THE ROLE OF VALUES IN THE
TEACHING OF GEOGRAPHY

DISSERTATION

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By

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CHAPTER 1

INTRODUCTION

The ebb and flow of geography's place in the curriculum of the secondary school seems to be the only stable element evident in geographic education. A constant shift in emphasis, and a corresponding shift in the importance of geography in the curriculum of the secondary school has been its hallmark. Clyde Kohn has noted four major trends in the development of geographic education in the United States. The first trend reflected a concern for the memorization of "location and character of places which eventually lead to an emphasis on physical geography."¹ This trend occurred late in the nineteenth century and lasted until about 1910. Changes in the major concerns of the nation and the declining interest in physical geography led to the development of the second major period in geographic education. In this period, the emphasis was on economic and commercial geography. This phase lasted until the late 1930's when geography reached its lowest ebb in the secondary curriculum.² There was no renewed interest in geographic education until after World War II.


²Ibid., p. 257.
War II when the third trend developed. This trend received impetus from the war as knowledge of geography was regarded as useful in promoting world peace and understanding. The fourth and current trend is characterized by a resurgence of interest in curriculum innovation which has culminated in the High School Geography Project. This project originated in 1961 as a joint effort of the Association of American Geographers and the National Council for Geographic Education and represents the most recent trend in geographic education.

The High School Geography Project represents two major trends; an emphasis on inquiry as reflected in social studies education generally, and emphasis on topical or systematic studies which are presently the focal point of research in geography. An examination of the High School Geography Project reveals, as in almost all the recent Social Studies Projects, a concern for "conceptual and skill objectives", "an inquiry approach, encouraging inductive thinking" and "problem solving." 3 In terms of the material in the High School Geography Project, there is a marked shift from a regional organization to a systematic or topical organization. 4

While it may seem that geographic education is at the forefront in curriculum reform as reflected by its identification with inquiry, the "New Social Studies", and the utilization of the topical approach

4 Ibid.
In the selection and organization of the material, there are problems that are being ignored. There is little doubt that the High School Geography Project provides a basis for improving geographic education, and many of the objectives, approaches, and materials have been long overdue in terms of closing the gap between curriculum and research. However, as with most projects associated with the "New Social Studies," the emphasis has been placed solely on the question of intellectual development and the cognitive domain. In particular the High School Geography Project has identified strongly with the Brunerian notion of structure of the discipline.\(^5\) Associated with this frame of reference is an emphasis on the steps involved in inquiry, or method to be utilized in the manipulation of a given set of data in solving a "problem". The "problem" to be "discovered" and solved by the students is derived and implemented primarily for the purpose of elaboration, clarification and utilization of certain aspects associated with the subject matter or discipline.

Yet, one can raise the question as to whether these "problems", such as the location of cities and the planting of crops are problems for the students. For example, Hunt and Metcalf, in a discussion on the role of problems in the social studies note:

A problem is personal and intimate, and can never be transferred directly from one person to another simply by telling the latter that it exists. Each problem 'belongs' to someone. This is not to say that many persons may not share the same problem; they often do. But each person in the group must feel the problem to be of significance to him personally as well as to others; otherwise, no problem exists for him.  

When the curriculum is organized around the problem solving approach, and the problems dealt with stem from what Dewey terms "a logical standpoint" or the subject matter of the discipline, there is a question as to whether the students are dealing with a problem or whether they are simply manipulating a series of concepts and abstractions. The role of subject matter for the teacher and for the geographer or scientist is quite different. For the scientist or geographer "subject matter represents simply a given body of truths to be employed in locating new problems, instituting new research and carrying them through to a verified outcome." The teacher, however, is not concerned with "adding new facts" or with "propounding new hypothesis or in verifying them". Rather he must "psychologize" the subject matter for:

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8Ibid., p. 22.
...what concerns him, as teacher, is the ways in which the subject may become a part of experience, what there is in the child's present that is usable with reference to it; how such elements are to be used; and how his own knowledge of the subject-matter may assist in interpreting the child's needs and doings, and determine the medium in which the child should be placed in order that his growth may be properly directed.  

The problem, the inquiry, the subject matter is neither self-contained nor an end in itself. The utilization of problems generated from the subject field per se ignores the psychological dimension of the curriculum for its focal point is the discipline.

There is a growing recognition that a purely intellectual or cognitive approach to education is inadequate. Questions concerning the "relevancy" of the types of inquiry associated with the "New Social Studies" and the High School Geography Project are being asked within the field of education and in other areas. In terms of the "pop-culture analysis," there is a questioning of the scientific method and the notion of objectivity with a concomitant increase in interest in the occult, mystic, and transcendental. Basically, this is a reaction to the increasing rationalization of our society which is equated with the utilization of the scientific method. The contradiction between rationality and reason is becoming more and more evident; and of "man who is 'with' rationality but without reason, who is increasingly self-rationalized and also increasingly uneasy."  

9 Ibid., p. 23.

Donald Michael notes that the emphasis on rationalization is one of the key factors which will greatly influence youth. He notes that rationalization, or a "highly logical approach to applying the most efficient means for determining and realizing ends" does not necessarily "lead to a world of enlightened interest and sweet reason" and that it "can and has tricked many into thinking they were being reasonable, if not wise." Fromm refers to this aspect in his differentiation of intelligence and reason. He equates intelligence with "the ability to manipulate concepts for the purpose of achieving some practical end" and reason which "aims at understanding; it tries to find out what is behind the surface, to recognize the kernel, the essence of reality which surrounds us."

Rationalization and intelligence are presently emphasized in the High School Geography Project and most of the other Social Studies Projects. Goodlad, in his review of current research and curriculum projects, notes that most of the projects "emphasize the concepts, principles, and methods of the social science disciplines, and that social aims are presently ignored". The gap between the cognitive and affective domain has been widened, as the emphasis in geographic


education and the social studies has been upon inquiry to the point where the affective goals have been obscured if not eliminated.  

The impact of the Educational Policies Commission report of 1961 has also had an effect as the major emphasis has been on rational powers and the ability to think.  

This development has occurred at the expense of other important areas of human development. Louise Berman in _New Priorities in the Curriculum_ notes:

> Man's intellectual and emotional qualities are so interwoven that the two must be studied simultaneously. Much of the curriculum, however, currently found in elementary and secondary schools places a heavy emphasis upon intellectual development to the exclusion of other kinds of growth.

She and other writers in curriculum urge that educators redirect the cognitive domain toward a more humanistic perspective. This is especially needed in geographic education where the emphasis has been solely on the intellectual development at the expense of the affective domain. Writers in geographic education have not incorporated the affective domain and have confined their work to those elements associated with the cognitive domain and the requirements of the

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subject matter. This is due to the nature of geography with its linkages with the physical and social sciences, and the isolation from many of the early curriculum innovations in the secondary school.

**Purpose of the Study**

It is beyond the scope of this study to incorporate all the elements Krathwohl identifies in the affective domain. The focal point will be confined to what Bloom in his study terms valuing, or the examination of values. The purpose of this study is to identify and analyse the methods which are used in geographic education to consider value questions. One of the major postulates of this study is that the present methods neither deal with values directly nor have associated with them a basic rationale. It is further postulated that the reflective method is compatible with the present research in geography and provides a more effective means of treating values in geographic education. Therefore, another purpose of this study is to develop a rationale for the treatment of values based on Dewey's reflective methods. Based on these postulates this study will: (1) identify the major methods and/or positions evident for examining value questions; (2) examine the current research in geography in order to identify the role of values in the current research in the field of geography; (3) attempt to develop a rationale

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for examining value questions; (4) indicate some of the major implications of this rationale for geographic education.

**Methodology**

The nature and purpose of the study precluded the utilization of any formal empirical or historical approach. The closest form or research technique feasible was the "descriptive survey investigation."\(^8\) However, concern for standards or norms as a means of comparison was not a concern of this study. In order to achieve the purposes of this study, the following informal methodology was employed: (1) The identification of the major positions taken concerning values in geographic education as evident in articles, curriculum guides, and curriculum materials. The sparcity of available materials required a diversity of sources. An attempt was made to indicate the nature and consequences of the major positions identified. (2) An examination of the current research in geography utilizing the Behavioral and Social Science (BASS) Report was made in order to identify and analyze the role values play in the current research in geography. The rationale for using the BASS Report as a source in demonstrating the linkages between values and geography was based on three major factors. First, the BASS Report was a survey of the major research directions in geography, and it offers an excellent view of the general direction geography is taking. Second, the BASS

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Report was the most recent statement concerning the status of geography. Third, the BASS Report was the product of a committee representing diverse views within geography, and, therefore, represented a general view of geography and not a view associated with any given school of thought. Therefore, the BASS Report, within the context and purposes of this study, provide an excellent source for relating questions concerning valuing to current research in geography.

(3) An attempt was made to develop a rationale for dealing with values which was compatible with the basic methodology of geography and current geographic research, and which dealt with values directly. The interwoven nature of the cognitive as related to geography, and the affective as related to valuing was clarified.

