teachers, to more adequately deal with these concerns when they inevitably arise in the learning environment. That, apparently in light of the circumstances, there is a self-evident need that dictates that professional educators should prepare themselves in the whole problem area of human rights.

OBJECTIVE: To provide a set of conditions that will result in the students being able to write what they consider to be a defensible set of values that this society supposedly pays "lip service" to and to compare this list with the Human Rights of Free Expression and Free Communication.

HANDOUT: The Behavioral Objectives for this learning activity package will be distributed and discussed.

FILM: On Human Rights, Constitutional Rights Foundation.

Session II

OBJECTIVE: To provide a set of conditions that will result in the student being able to identify and describe what a human right is.

ACTIVITY: Recapitulation of Salient Points--small group discussion of the implications explicit in the hand-out, "American Freedom and the Values of Youth."

HANDOUT: Copy of "The Bill of Rights-1791."

FILM: Right of Privacy, NET

Session III

OBJECTIVE: To provide a set of conditions that will enable the student to construct a rationale for the Right to be Free From Discrimination and to list what he considers to be behavior on the part of teachers that indicate that they have a commitment to Human Rights in Personal Conduct and Appearance.

ACTIVITY: Small group discussion on selected learning activity; i.e., case study and couched in terms of "what would you do?"

Discussion of extant law and its traditional or cultural basis along with a review of relevant judicial decisions and their implications for education.

OVERHEAD
PROJECTOR:

Series of selected cartoons that point-out in a humorous and gripping way the Rights of Freedom From Discrimination and human rights implications in Personal Conduct and Appearance.

HANDOUTS:

Education and Human Rights--a statement of the Commission on Education and Human Rights of Phi Delta Kappa.

Session IV

OBJECTIVE:

To provide a set of conditions that will result in the students being able to identify the Rights of Association and to differentiate between the Rights of Assembly and the Right of Petition.

ACTIVITY:

A Reaction Panel--a role-playing "situational ethics" mode, wherein a situation of a conflict in values or equally opposing human rights are in conflict and the panel is to "wrestle" with the problem--will serve to perhaps get in the affective domain of the student.

FILM:

What Do We Want In Our Teachers, DIST-CORF (LB1775)

HANDOUTS:

"American Freedom and the Values of Youth"

Anti-Democratic Attitudes in American Schools

Session V

- OBJECTIVE: To contrast the degree to which students in public schools are taught and allowed to practice their own self-government and to be able to differentiate between procedural due process and actual practice in many schools.
- ACTIVITIES: Small group discussion on student council and administrative requirements that can result in conflict between supposed human rights and their actual practice in the school situation. The small groups can produce a set of guidelines concerning student governance and procedural due process.
- AUDIO-TAPE: Martin Luther King on "Governance" and John F. Kennedy on "Justice."
- HANDOUT: The Teaching of Controversial Issues.

Session VI

- OBJECTIVE: To help the learner solve the apparent dichotomy between Rights and Responsibilities and co-operatively arrive at a contrast between what a commitment to Basic Human Rights has attendant to it and what the implications are for teachers that will not allow themselves to become committed.

ACTIVITY: Situational ethics, tableaux of incidents of conflicts of Human Rights--extracts of plays and films that will serve to bring meaning and relevance to areas of Human Rights concerns; e.g., "The Deputy," "The Condemned of Altona," "Judgment at Nuremburg," and "To Kill A Mockingbird" will be excerpted and discussed.

VIDEO TAPE: An excerpt from the prosecution's summation to the High Tribunal setting in Judgment of High Crimes Committed Against Humanity at Nuremburg, Germany.

HANDOUT: Education and Human Rights, a Conceptual Framework

Session VII

OBJECTIVE: A set of conditions will be provided wherein it will be possible for the prospective teacher to arm himself with a rational commitment to Human Rights and thus be able to apply a rule of law or invoke similar authority when confronted by a human rights problem that correctly identifies the right or its violation and what needs to be done to remedy the situation.

ACTIVITY: Guest speaker to explain his understanding of Human Rights and their application to the teaching-learning environment and then engage in a "give and take" with the students on an affective level.