Overview of Presentation

1. Chapter Two will review the major positions and statements concerning values in geographic education. The research in geography will be examined to identify the role values play in research and to relate the treatment of values in the research to the treatment of values in geographic education.

2. Chapter Three will present a rationale for dealing with values in terms of a linkage between the cognitive and affective domains.

3. Chapter Four will be a summary of the rationale developed, the methods presently used to examine value questions in geographic education, and the implications of this study for the teaching of geography.
CHAPTER II

GEOGRAPHIC EDUCATION IN HISTORICAL PERSPECTIVE

Preston James noted that geography as a school subject has been characterized by "the swing of the pendulum", with each movement creating another "new geography". While the pendulum analogy is often used in describing movements in education, it is especially applicable to geographic education. Since World War II geography in the secondary school has undergone changes not only in terms of content and methodology, but even the definition used by geographic educators. What constitutes the subject matter of geography is not readily evident. The discipline of geography, with its roots in the physical and social sciences, has generated divergent areas of investigation and subject matter. The lack of unity in the academic field had prevented the development of a concise position concerning what should be taught in the secondary schools. The lack of cooperation from professional geographers, until quite recently, added to the confusion concerning geography as a secondary school subject. The


3James, The Journal of Geography, LXVIII, No. 8, p. 478.
disunity concerning the content of geography and the lack of cooperation of the professional geographer caused confusion among social studies educators as to the role and significance of geography in the curriculum. While it is not the purpose of this study to examine the historical development of geographic education in the United States, it is necessary to clarify the present position and frame of reference of geography and geographic education in order to examine the question of values in the teaching of geography.

**Dominance of Physical Geography**

The first basic trend in geography in the modern curriculum was the "physiographic period" characterized by an emphasis on physical geography. This period lasted from the 1850's until the early 1900's. It reached its peak in 1875 when Matthew Fontaine Maury's *Manual of Geography* was adopted by sixty per cent of the states.\(^4\) Two men associated with the physical geography movement were Arnold Guyot, who provided the original impetus, and William Morris Davis.\(^5\) Guyot, who based his teaching ideas on the Pestalozzian method, moved geography from simple location geography based on memorization into the educational tradition associated with observation, perception and working with data. Guyot's original impact on the teaching of geography, however, was undermined as his teleological views of man and

\(^{4}\) Ibid., p. 476.

his physical environment were replaced with the "newer evolutionary concepts" associated with the works of Charles Darwin. The continued lack of trained geographers to capitalize on the popularity of physical geography in the schools also lessened Guyot's impact.

William Morris Davis' association with geographic education originated with the formation of the Committee of Ten of the National Education Association. In 1892, in order to counteract the decline of geography in the secondary school and the refusal of universities and colleges to accept physical geography as an academic area, the Committee of Ten recommended key changes in the teaching of physical geography. The three major results of the Committee's recommendations were the introduction of the physical geography laboratory in the high school, the acceptance of physical geography as a college admission subject by the College Entrance Examination Board, and the dominance of William M. Davis' ideas concerning method and content for high school geography. Davis continued to utilize the "explanatory method" introduced by Guyot, but replaced Guyot's teleological view of man and the universe with a frame of reference associated with evolutionary concepts.

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6 James, The Journal of Geography, LXVIII, No. 8, p. 476.
7 Rosen, The Journal of Geography, LVI, No. 9, p. 408.
8 Ibid., p. 409.
9 James, The Journal of Geography, LXVIII, No. 8, p. 476.
question of "seeking survival by adjusting to the demands of the physical environment." This led to the development of environmental determinism as a major theme in high school and college geography.\textsuperscript{10} During this period neither the content nor the method were altered or drastically revised; however, the frame of reference utilized in teaching geography was completely altered from a teleological to a determinist point of view.

**Impact of the Committee of 1916**

The continued period of popularity and importance for physical geography was to be short in duration. Critical appraisal and demand for change in high school geography was generated primarily by educators, and the revision in the teaching of geography received its impetus from outside the discipline. The major thrust of the criticism focused on the "emphasis which this form of geography placed upon the analytical study of physical relations."\textsuperscript{11} During this period the concept of social studies was developing and with it a greater concern for the social dimension and human relationships. The National Education Association Committee of 1916 defined social studies as "those whose subject matter relates directly to the organization and development of human society, and to man as a member of

\textsuperscript{10}ibid.

social groups." This raised serious questions concerning the relevance of physical geography to the position developed by this Committee. At the same time the introduction of general science into the curriculum further deteriorated physical geography's importance by incorporating earth science as part of the course of study. The importance of the report of the Committee of 1916 was extensive as it established the major foundation for the social studies curriculum in the United States. The impact of the Committee's report is still evident in the distribution of courses at the secondary level. At this crucial stage, however, geography found itself out of phase with the broader movement in social studies education. Anderson notes:

...during the formative period in secondary education, when the social science subjects were being selected on the basis of their direct contribution to the cultivation of social and civic efficiency, high school geography was being defined by geographers as a physical science.

With the implementation of the social studies concept geography continued to be recommended as a school subject, but it was confined to the seventh grade and combined with American history.

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13James, The Journal of Geography, LXVIII, No. 8, p. 478.


The change to an emphasis on commercial geography was an attempt to make geography a more practical school subject. There were attempts at revising geography in the direction of the social studies movement. Courses in human geography and regional geography were introduced but did not survive. During this period from approximately 1902-1917, commercial geography came to dominate courses offered in geography in the secondary school, and continued to dominate geography in the secondary curriculum until World War II. At the same time, however, in terms of course offerings and pupils enrolled, geography declined as a major school subject.

The impact of this change from physical to commercial geography was directed not only at the content but also the methods employed in teaching geography. Commercial geography came to be associated with the concept of the vocational high school, and the content was directed toward vocational education. With commercial geography the major alteration in methodology was the decline of the laboratory method and the introduction of "the imaginary journey, large topics as type studies and the topical recitation" which "replaced the emphasis in the literature on laboratory work" that was associated with physical geography.

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17 Ibid., p. 412.

18 Ibid., p. 411.

commerical and economic geography which emphasized vocational educa-
tion and was "outside the realm of the recognized academic subject
matter."20 Whereas the period associated with physical geography was
one of growth, the period associated with commercial geography was
primarily a holding action aimed at preventing a further decline of
geosphy as a school subject.

Resurgence of Geography

Since World War II two distinct movements have greatly influenced
the present characteristics of geographic education. Whereas profes-
sional geographers were responsible for the innovations in physical
geochemistry and educators for the movement toward commercial geography,
after World War II the lay public provided the motivation for a re-
examination of the teaching of geography.21 As a result of greater
involvement of the United States in world affairs during and after
World War II, a renewed interest in world affairs and geography
emerged. Greater impetus was given to the demands for improvement
in the teaching of geography during the 1950's when the geographic
ignorance of college undergraduates was fully revealed.22

20 William D. Pattison, "Geography in the High School," Annals
of the Association of American Geographers Vol. 52, No. 3, (September,

21 James, The Journal of Geography, LXVIII, No. 8, p. 479.

22 ibid.
This renewed interest in geography, while initiating some innovations and changes, did not bring with it a resurgence of geography as a secondary school subject. The two basic changes which did occur were the introduction of world geography as a secondary school subject and the re-establishment of world geography as an academic course in higher education. However, curriculum surveys revealed no major changes concerning the grade placement or the introduction of geography as a unified course.\textsuperscript{23} Too, student enrollment in geography courses did not reflect the interest expressed by the lay public.\textsuperscript{24}

Attempts at improving the teaching of geography and at defining geography in terms of social studies were restricted primarily to books pertaining to geography. In particular, the National Council for the Social Studies provided the motivation for the publication of the Twenty-Ninth Yearbook, \textit{New Viewpoints in Geography} edited by Preston James.\textsuperscript{25} The American Council of Learned Societies and the National Council for the Social Studies in a joint effort also published \textit{The Social Studies and the Social Sciences}.\textsuperscript{26}

\begin{itemize}
\item \textsuperscript{23}Anderson, \textit{The Journal of Geography}, LXV, No. 3, p. 106.
\item \textsuperscript{24}Pattison, \textit{Annals of the Association of American Geographers}, Vol. 52, No. 3, p. 282.
\end{itemize}
tions and the continued efforts of the National Council for Geographic Education were the primary efforts at improving geographic education. These efforts to relate geography to the social studies proved to be the foundation or basis for the High School Geography Project, and the resurgence of geography as a secondary school subject in the 1960's.

The High School Geography Project

The High School Geography Project represented the meeting of two movements that developed in the early 1960's. In 1951, the Association of American Geographers and the National Council for Geographic Education formed a joint committee for the express purpose of upgrading geographic education in the secondary school by assisting the teacher of geography.\(^{27}\) The original support for this joint venture came from a grant from the Fund for the Advancement of Education. This committee functioned during the period from 1961-1963 and laid the groundwork for the development of the High School Geography Project. It should be noted that this original High School Geography Project received its impetus primarily from professional geographers, including teachers of geography, and was an independent venture supported by private funds. The funding of the Project received additional impetus from the Federal Government. In 1958, the first National Welfare Education Act was funded which provided money for the improvement of

teaching selected subjects. The original act was revised in 1964 to include additional subjects, among which was geography. In addition to supplying financial aid for equipment and personnel, it provided the necessary motivation for the funding of the High School Geography Project by the National Science Foundation.\footnote{28}

The direction of this original High School Geography Project was drastically altered in 1964 when the Association of American Geographers received a $160,000 grant from the National Science Foundation to develop a new program to improve geographic understanding.\footnote{29} Primarily, this new program was to "build upon experiences gained during 1961-1963 under grants from the Fund for Advancement of Education."\footnote{30} The present High School Geography Project is still financed by the National Science Foundation and was the product of the original Association of American Geographers National Council for Geographic Education Committee on High School Geography. The original groundwork laid by the joint committee, and the funds received from the National Science Foundation served as a major catalyst for renewed interest, research, and curriculum innovations in geographic education. For the first time since the National Education Association's Committee of 1918 issued its report, there had been a

\footnotetext{28}{James, \textit{The Journal of Geography}, LXVIII, No. 6, p. 480.}

\footnotetext{29}{\textit{High School Geography Project Newsletter}, No. 4 (June, 1964), p. 1.}

\footnotetext{30}{\textit{Ibid.}}
"measurable increase of independent geography courses in grades nine through twelve," and geography as a secondary school subject had been re-established.\textsuperscript{31}

The frame of reference utilized by most of the curriculum projects in geography, in particular the High School Geography Project, has been in line with the major trends of what was loosely termed Project Social Studies. It seemed that geographers had learned a lesson from the past experiences of members of their profession with the Committee of Ten and the abrupt reversal in geographic education as a result of the report of the Committee of 1916. William Pattison, in an explanation of the current changes in geographic education to the professional geographers noted:

\begin{quote}
Let there be no mistake: this is not 1893. There is little reason to expect that a new Committee of Ten, with its conference on geography, will proceed to re-impose upon the school an outsider's point of view. The educator, professionalized and responsible for the school domain, is here to stay. But the descriptives, cooperating with educators, can be expected to respond to their newly opened high school opportunities with increasing force and effectiveness.\textsuperscript{32}
\end{quote}

This view was emphasized by Nicholas Halburn who indicated that, in closing the gap between professional geographers and teachers, the


"Geographers, therefore, are taking searching looks in two directions: at the nature of education and the nature of geography."  

Clyde Kohn and William Pattison saw basic needs that must be met by a curriculum for geography, primarily: the needs of society, the needs of the student, and the needs of the subject matter. Pattison also included a fourth area of concern, that of knowledge of educational theory and practice available. The frame of reference developed was not strictly associated with the requirements or points of view of the discipline. Like many of the projects associated with the "New Social Studies" there was an evident attempt to have both the university professors of the discipline and educators involved in curriculum development. However, as John Goodlad noted of Project Social Studies and the High School Geography Project materials, the curriculums developed were primarily discipline centered. The organization of the curriculum revolved around basic concepts or key ideas in the discipline. This reflected the degree of control over


37 Ibid., p. 15.
the High School Geography Project that the subject specialists had, and it reflected the degree of similarity that existed among many of the projects in which the overall objective seemed to be "to afford students an opportunity to explore, invent and discover; to develop some of the tools of inquiry appropriate to the field; and to experience some of the feelings and satisfaction of research scholars. 38 In this respect, geographic education found itself in the mainstream of current social studies curriculum innovations.

The general characteristics of the High School Geography Project indicate the present stage of development in geographic education. While the final production and dissemination of materials to the schools has not occurred, the degree of dialogue developed between the schools and universities and the subsequent resurgence of geography in the curriculum attests to the Project's importance in geographic education. The major components of the High School Geography Project consist of the Advisory Paper, the Settlement Theme Outline, the individual units, materials for evaluation, and teacher orientation and aids. An overview of the High School Geography Project can be obtained by concentrating on the first three components.

The Advisory Paper, the basic statement of the High School Geography Project, was originally formulated by the joint Committee of the National Council for Geographic Education and the Association of American Geographers in August, 1962. It was later reprinted in

38 Ibid., p. 92.
1965 by the present High School Geography Project. This paper was the major statement of the Project and formed the basis for the selection and development of the major concepts in the individual units. In "digest" form the declared objectives were:

1. Respect for objective methods of investigation, heightened awareness of spatial factors and of elements of the natural environment, and reinforced appreciation of the world-wide interdependence of societies;

2. Understanding of the ideas involved in mapping in regionalizing, in the analysis of man-land relations and in the interpretation of spatial relations;

3. Knowledge of major "world patterns" (the distribution of significant physical, economic, social, and political features and the paths of movement sustaining these distributions); also knowledge of specific place locations and of the content of specific areas;

4. Knowledge of reliable sources of geographic information;

5. Ability to read and interpret maps, to handle a geographic vocabulary, and to participate creatively in the geographic enterprise.

The paper did not suggest any particular type of organization of learning activities and materials or means for implementing the objectives. Its sole purpose was to provide a working statement on

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40 ibid.
the nature of geography and the objectives of geographic education. The statement revealed a concern for method, content, skills, and to a degree appreciations. It was evident that the entire statement was subject matter oriented.

The structure used to provide a degree of continuity and sequence to the individual units was the High School Geography Project's Settlement Theme Course Outline. The Settlement Theme was selected by the project in September, 1965 and was published as a working paper in May, 1966. This course outline provided a structure for the units that focused on the central theme of examining the places people live, why they live there, how the earth with its resources and restraints influenced people, and how people in turn modified this habitat.

The selection of this central theme provided an insight into the function of the Steering Committee. One of the purposes of the Settlement Theme was to provide a geography course that dealt with the important concepts of the field. This was enough to cause a division among any group of social scientists, but for geography it was accentuated by the divisions that exist not only in relationship to what the major concepts or ideas were, but also by divisions over which approach should be used in developing these concepts. Two

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42 Ibid.
schools of thought existed concerning the organization of geography as an academic discipline. One school of thought placed emphasis on the topical approach or the study of a particular phenomenon distributed over space. The other school of thought used the region as its major orientation and attempted to study many different phenomena within a given region. It was quite natural that this schism spilled over into the High School Geography Project, particularly in the selection of the organizing theme. The selection of the Settlement Theme indicated that the topical approach prevailed. An examination of the titles of the eleven units developed further indicated the minor position regional geography had in the Project. Ten of the eleven units dealt with a particular topical field of investigation such as manufacturing, urban geography and water resources and only one with a particular region, Japan.

Augelli, one of the regional geographers on the Steering Committee felt that the Settlement Theme paid "scant attention to regional geography," and that it ran counter to what the teacher training institutes provide in the way of training and counter to the majority of the courses offered in the secondary school.\(^{43}\) In this respect the High School Geography Project was rather revolutionary as geography in the secondary schools had generally been associated with culture or area studies, and one of the major reasons for renewed interest in

geography was the felt need for greater understanding of other regions of the world.

The Steering Committee felt that the Settlement Theme offered an alternative to the traditional regional geography course and was the best means for dealing with the key concepts in geography.

This course, (The Settlement Theme), instead emphasizes important concepts of geography giving the student a structure in which to fit the facts. The stress is not on the memorization of the atlas-facts. 44

The "memorization of atlas facts" was a reference to regional geography, and what the Project attempted was to disassociate itself from regional geography. The Project wanted to deal with "organizing generalizations" in which facts about places are used to emphasize important geographic concepts. They did not want simply to provide pictures of the various regions of the world. The factual information presented in the units was not viewed as an end in itself, rather, this information provided a means for developing the various concepts associated with each unit. Each unit used a geographic region or factual information about a given phenomena in isolation. The scope and sequence were the concepts developed rather than the development of a body of knowledge about a particular region and/or phenomenon.

The underlying learning theory that emerged from the Project's implementation of the objectives in the Advisory Paper and the structure of the Settlement Theme was basically "Brunerian". Bruner's

ideas on the notion of structure and the "spiral curriculum" coincided with many of the views advocated by the topical geographers. The Project's statement on the need for "a structure in which to fit the facts" and the stress on "organizing generalizations" was derived in part from Bruner's statement concerning structure.

Bruner in his *Process of Education* states:

...the curriculum of a subject should be determined by the most fundamental understanding that can be achieved of the underlying principles that give structure to that subject.45

The Project's concern for the major concepts and organizing principles of geography was compatible with Bruner's ideas on the development of curriculum and the role of the structure of a subject. This, also, reinforced the selection of the Settlement Theme, as the topical geographer considers his approach to be concerned with the structure of geography. Bruner's ideas were also compatible with the Project's emphasis on content, and the highly structured nature of the units developed for the Project. The High School Geography Project also emphasized in its units the "discovery", "inquiry" or "inductive" method of teaching. This method is also associated with many of the current social studies projects and the so-called "new social studies."