FILM: Right to be Different, Constitutional Rights Foundation

HANDOUTS: Civil Liberties: Yet Another Piece of Baggage for Teacher

Education? Edward T. Ladd

Democratic Attitudes of Teachers and Prospective Teachers

Weiser and Hayes

Session VIII

OBJECTIVE: To assess the students' commitment to basic Human Rights in a free wheeling manner the results of which are subtle and visceral and I'll know whether I have in fact accomplished that which I set out to do.

POSTTEST: Human Rights Survey

This Learning Activity Package on Human Rights in Education as an approach to instruction, is one means towards an important end; it is one effective method of organizing for instruction. The fundamental reason for choosing the Learning Activity Package format for the presentation of the Human Rights Unit was a conviction on the part of the investigator that a dramatic departure from more traditional methods was necessary to "get the attention" of the prospective teachers.

GUIDE TO
DISTRIBUTION OF HANDOUTS

| <u>LESSON NUMBER</u> | <u>HANDOUT NUMBER</u> | <u>TITLE</u> |
|----------------------|-----------------------|--|
| I | 1. | Rationale |
| | 2. | Performance Objectives |
| II | 3. | Squeeze-out Procedures Which Increase The Number of Dropouts |
| III | 4. | The Teaching of Controversial Issues |
| | 5. | American Freedom and the Values of Youth |
| | 6. | Civil Liberties: Yet Another Piece Of Baggage for Teacher Education? |
| IV | 7. | Democratic Attitudes of Teachers And Prospective Teachers |
| | 8. | Education and Human Rights— A Conceptual Framework |
| | 9. | Case Studies |
| V | 10. | How Students View Their Schools As Institutions In A Democratic Society and Their Perceptions Of Democratic and Undemocratic Practices |
| | 11. | Values, Value Systems, and the Good Life |
| | 12. | The Bill of Rights of 1791 |
| VI | 13. | Education and Human Rights—A Statement On Education and Human Rights of Phi Delta Kappa |
| | 14. | Human Rights: A High Priority In Teacher Education |
| | 15. | Students' Rights Endorsed |
| VII | 16. | Democracy as Process Demands Skills |
| | 17. | Americanism As An Educational Objective |
| VIII | 18. | The Teacher In A Multivalue Society |

Guide to Films Used In
The Learning Activity Package On
Human Rights In Education

| <u>Lesson Number</u> | <u>Title</u> | <u>Distributor</u> | <u>Length</u> |
|----------------------|--------------------------------------|--------------------|---------------|
| I | "Right of Privacy" | NET | 60 min. |
| II | "Equal Opportunity" | BFA | 22 min. |
| III | "Due Process of Law" | BFA | 25 min. |
| IV | "Freedom of Speech" | BFA | 21 min. |
| V | "Power, Politics, and Participation" | BFA | 15 min. |

The films used in the Package are excellent and compliment the examination of Human Rights very well indeed. The titles of the films in the series are:

Bill of Rights: Story of a Trial
 Bill of Rights: Right of Privacy
 Bill of Rights: Freedom of Speech
 Bill of Rights: Equal Opportunity
 Bill of Rights: Freedom of Religion
 Bill of Rights: Due Process of Law
 Bill of Rights: De Facto Segregation
 Young Vote, Participation, Power, Politics

They may be ordered free of charge for previewing purposes from the following sources:

BFA Educational Media
 A division of Columbia
 Broadcasting System, Inc.
 2211 Michigan Avenue
 Santa Monica, California 90404
 (213) 829-2901

OR

Mr. Robert Davis
 218 Sheridan St.
 Tyler, Texas 75701
 (214) 593-6357

The film "Right of Privacy," rents for \$16.25 and may be obtained from Association-Sterling Films, 8615 Directors Row, Dallas, Texas 75247.

Guide for Use of TransparenciesTransparency Worksheet for Lesson IV

The transparencies utilized here have been purposely selected not only for their humorous value and content, but also to encourage debate and inquiry in their interpretation. They are designed to be indistinct and oblique in their references and are therefore open to many interpretations. They have been selected primarily for their discussion value, with no doctrinaire attitude on the author's part as to the right or correct answer in every case, however an area of Human Rights concerns that appears to relate rather directly to the individual transparency is indicated as a point of departure.

Human Rights are often confusing and overlapping in different situations particularly perhaps when cast in a humorous light. Some of the transparencies have pertinent questions as part of their captions, others do not. Some questions that might be asked when each transparency is shown are;

1. Can you identify the Human Right or central issue involved here?
2. How many Human Rights can you identify in this cartoon?
3. Is there a difference between what the cartoon is saying and what it really is saying?
4. Specifically, what is humorous in the cartoon?
5. Could the humor be characterized as;
 - a. cleverly humorous
 - b. ironically humorous
 - c. grimly humorous
 - d. distortedly humorous
 - e. only too true

Transparency NumberHuman Right

(total of 19)

| | |
|-----------------|--|
| 1 | Dissent |
| 2 | Privacy-Speech |
| 3a | Equality of Opportunity -- Franchise |
| 3b | Equality of Opportunity -- Franchise |
| 3c | Equality of Opportunity -- Franchise |
| 4a, 4c | Free from Discrimination |
| 4b, 4d | Free from Discrimination |
| 5 | Different |
| 6a | Expression |
| 6b | Expression |
| 7a | Due Process-Equal Protection |
| 7b | Due Process-Equal Protection |
| 7c | Due Process-Equal Protection |
| 8 top | Different-Expression-Discrimination-Opportunity |
| 8 bottom | Privacy-Security of Person |
| 9 top | Discrimination-Opportunity-Representation |
| 9 bottom | Representation-Speech-Dissent-Petition-Assemble |
| 10 top left | Due Process-Trial by Peers-Self-Incrimination |
| 10 top right | Press-Speech-Religion-Self-Incrimination-Due Process-Privacy-Jury-Security-Petition |
| 10 bottom left | Equality of Opportunity in Housing-all the rights |
| 10 bottom right | Housing-Employment-Dissent-Different Discrimination |

HOW ARE WE DOING?

ONE COULD PROBABLY SPECULATE THAT THE PROCESS ONE GOES THROUGH IN STUDYING ANYTHING IS AS IMPORTANT, IF NOT MORE IMPORTANT, THAN THE THING BEING STUDIED ITSELF, THEREFORE, HOW ARE WE SHOWING IN OUR BEHAVIOR AN INCREASED UNDERSTANDING AND CONCERN FOR HUMAN RIGHTS IN THE STUDY OF HUMAN RIGHTS?

TO SOME INCREASED DEGREE HAVE WE DEVELOPED:

1. A HEIGHTENED RESPECT FOR THE ESSENTIAL WORTH AND DIGNITY OF EACH OF OUR CLASSMATES?
2. A GREATER RESPECT FOR THE RIGHTS AND OPINIONS OF OTHERS?
3. AN ENHANCED ABILITY TO PUT GENERAL WELFARE ABOVE INDIVIDUAL INTERESTS?
4. A BETTER ABILITY TO GET ALONG WITH OTHERS?
5. A GREATER SENSITIVITY TO AND UNDERSTANDING OF EACH PERSON, HIS IMPORTANCE TO THE GROUP AND HIS SPECIAL TALENTS?
6. A RECOGNITION THAT THERE ARE SIMILARITIES AND DIFFERENCES AMONG PEOPLE, BUT THAT DIFFERENCES DO NOT NECESSARILY DENOTE SUPERIORITY OR INFERIORITY?
7. A DEVELOPING ABILITY TO ASSUME THE ROLE OF LEADER AS WELL AS FOLLOWER?

8. A GREATER REALIZATION THAT PREJUDICE OFTEN
STEMS FROM LACK OF UNDERSTANDING?
9. AN ENHANCED ABILITY TO AVOID GENERALIZATIONS
AND ANY TYPE OR KIND OF NAME CALLING?
10. A GREATER RECOGNITION THAT, IN THE END, SOME
RULES AND STANDARDS ARE NECESSARY FOR GROUP
LIVING?

GUIDE FOR USE OF THE AUDIO-TAPE

The Tape is to be used in Session V, page 83.