The importance of the use of inquiry in the geographic method was indicated in the Settlement Theme Course Outline and reflected in the units produced. In Unit I, *Geography in an Urban Age*, the introduction

to the teacher emphasized that the inquiry method was the procedure to be used in developing and testing hypothesis, and for gaining insight into the major concepts and generalizations in geography.\textsuperscript{4b}

Like many of the other Social Studies Projects, the High School Geography Project assumed that this method had inherent in it a built-in motivational device to arouse and sustain the interest of the students. An examination of the materials also revealed a strong emphasis on the utilization of audio-visual aids and manipulative techniques. The units produced included activities and materials in which role playing, simulation games, slides, tapes, aerial photos, graphics, charts, diagrams and topographic maps were employed.

The major characteristics of the High School Geography Project were quite similar to the current trends in Project Social Studies. It was evident that the subject matter specialists were the primary developers of the materials. However, it also was evident that the earlier mistakes of avoiding the educational component made by earlier professional geographers were not repeated. While the professional geographers have dominated the Steering Committee, and have obviously controlled the organization, objectives and content, it was evident and should be acknowledged that they have attempted to develop a constructive relationship with public school teachers and educational psychologists. The focal point had been narrowed primarily to the

teachability of the material and the nature of learning. In terms of curriculum organization and development, educators were involved in questions concerning method, but only to a limited extent involved with questions concerning rationale, objectives or content.
CHAPTER III

VALUES AND THE GEOGRAPHY CURRICULUM

In the historical development of geography as a secondary school subject, the focal point had been on the content. This in part reflected the types of questions asked concerning the selection and organization of subject matter by the people involved in geographic education. Even the High School Geography Project was primarily concerned with content, although attention was given to organizing principles and methodology. While this situation might indicate an overwhelming concern for the cognitive domain, it did not mean the complete exclusion of the affective domain and values.

Inherent in the content or cognitive domain are factors directed toward the affective domain. Krathwohl, et al., indicated two factors related to the affective domain which were applicable to the situation in geographic education. First, the relationship of the cognitive to the affective domain is such that two basic approaches are suggested: achieving effective goals through the formulation of cognitive objectives or the reverse, obtaining cognitive goals
through affective objectives. The latter approach was used in most subjects taught.

The second factor applicable to this situation was connected with the use of the term "valuing". There was a degree of confusion about the utilization of terms related to the affective domain as the same term may be used for various objectives. An examination of desired outcomes revealed that the same term applied to a variety of levels or categories in the taxonomy. The terminology used in developing objectives for the valuing category of the taxonomy (3.0) varied. Krathwohl noted that many objectives stated in terms of adjustment, attitudes, appreciation, or interests were used in such a way that they applied to the valuing categories. In other words, questions concerning values and valuing may be incorporated in content. They may not be recognized as such due to a utilization of the cognitive domain, or due to a utilization of terms not directly identified with values and valuing.

A survey of the literature in geographic education reflected a need to devise an approach to values that was cognizant of the problems identified by Krathwohl. If values or valuing were the sole frame of reference used to examine the literature in geographic education, one's conclusion would be that values were excluded as they


\[2\] Ibid., p. 36.
were not directly stated in geographic literature. There was neither a body of literature nor schools of thought that could be identified with this area of concern. Due to the lack of a direct concern for values and the affective domain, the relationship between the affective and cognitive domains from the direction of "affective objectives as means to cognitive goals" was not feasible.\(^3\) The frame of reference utilized in this study was means to affective goals."\(^4\) The use of this frame of reference made it possible to identify the role of values in geographic education, and within this broad category the identification of the major positions and/or approaches to values.

In Krathwohl's analysis of achieving affective goals through cognitive objectives, he noted three basic methods that could be employed. The following synthesis will be utilized in this investigation:\(^5\) (1) The use of cognitive behavior not just as a means to affective behavior, but also as a prerequisite to affective behavior. Prior to dealing with a value question such as the impact of social and political values on the spatial organization of an urban center, the emphasis would be on the key patterns concerning urban organization. This approach separates the cognitive from the affective, and deals with the latter first on the assumption being that a "base was necessary in order to entertain questions associated with the affective

\(^3\)ibid.

\(^4\)ibid., p. 37.

\(^5\)ibid.
domain. (2) The use of cognitive behavior and cognitive goals as a means for achieving affective ends. In this case the conclusions reached when dealing with the cognitive domain are assumed to be sufficient for questions pertaining to the affective domain. The cognitive and affective were considered synonymous with the cognitive dominating. For example, "what is" questions concerning pollution or man-land relations were conceived as automatically generating answers as to "what ought" questions about pollution. The narrow concern of a given right answer is transferred from the cognitive to affective domain, and could be used to indoctrinate points of view and to build attitudes and values. A variation of this approach to avoid indoctrination allows the student to take a position and accepts a variety of "correct" positions. (3) The use of a mastery of selected elements in the cognitive domain as a means of imbuing affective goals. It is assumed that mastery of selected cognitive behavior has inherent in it the necessary factors required to achieve affective goals. Krathwohl noted that quite often the opposite is achieved in attempting to imbue affective goals by emphasizing a mastery of elements associated with cognitive domain. This is evident in cartography in which it is assumed that an appreciation of maps occurs with mastery of construction and interpretation. The relationship between the two is not evident to the student, who reacts to the learning experience based on the cognitive behavior desired. The three approaches or categories noted by no means

\[\text{ibid., p. 56.}\]
exhausts the possibilities available. It is possible to develop a more extensive set of categories geared towards a more refined system of differentiation. However, the nature of the material in geographic education concerning values has not reached the stage of development where a further refinement of the basic approaches noted by Krathwohl is required.

In geographic education questions concerning values and the affective domain can be found in the literature that discusses the aims and objectives. Confronted with the task of providing a rationale for the teaching of geography, geographers usually have a section devoted to the benefits to be derived from a course of study. Usually these aims are stated in terms associated with the affective domain. Therefore, in order to gain insights into the role and position of values in geographic education, this examination was, out of necessity, directed to the literature that pertained to the aims and objectives of geographic education. In order to investigate the more recent material, the educational objectives of the High School Geography Project, as stated in the the Advisory Paper, Unit 2, The Growth of Cities, Unit 3, The Geography of Cultural Change, Unit 4, Political Geography were examined.

**Treatment of Values in Geographic Education**

One of the major characteristics of the literature that pertains to values and/or the affective domain in geography is the vacillation that is evident over a period of time. Often this aspect is considered
in terms of a problem, but the problem often is not derived from the point of view or methodology uniquely associated with geography; rather it reflects what is current in terms of the general society. This is evident in the two distinct approaches utilized by many authors in geographic education. The first approach is a concern for "world understanding" and how the teaching of geography can aid in bringing about world peace and harmony. The second approach, somewhat less grandiose in terms of goals, is primarily concerned with the problems facing society, and how geography can aid in understanding them. While these approaches require changes in emphasis, the role of subject matter as the primary vehicle remains constant.

During the period associated with world understanding, the major element was familiarity with other lands and people. The major thrust of this element was the assumption that the necessary attitudes required for world understanding would be developed if the student simply was made aware of other cultures. For example, Ada Shawkey pointed out that the study of geography could provide a basis for world understanding as:

Thru it, familiarity of the world and its people can be gained. Geography helps to broaden the vision of our citizens. It develops the international mind. It can lead to a peaceful world community.  

J. Russell Smith went so far as to claim that "geography plays a central role in world education, and that the study of geography is crucial to world peace and understanding." Eureal Jackson, while more inclusive in his analysis of the factors involved in education and world understanding, concluded that "the geography teacher knows that his subject is the key to world understanding, international cooperation, and democracy fulfilment."

What many of these authors were reacting to was primarily the lack of knowledge of other regions of the world, and the rapidly changing international scene in the post war era. The need to reduce international tensions, and to foster international understanding was reviewed as crucial. Global leadership and survival were the motivating factors for advocating increased study of geography. The technological innovations, especially in transportation and communications, were "shrinking the world" and creating a greater need for understanding due to the closer ties and the degree of feasible

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interaction. All of these factors led to the viewpoint that the study of geography was crucial. The general feeling was that "the basic foundation upon which world understanding is to be built can be realized in the study of geography."  

The current approach reflects a concern for problems facing society. As the shift in emphasis from international to domestic issues occurred in the larger society, so too the rationale for the inclusion of geography as a school subject shifted. The concern now is for "intellectual and social problems relevant to contemporary society." There is an attempt to identify those problems and issues to which geography is applicable. Preston James indicates that the focal point is the "Industrial and Democratic Revolution" and its concomitant reorganization of social organizations and man's organization of space. While James is concerned with geography in the "Age of Revolution," John Borchant's concerns are identified as a "Revolutionary Environment" in which revolutions are occurring in...  