PREFACE TO TAPE

After a cooperative perusal of the relevant and, perhaps what is more important, current literature, and case law vis a vis the Human Right of Freedom of Expression and the Responsibility concept - it was felt that the Berrigan brothers case pointed-up in a most graphic, compelling, and real-world way both sides of the same coin in an even-handed manner that pitted human concerns that relate rather directly to man's inner voice i.e., the collective conscience, that all men must hear and obey the law. For only under a system of laws and not of men can we all be assured of the maximum freedom to pursue our own individual and collective Human Rights and civil liberties. The Berrigan case was paradoxical...they broke a law in order to dramatize a more serious law violation i.e., willfull destruction of government property to call attention to an illegal war. Conscience is a touchstone of human rights, but there is a need for order. Although violating certain laws, and convicted, it is perhaps only through the actions of certain conscience-stricken men that it would appear that we progress as human beings to higher orders of ultimate worth and good.

"The Trial of the Catonsville Nine;

The Day of the Verdict

The tape focuses on Daniel Berrigan and others, who on May 17, 1968, entered Local Board No. 33 at Catonsville, Maryland, to seize the Selective Service records and burn them outside with napalm manufactured by themselves from a recipe found in the Special Forces Handbook, published by the U.S. government. They stated, "We, American citizens, have worked with the poor in the ghetto and abroad. In the course of our Christian ministry we have watched our country produce more victims than an army of us could console or restore. Two of us face immediate sentencing for similar acts against the Selective Service. All of us identify with the victims of American oppression all over the world. We submit voluntarily to their involuntary fate..." For their action nine men and women--one group among several involved in similar actions around the country--were arrested and charged with willful injury to government property.

This tape covers the events of the last day of the trial, the day of the verdict.

The language used in the trial, though sharply reduced and rearranged, remains essentially the same and the sequence of events has been retained.

Guide for Use of AudiotapeF. Lee Bailey Speaks on the Subject:"Is There Justice in the Criminal Justice System"Preface to Tape

Running time--one hour.

F. Lee Bailey speaks on the subject: "Is There Justice in the Criminal Justice System." This tape and the activities associated with it have been planned with the hope that they will provoke dialogue on the Human Rights implications of the traditions of criminal justice and injustice in our society for as Addison said, "There is no virtue so truly great and Godlike as justice."

Continuing Education and Public Service of the University of Oklahoma and the Humanities Task-Force of the Oklahoma Arts and Humanities Council sponsored a statewide seminar and workshop via Oklahoma Higher Education Televised Instruction System at which the honored guest was F. Lee Bailey.

Some background material on the speaker may prove helpful in the instructional setting prior to hearing the audiotape.

F. Lee Bailey's call to the bar was not the fulfillment of a life long dream. Two experiences changed his course from literature to law. Entering Harvard at sixteen with the ambition to be a writer, he was, by his admission, incapable of academic dedication. After two years, he left to join the Navy and its flight training program. Upon graduation as a naval aviator, he transferred to the

Marine Corps, prosecuting, defending, judging, reviewing, and investigating cases, sent him in 1957 to Boston University Law School, from which he was graduated at the top of his class. He was admitted to the Massachusetts Bar in 1960, to the Federal Bar in 1961, and to the United States Supreme Court in 1964.

He has served as co-chairman, American Trial Lawyers Association, Criminal Law Section, and as Chairman of its Penal Reform Committee. He is founder and co-chairman of FAIRR, the Foundation for the Advancement of Inmate Rehabilitation and Recreation.

With stunning success, he has combined his desire to write and his law career to author a book of some of his famous cases and to co-author three others on crime and the criminal system.

Guide for Use of VideotapesParts I and II

Videotapes should be a part of a complete Learning Activity Package. These videotapes, Parts I and II, were included in the Package because it was felt that the real-life classroom situation that can obtain by virtue of the use of the remainder of the other elements of the Package could be demonstrated best by viewing the various lessons as they occurred. This videotape has been included in the package as an adjunct i.e., it shows our exploration and examination--and the learning activities associated therewith--of human rights in education. Therefore, it is designed primarily for the instructor and not the students. It merely shows what occurred, as it occurred, when teaching the Package and was therefore included to demonstrate the development of the Package by showing in a graphic way how the Package was initiated, carried through and concluded. If another instructor intends to use this Package, Part I will probably not help him all that much. It can, however, show him what happened while this instructor taught this package. In that they demonstrate group processes and collective decision--making, it may be helpful, but if it is used it should be used with care, as it can be a powerful motivator that can dictate activities and guide discussions in ways that another instructor may not desire or have anticipated.

Part II is concerned exclusively with the use of the two outside speakers as indicated in the lessons and may therefore be useful.

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