13 Ibid.  
communication, transportation, and the "rising tide of scientific study of human society." Robert Harper avoids the term revolution and identifies the basic dualism "of the modern commercial metropolitan-oriented human system on the one hand and the segments of the old social-based separate local culture" on the other. Out of this are generated "the key issues of the real world" which geography teachers must address if they are to meet the need "not simply for more geography," but "for better geography, for geography relevant to the world of news headlines." The differences between the various positions on what should be included are subtle as there is an interrelationship among the issues or problems. However, the present concern for social problem does have implications in terms of the type of studies that will be emphasized in geography.

A key difference between the early period associated with world understanding and the present "social problem" period was that in addition to providing a rationale for the inclusion of geography in the curriculum, there was also an attempt to alter the frame of reference geography teachers used. There was already a frame of reference

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that could be used for questions concerning world understanding; namely world regional geography. However, the utilization of the social problem rationale required not only regional studies, but also topical studies. The problems associated with urbanization and transportation required that the emphasis be on the topical approach to geography in addition to, or in place of, the regional approach. The organizing principles need not be the various regions of the world, rather, the logic and/or problems addressed could serve as the organizing principles. An example of this was the selection of the Settlement Theme as the organizing principle in the High School Geography Project. Through the identification of certain problems and issues one could not only develop a rationale for including geography in the curriculum, but also revise the teaching of geography by selecting problems that required a different frame of reference if they were to be examined and discussed in the classroom.

A key factor found in all of the positions on the relevancy of geography, regardless of the position taken, was a lack of awareness that inherent in these problems were value questions. Quite often the value dimension associated with a given problem was either implied in a statement or was a logical extension of the problem. This was due to a confusion of terms associated with the affective domain, and also due to the approach used for the affective domain. Even the format used in presenting the affective goals desired were not consistent. The two evident extremes were the listing of objectives in the usual
fashion in which separate statements starting with "To" were enumerated, and the inclusion in a general position paper of statements that imply desired outcomes associated with the affective domain.

The objectives that dominate the literature are primarily associated with world understanding. Two of the three objectives listed by Grace Koerner that can be identified with the affective domain are associated with world understanding. These two objectives are stated as follows:

To acquire desirable attitudes and a sympathetic understanding of the conditions and peoples of other countries of the world, especially the eighty members of the U.N.

To realize his role as a citizen of his own country and his role as a world citizen.19

These types of objectives are very common in the literature with subtle variations depending on either the degree of generality or the attempt at defining those attitudes or behaviors needed for world understanding. Perhaps these subtleties can best be illustrated through the following examples. Griffin is concerned with understanding the "social landscape" and in tolerating differences in ideas and cultural patterns that exist among different regions of the globe.20 While Koerner desires the formation of "desirable attitudes" and "sympathetic understandings" and Griffin desires to "tolerate differences," Neville Scarfe

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is concerned with the development of "humanitarian attitudes" whereby
the student "...must see that peace, prosperity, and happiness results
from collaborative and cooperative sympathy with all mankind."21
Sartre's attempt to focus on one key factor as the major element in
world understanding is not entirely unique. For example, J. Russell
Smith states that the teacher should "indicate a piece of fundamental
wisdom, namely that difference does not necessarily mean inferiority
or superiority."22 This is the only basic statement concerning
attitudes in his article as the rest of the article contains examples
and implications derived from the basic attitude. A degree of simi-
ilarity is evident not only in substance, but also in the lack of
clarity as to how one would achieve the desired outcomes.

There were also attempts by a few authors to delve into those
tactors inherent in the discipline of geography that could lead to
world understanding. Joseph Barbeg, writing for an international
audience, noted eight key factors which should be addressed by geography.
As these factors were not listed as general objectives per se, but
included in a general position, the following was a synthesis of the
major points:

21Neville V. Sartre, "The Objectives of Geographic Education,"

1. To eliminate erroneous convictions that anything which differs from what we know is automatically bad.

2. To help correct many widespread prejudices which lie at the base of various ideas of segregation and efforts, both national and religious to justify discrimination.

3. To dispel the idea of mechanistic determinism whereby economic and cultural disparity of various world regions is something unavoidable and immutable.

4. To know that the natural environment can be changed, and that the degree, scope and trend of these changes depend on the level of society and on its equipment and stage of technological development.

5. To revise our easy going attitude toward the natural environment.

6. To show that peaceful cooperation of all nations is indispensable for protecting nature.

7. To present the process of de-colonization as historically unavoidable and progressive.

8. To prevent national megalomania or inferiority.23

The factors noted by Barbag were highly interrelated and required an extensive degree of integration in terms of specific objective, content, questions or problems. In this respect, it differed from the general approach to world understanding in which specific and somewhat isolated objectives were presented.

An interesting contrast to Barbag's position was Eureal Jackson's "One World in the Teaching of Geography" in which he discussed many of the general ideas outlined by Barbag, but the overall perspective differed due to his emphasis on "the establishment of a lasting peace based on democratic principles." Jackson's perspective led to an emphasis on similarities and differences that existed among people and with racial attitudes and prejudices. While Jackson emphasized the democratic principles in world understanding, Barbag emphasized man-land relations as influenced by society and technology. For Jackson, the man-land factor was a vehicle and not the focal point. These two authors graphically illustrate the impact that the frame of reference had on issues and problems imbued with value questions for in each case the frame of reference used influenced the points of emphasis. These two men were the exception rather than the rule in geographic education, especially when dealing with affective objectives associated with world understanding, for quite often it is difficult to discern the frame of reference used by an author. One usually got the impression that their objectives and statements concerning world understanding were simply included but extraneous to the major thrust of the discussion presented.


25 Ibid., p. 438.
In any case, in noting the objectives or attitudes the various authors failed to recognize that the question of values was germane to their desired outcomes, and thus they ignored a crucial element underlying their position. The discussion of acquiring desirable attitudes, developing sympathetic understanding, tolerating differences, or developing humanitarian or international attitudes included and were pertinent to the question of value or estimated worth. To say that a student must realize his role as a citizen of a country and as a world citizen could lead to an enumeration that differentiated between the two. Inherent in each role were certain values, and the minimal amount of knowledge or insight should have indicated that inherent in each were conflicts concerning values. An examination of the values associated with each role, and the areas of conflict generated by the two would be more germane that a simple realization that two roles exist. A discussion of desirable attitudes, humanitarian attitudes, or attitudes conducive to internationalism, should have included what was meant by the term attitudes. Krathwohl, et al., noted that the term attitude could refer to three categories associated with the affective domain; responding, valuing, and organization. The term as most often used was associated with valuing. For example, when Scarfe asked for the development of a "humanitarian attitude" which he defined as a collaborative and cooperative sympathy with all mankind from which peace, prosperity

26 Krathwohl, et al., Taxonomy of Educational Objectives, p. 37.
and happiness results, was he talking about the "willingness to respond," or "satisfaction in response," which could be associated with the term attitude, or was he concerned with "acceptance of a value," or preference for a value and as a major outcome, "commitment." It seemed from his definition that he was more concerned with the former than the latter. It was interesting to note that the question of values and valuing was not directly acknowledged, although it was definitely implied and inherent in the objective noted.

This omission was a prevalent factor in geographic literature and not restricted to any given individual or school of thought. An examination of the eight factors noted by Barbag indicated that even the presence of a frame of reference was not sufficient. It did not necessarily lead to an examination of the values underlying many of the objectives viewed as desirable outcomes. Each of the factors listed had inherent in it values and value conflicts. For example, associated with the idea of "mechanistic determinism" was a worldview which generated values or estimated worth. To "dispel the idea of mechanistic determinism" required not only the supplanting of one intellectual frame of reference with another, but also the examination of the values generated by the particular frame of reference. The major purpose in dispelling the idea of mechanistic determinism was not only to provide a frame of reference more in line with current thinking and evidence, but also to move away from the interpretations and evaluation of events, areas or people generated from this frame of reference.
This problem of values that were implied or inherent in objectives was evident in those objectives which on the surface were seemingly associated with knowledge. An examination of these objectives revealed a variety of underlying assumptions. The two most prevalent assumptions in geographic literature were knowledge objectives that assumed that changes in values occurred with the acquisition of knowledge, and knowledge objectives which had a value dimension.

The former was the most prevalent type of objective formulated in geographic education when world understanding was considered. An examination of the objectives and statements of the authors cited revealed the assumption that primarily needed for world understanding was additional knowledge of regions and people and that with increased awareness came increased understanding and tolerance. This was the major thrust of the statements and objectives of Griffin, Smith, Koerner and the other authors cited, and was constant over time.

Wallace W. Atwood's section in the *Nineteenth Yearbook of the National Council for the Social Studies* entitled "Fostering International Understanding," had as its major focal point the need for understanding or knowledge of other peoples of the world. He considered "an intelligent understanding of the living conditions and of the principal problems of the people in each of the leading sovereign communities of the world" as a major responsibility of citizenship.27 Atwood

considered more knowledge of climatic conditions, land, natural resources, social, economic and political affairs as central to rational and international education. A somewhat similar but more cryptic statement indicated that "Geography in the school curriculum is a major source of the child's acquisition of tools and skills that will help him get at world understanding." Another similar statement is, "Geography will thus help to instill in the young the valuable idea of the solidarity which should exist between men and which UNESCO calls international understanding." The key element found in the various objectives and statements that was germane to the question of values was the assumption that changes in values, or attitudes, occurred solely from the acquisition of knowledge without identifying or even acknowledging the values involved. The previously discussed objectives were a deliberate attempt to deal with value questions through the acquisition of knowledge. Another category of knowledge objectives existed which differed from those already discussed. This category was knowledge objectives that have a value dimension not perceived by the person using the objective, but is

28 ibid.


inherent in the objective itself. Referring back to Barbage, for example, one of his objectives was:

To know that the natural environment can be changed, and that the degree, scope, and trend of these changes depend on the level of society and on its equipment and stage of technological development.31

One would be hard-pressed to disagree with this statement and such a statement ought to be included as an objective in geographic education. However, it must be pointed out that the very question of changes in the national environment have occurred due to the decisions of society, and these decisions were based on perceived values or estimated worth. This aspect of the problem was not addressed or incorporated in any way in the stated objective. The linkages between factors indicated in the objective which affect the degree, scope, and trend of changes were omitted. Those linkages were primarily the values generated in the society, and the decisions made concerning the utilization of the environment based on these values.

At a more general level, this same situation is evident in Henry J. Warman's, The Structure of the Discipline, in which he notes two basic "impactors" that influence the study of man in a region; the physical impactor and the cultural impactor.32 This approach has its roots in the literature associated with the development of geogra-


phy as a discipline and is related to geography's being both a physical and social science. However, Warman's eventual explanation of his conceptual framework included that the cultural impactors identified, such as religion and morality, language and literature, etc., are viewed as additional data and not directly addressed.

The objectives associated with social problems generally revealed a similar approach to value questions. The content and emphasis experienced a subtle shift, but the general framework utilized in the early periods remained the same. There was an awareness of the need to address questions concerning values, attitudes, or the affective domain. The lack of clarity as to what was meant by attitudes, and the lack of any framework for dealing with them continued. The overall approach discernible from the various objectives and statements on the aims of geographic education continued to utilize the cognitive domain as a means for obtaining affective goals. The general tone of the statements concerning the relationship of the cognitive to the affective domain indicated that the treatment of values or attitudes was primarily a by-product of dealing with the major concepts of geography. In this respect, the approach could be identified with the use of cognitive behavior and cognitive goals as a means to multiple affective ends.

When John Lounsbury voices his concern for social and intellectual problems relevant to contemporary problems, his intention is to show
"how the subject matter of a given course applies to the present world", and is defined in terms of content, teaching techniques, and technical equipment. The same response is evident in Preston James' concern for geography's meeting the challenge of a revolutionary age in which "they must so structure the concepts and content of their field that its relevance to the modern world is immediately apparent." This concern is translated by James into a conceptual framework indicating a sequence of ideas which are identified with the cognitive domain. John Borchert incorporates the present concerns of society by attempting to relate them to four traditions he identifies in geography, namely: man's use of the earth, exploration and observation, tradition of synthesis and induction, and the tradition of maps. Borchert's concern focuses on the discipline of geography. His attempt and that of the other two authors to deal with values through social problems are continuations of using the framework associated with the discipline of geography.

This has the effect of continuing to emphasize the cognitive domain at the expense of values and the affective domain. One cannot take issue with many of the concepts, generalizations or understandings

put forth by many of these authors. However, the general approach indicates that their concern for these factors associated with the discipline either tends to exclude concern for values or as indicated by Krathwohl's analysis tends to be indoctrination of a particular point of view. While the notion of indoctrination may not be an overt approach or point of view adhered to by the authors, it is inherent in the approaches as it assumes that the necessary knowledge will produce the desired values or attitudes.

A comparison of two articles by Henry J. Warman could indicate how a concern for values and the affective domain need not be incorporated or transferred into the framework developed for teaching geography. In a 1963 article Warman indicated there were two cores which were the concern of the teacher; the "hard core" associated with the academic discipline and the "warm core" associated with geography education.37 In discussing the relationship between the two, Warman noted:

These seeds are of two major varieties. They are the seeds of the head, and seeds of the heart. Teachers of geography realize that the major concepts of the discipline, those broad sweeping derivatives of thought, also need to be accompanied by feelings, by fine sensitivities, and an acuteness to human values.38

He continued with the idea that "crossbreedings of these seeds should


38 Ibid.
produce a hybrid superior to any previously produced.\textsuperscript{39} An examination of Warman's remarks revealed that there is an evident concern for dealing not only with "know how" but "what ought to be," one of the hallmarks of value questions. However, in 1965, Warman's article entitled "Teaching and the Structure of the Disciple" provided a scheme representing the structure of the discipline. No element representing the "warm core" was evident in the scheme he presented, and this factor was not directly discussed. One could assume that the "warm core" was incorporated in the areas associated with "cultural impactors", but as previously noted, they were viewed as additional data. This seemed to be a natural outcome when the values and/or the affective domain were not a direct concern, and when values were viewed as a by-product of specific topics or body of material.

Some objectives associated with the affective domain can be found in the High School Geography Project material. There was a shift as the "attitude and appreciations" noted were primarily related to the academic field and to the methodology employed. The influence of the educator's involvement in the Project was evident as the objectives were classified and clearly identifiable.

In the Advisory Paper, Chapter II, the concern was solely for those objectives related to attitudes and appreciation, and the six objectives were listed individually. The units produced by the High School Geography Project have the educational objectives listed

\textsuperscript{39} Ibid.
at the beginning of each unit. The objectives were an integral part of the unit, rather than a general statement on the overall purpose of geographic education as had often been the case.

The objectives listed in the *Advisory Paper* were geared to the overall approach of the High School Geography Project and were not associated with any given unit. Of the six "attitude and appreciation" objectives noted, four were derived from concerns of the discipline and methodology of geography. For example, the first two objectives "The winning of knowledge" and "Seeing things for oneself" are primarily concerned with attitude and appreciations associated with methodology. The second two are associated with key concepts in geography and are titled "Location and distance" and "Uniqueness of place." In both cases, the major concern was the development of positive attitudes or acceptance of certain premises deemed necessary to the study of geography. The two remaining objectives are related to what the authors have selected as key problems that must be addressed. The fifth objective, "The natural environment", was intended "to induce in the student a respect for the natural environment, and a realization that although man could modify it, his modifications could have undesirable consequences as well as good ones." The final objective, "World Societies," was intended:  

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To assist the student in developing a sense of responsibility toward his own society and an intelligent interest in the formulation of national goals and policies, especially as they influence the different resources and regions of the nation.\textsuperscript{42}

In the fifth and sixth objectives the desired outcomes were to be achieved by providing additional knowledge of the natural environment and those factors concerning world societies. The pre-determined desirable attitudes or appreciations were to be accepted by the students and were to be by-product of this exposure to additional knowledge. Examination of the attitude itself was not included, rather the question was the acceptance of the attitude and appreciation by the student.

An examination of the objectives for Units Two, Three and Four reveal an emphasis is on the cognitive domain, and a lack of clarity concerning values and the affective domain. In Unit Two, \textit{The Growth of Cities}, the seven objectives are strictly cognitive in nature. Three of the objectives call for the student to use certain "factors," "concepts" and "models" to explain phenomena, while the remaining objectives are concerned with illustrating recognizing, predicting and discussing.\textsuperscript{43} Unit Three, \textit{The Geography of Cultural Change}, has a total of ten objectives which are similar in format if not content to Unit Two. Of the ten, two objectives can be identified with the

\textsuperscript{42}Ibid.

affective domain, in particular, with the acceptance of value. The sixth objective states: "Accept the appropriateness of more than one boundary line for a culture region and the likelihood that any such line will change over time." The eighth objective is: "Accept culture traits different from his own as natural and proper for the people involved." The latter objective can be interpreted in two distinct ways. One can ask whether this is a knowledge objective based on historical or empirical evidence, or one can view it as advocating an ideal. The terminology ("Accept") does not aid in clarifying what the major thrust of the objective is. The former objective (sixth) of accepting differences seems to be associated with valuing per se for it aims at developing a certain disposition toward that which is different, and is clearly related to values and value questions. Two factors worth noting are that the two objectives utilize similar terminology, yet the substance of each is quite different. The first one can easily be identified solely with the cognitive domain, while the second factor emphasizes the cognitive domain to achieve multiple affective goals. The value of tolerating differences is not examined; instead, the acceptance of the value is examined.


45 Ibid.
Unit Four, Political Geography, had all of its eight objectives stated in terms of describe and discuss. An examination of the objectives indicated that the affective domain and values were ignored. Yet, it was interesting to note that in the discussion following the objectives, comments were made concerning the difficulty in evaluating "attitudinal objectives". The authors, therefore, indicated that they were dealing with "attitudinal objectives", but this was not evident in the objectives and indicated even further the lack of clarity concerning the utilization of affective or valuing objectives. It appeared from the objectives in the Advisory Paper and the three units that in geographic education there continued to be a lack of clarity regarding the terminology used when dealing with values and the affective domain, and no framework for dealing with values other than as a by-product of cognitive goals or objectives.

The one subtle shift which is evident in the High School Geography Project material and current articles dealing with aims and objectives is the emphasis given to attitudes and appreciations associated with the discipline per se. The objectives of the High School Geography Project have already been cited. A similar approach is evident in Philip Bacon's "General Objectives of Geography. When


dealing with attitudes and appreciation as objectives in geography, he notes five basic objectives specifically related to the discipline of geography. These objectives relate directly to attitude and appreciations generated from the methodology of the geographer such as objectivity, appreciation for the realm of geographic scholarship, and appreciation for the role of the field, library, and map in the making of geographic knowledge and testing hypothesis. The last two objectives Bacon notes are similar in nature to the last two objectives in the High School Geography Project. Bacon cites "a deeper appreciation for the physical, biotic, and cultural diversity of our planet" and man as a decision-maker in relation to his habitat which "is a function of the attitudes, objectives, and technical skills of man himself." Evident in both the High School Geography Project's and Bacon's statement are a more structural and less encompassing set of affective objectives when compared with the aims and objectives identified with world understanding and social problems.

Part of this attempt to tighten up the objectives associated with the affective domain can be attributed to the influence of the educators involved in curriculum development. A clear indication of this impact was evident in a revealing article by Roger E. Kaspersion entitled "On the Process of Curriculum Reform." Kaspersion discussed

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48 Ibid., p. 22.
49 Ibid.
his experience in developing his unit on Political Geography. The section on objectives was based on Benjamin S. Bloom's, *Taxonomy of Educational Objectives*, and one section in particular dealt with "attitudinal objectives." Because Kasperson continued to view values and attitudes in terms of cognitive objectives as a means to affective goals, and more specifically as a means to multiple affective ends, he asked questions concerning his right to instill certain values. He concluded by ignoring questions concerning values and attitudes, and stated as the only explicit "attitudinal objective" "that students should enjoy studying geography." Therefore, Kasperson's emphasis was similar to that noted in the *Advisory Paper* and Bacon's work in that attitudes are derived primarily from the discipline per se. Kasperson's use of the term "attitudinal objectives," and the High School Geography Project's use of the terms "attitudes and appreciations" indicated the confusion noted by Krathwohl surrounding terms associated with the affective domain. The emphasis on attitudes or appreciation, associated with the concepts and methodology of the discipline, reflected the unstated but discernible pattern of utilizing cognitive goals as a means to multiple affective ends. Hence, the result was, a subtle form of indoctrination of those factors related to the discipline.


51 Ibid.
It is, therefore, evident that the treatment of values in geographic education is haphazard and that the affective domain continues as a minor appendage to the cognitive domain in the discipline of geography. Regardless of the period one looks at, there is evident confusion concerning values and valuing. When values are addressed in geographic education it is through the cognitive domain, as the underlying assumption is that changes in motivation, attitudes, or values occurs with additional intellectual or geographic insight alone. This point is evident from the discernible frame of reference noted in the examination of the literature. While it is not clearly defined the dominant approach to values and the affective domain can be categorized according to Krathwohl as the use of cognitive ends to achieve multiple affective goals, and which he considers to be a form of indoctrination. The major concern in geographic education is the acquisition of additional information by the students and with this information come the desired value objectives. This equation of knowledge with values by the writers in geographic education has contributed to a lack of awareness of the need to address values directly; and has prevented the development of a method or rationale that incorporate this concern.

Hildegarb Johnson's crucial question concerning values and the generalizations taught in geography seems to be ignored. She asks: "But do we not also have a purpose and recognize values which are
ultimately served by the valid generalizations."\textsuperscript{52} She attempted to identify those values which were inherent in the basic generalizations selected and, she clearly indicated that values were addressed whether they are identified or not.\textsuperscript{53} Her purpose in examining these generalizations and identifying the values associated with them was to indicate that geography cannot assume a mythical "value-free" position. A similar position was expressed by McNee in his attempt to identify those values which constitute a "geographic value system" that served as the bonding agent for the field.\textsuperscript{54} McNee further attempted to relate those values identified in geography to a liberal education.\textsuperscript{55} In both cases, the attempts to identify a particular value that was germane to the study of geography was not as crucial as the awareness revealed that values did play a role in the teaching of geography. By attempting to identify particular values, both authors emphasized them as by-products of either the "valid generalizations developed" or the method and structure employed. In both cases the question asked was which values are derived from geographic


\textsuperscript{53}\textit{ibid.}, p. 104.


\textsuperscript{55}\textit{ibid.}, p. 13.
studies, and not how could geographic studies aid in the analysis of a value conflict. The former was best illustrated by Robert H. Brown's "Fundamentals of Geographic Education" in which he defined what he considered the eight basic elements to be in geographic education. He lists "values" among the eight and defined values as: "Habits of thought or action on a geographic subject that many people in a group or society believes to be of intrinsic worth." He noted that little attention was paid to values in geographic education. From this rather clearly defined position on values, one could assume that he proposed to examine those habits of thought and action prevalent in the society concerning geographic subjects, and utilized the values as a point of departure for a geographic analysis. However, instead of examining the values prevalent in the society, he called for greater attention to "...the beauty of nature, the orderliness of human organization, the utility of the nation-state system, and the virtues of urban versus rural life," which indicates a desire to instill a set of values rather than to examine those habits of thought or action prevalent in the society. Even though he avoided the confusion surrounding terms, he continued to use the approach to values evident in geographic education, namely inculcation.

57 Ibid.
58 Ibid.
of a set of values, further revealing the necessity of developing a rationale or method for dealing with values and valuing. The present treatment of values in geographic education is inadequate for values are extraneous to the major thrust of developing geographic expertise and are primarily viewed as a means of providing a rationale for the teaching of geography. The net effect of this is that the concern for the cognitive domain has led to an approach that can be equated with indoctrination.

The Discipline of Geography and Values

There is a question as to whether the treatment of values and valuing in geographic education reflects the current research in the academic field. In other words, are geographers addressing themselves to values in geographic research, or is it an area that is not considered to be within their domain. An examination of current geographic research such as the BASS Report can reveal whether the posture taken by those in geographic education is a reflection of work in the academic field or due primarily to the lack of a framework or rationale for dealing with values.

The BASS Report is designed to report on the current state of the field of geography in terms of areas of concern, methods of investigation, and current research directions. It is basically a committee report by the members of the committee, and they reflected widely divergent areas of interest and philosophical positions on the nature of geography. The purpose of the report is to provide a
survey "characterizing contemporary geographic research" with emphasis on geography as a behavioral and social science. It is not designed to be a comprehensive or in-depth study of particular aspects of geographic research. For the purpose of this paper, it provides an excellent source as the committee addresses no particular school of thought, and the research emphasizes the behavioral and social science aspects of geographic research. The four clusters of research in the Report are Locational Analysis, Cultural Geography, Urban Studies, and the more recent studies in Environmental and Spatial Behavior.

The most notable element in the Report is the emphasis given to the behavioral aspects of geographic research, as indicated by an increased awareness and concern for "wide range of factors—social, cultural, political, as well as physical." The normative models that are utilized in the analytical research in geography have begun to move towards a "more explicitly behavioral context," with an emphasis on decision making. There, also, has been a corresponding shift in emphasis to models based on individual behavior in space. This


60 ibid., p. 54.

61 ibid., p. 59.

62 ibid., p. 60.
general movement towards a behavioral framework is reflected in the four clusters of research noted, and has focused on the decision-making process in relation to spatial perception and organization.

In locational analysis "...concerns progressed from a relatively narrow economic base towards more social, cultural, and political considerations...."63 Decisions concerning location and regional organization are examined from a broader base and incorporates factors previously ignored in research analysis. The importance of individual attitudes and values as influenced by social, cultural and political considerations are now recognized to influence decisions concerning the organization of space and have become an area of interest to locational geographers. The recent thrust in urban geography has been to study migration flows, diffusion of innovations, and the increasing concentrations of growth in the largest cities. Here, too, the processes used have been expanded to incorporate a greater number of factors other than either the physical or economic frame of reference. For example, studies on internal organization of metropolitan areas have emphasized the processes which lead to spatial patterns and have only recently incorporated a concern for behavior in space. Harold Rose's studies of the Negro ghetto indicate not only economic factors, but also social and political beliefs that have influenced the process leading to the location and organization of the ghetto in metropolitan areas.64 The inadequacy of being concerned

63 ibid.
64 ibid., p. 86.
solely with economic factors and ignoring the values and attitudes influencing the processes responsible for the location and organization of the Negro within is evident. However, not so evident, and yet just as important, are the beliefs and values which influence decisions concerning intra-urban migration. Studies comparing the shopping behavior of different ethnic groups within the same given location have also highlighted the impact of cultural differences and values on the movement of people over space. The study comparing Mennonite and "modern" Canadian shopping patterns indicated the influence of cultural and social values on man's organization of space.65 These areas of concern have also emphasized the study of behavior and individual decision making.66 The study of political behavior, especially concerning the decision-making process in urban re-development, has received greater interest.67

A more obvious concern for values, as factors to be incorporated in the analysis of spatial phenomenon, is found in the cross-cultural urban studies. The major contention of this area of concern, and the previous areas mentioned is that the values of a society, a group, or an individual will influence decisions concerning the organization of space. One of the major contentions of cross-cultural urban studies is basically that "different value systems and different social organi-

65 Ibid., p. 87
66 Ibid., p. 88.
67 Ibid., p. 87.
izations produce significantly differing spatial organizations, and that the processes associated with the organization of urban areas are not strictly physical, economic or universal in nature.

In cultural geography, the values and attitudes inherent in a society have played a crucial role in the research. In identifying the major thrust of research in cultural geography, it is pointed out that:

From its comparative vantage point, cultural geography attempts to determine what identifiable forms of social organization, what technologies, what system of beliefs have played their role in the evolution of landscapes.

This concern for the landscape has fostered areas of interest which have as their core a concern for values. This has its roots in intellectual history which has explored "the attitudes that men have held at different times about the world around them." The impact of Western man's attitude concerning the earth as the "perfect home of man" and his "aspiration to achieve control of nature by rational means" are key values which are examined.

Another major area of concern in cultural geography in which values, attitudes or beliefs are crucial is cultural ecology. The

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68 Ibid., p. 88.
69 Ibid., p. 65.
70 Ibid.
71 Ibid.
focal point of this area of research is the relationship of cultural patterns and processes on the ecology and the spatial diffusion of cultural phenomenon. Investigations on the impact of cultural values on the spatial diffusion of agricultural practices and products, food prejudices, religious attitudes, and religious pilgrimmages have been conducted, which indicate the role the values of a given culture play in the decision making process associated with the diffusion of ideas, poeple and commodities over space.\textsuperscript{72} The concern for ecology has its roots in the earlier writings of Harlan Barrows but has received greater impetus recently in particular,

Ecological studies reveal the complexity of the way in which man's cultural heritage shapes, and is shaped by, the total ecology of an area.\textsuperscript{73}

Through the use of the "ecological systems approach" the cultural impact is examined not only in terms of the deterioration of the physical environment, but also to study the differences that exist between human communities based on cultural factors.\textsuperscript{74}

Two other areas of research interest in cultural geography are "Diffusion of Ideas" and "Cultural Perception and the Aesthetics of the Visual Landscape." Research in the diffusion of ideas is concerned with the spread of information and cultural innovations over

\textsuperscript{72}Ibid., p. 66.
\textsuperscript{73}Ibid., p. 68
\textsuperscript{74}Ibid.
space. Carl Sauer's classic "Agricultural Origins and Dispersals," Fred Kniffen's study of house types, and Dan Stanislawski's "The Origin and Spread of the Grid Town," are examples of studies in which the origin, spread and interaction of new ideas are examined.\footnote{Ibid., p. 69.} The more recent studies have utilized mathematical models in the examination of migration and the spread of innovations. In both cases, the impact of the attitudes and values of a people on the spread, interaction and acceptance of new ideas is a crucial point. A similar focal point is used in the research on cultural perception and the aesthetic visual landscape. However, instead of being concerned with diffusion over space; they "attempt to establish and clarify those ideas and institutions that exert the most effect on the character of landscape."\footnote{Ibid., p. 72.} For example, Lowenthal and Prince present a series of essays that analyse how the perceptions and values of the English people are related to their landscape. They are able to identify how the present characteristics of the landscape were "preserved and enhanced according to value systems that possessed considerable tenacity through the years."\footnote{Ibid.} More recent studies concerning perception of rural and urban landscapes have involved collaboration with psychologists and have revealed the connection
between attitudes, aspirations, and the shaping of practices and policies influencing the landscape.  

Changes in standards of value and issues raised by improved technology have caused questions to be rephrased concerning man-environment relationships and have led to the newest area in geographic research, environmental and spatial behavior. The two major themes are the natural environment, and spatial and physical characteristics. The basic assumption is that the environment is not viewed as fixed or imposing limits, but rather "a function of culture and technology" and therefore, subject to change due to man's decisions and actions. The centrality of the relationship of human behavior to the natural environment is clearly evident in the environmental perception studies on the hazards of floodplains. The degree of hazards ascribed to a floodplain location were found to be greatly influenced by the individual's perception based on experience and the level of information. For example, floodplain dwellers assumed a greater degree of regularity to flooding and were less tolerant of uncertainty than technician-scientists which indicates that a natural phenomena and the environment are not perceived uniformly but are influenced by knowledge, past experience, and attitudes. An off-shoot of the floodplain hazard studies has been the exploration of the notion that personality types may respond to

78 Ibid.
79 Ibid., p. 89.
80 Ibid., p. 90.
environment in radically different ways.\textsuperscript{81} Studies comparing the recreational use of water supply reservoirs in the Far West and New England showed the restrictions were greater in New England for "attitudes and perceptions developed in New England in the pre-chlorination era," and unnecessary restrictions were placed on water supply usage "in spite of overwhelming scientific evidence that the measures are no longer helpful and comprise an obstacle to this expansion of recreational opportunities."\textsuperscript{82} Geographic research in environmental behavior and resource management is characterized by a concern for the "social consequences of dramatic advances in technology and the application of this new knowledge to the control and modification of environment without corresponding steps to adjust human behavior and institutional responses to new situations.\textsuperscript{83} This would seem to call for the examination of values and attitudes toward the environment in light of the new consequences derived from its use and abuse by man's more powerful tools of control.

The study of the role of attitudes and the values has not been confined to the natural environment. Studies of spatial perception are concerned with the perception of spatial organization of either man-made or natural objects and the differences that exist between

\textsuperscript{81}ibid., p. 93.
\textsuperscript{82}ibid.
\textsuperscript{83}ibid., p. 94.
individuals. Edward Ullman's study of the Meramec River Basin reveals the differences that exist between high, low and middle income groups concerning the perception of the recreational activities available. He was able to develop a curve to predict attendance at the various facilities.\textsuperscript{84} Utilization of the notion of "perception of stress" has been developed in studies dealing with perception of neighborhoods. From these studies ecological system models have been developed to gain insight "into the nature and degree of stress that causes urban dwellers to change neighborhoods."\textsuperscript{85} An offshoot of this has been studies of the perception of geographic space in terms of overall residential desirability. The responses of selected groups are compared in reference to the desirability perceived in locating in a given area. Studies using various national groups in Great Britain and age groups in Nigeria have been utilized.\textsuperscript{86} However, the notion of "perception of stress" and residential desirability can be useful in identifying and analysing those factors which generate socio-economic and/or racial differentiation in a given urban area.

The key factor in the areas of research noted is the greater emphasis given the behavioral component associated with space. The

\textsuperscript{84}ibid., p. 95.  
\textsuperscript{85}ibid.  
\textsuperscript{86}ibid., p. 96.
BASS Report notes the greater involvement of geographers in interdisciplinary work with urban sociologists and psychologists. 87

There is a greater awareness that the values and attitudes of a culture, sub-culture, or identifiable group influence their perception of the environment and space, and that decisions concerning the utilization or interaction of the environment and the organization of space are influenced by their perceptions. In the quest for understanding man's use of space geographers have moved from a concern for physical factors to economic factors and are presently moving toward a concern for behavior which influences decisions concerning the use of space.

It is evident from key studies in the BASS Report that a concern for values and attitudes is present in the works of professional geographers. The framework that is employed and the substantive work that has been conducted in this area are not presently reflected in geographic education. Even the High School Geography Project, while reflecting some of the substantive works, such as urban studies and the use of models in transportation and agriculture, does not incorporate the concern for values and attitudes. The often cited gap between research and teaching seems to be evident, and in this case, not only in terms of the substantive works, but also in terms of the factors addressed in geographic analysis. The lack of concern

87 Ibid., p. 97.
for values noted in the analysis of objectives in geographic education does not, therefore, have its roots in the academic field or reflect the current state of geography; rather, a gap between the two areas exists.

The lack of concern for values in geographic education is not restricted to topics and/or factors incorporated in geographic research. It is also evident on a much broader perspective which is often termed the philosophy of geography. In geography, as in all academic fields, there are divergent views concerning the overall objectives of geographic studies. The objectives or philosophy adhered to often influence the topic deemed worthy of investigation and the techniques employed in that investigation. In geographic education, there is little or no concern for use of an overall perspective, philosophy or definition of geography. Harvey notes in his discussion on the objective of geographic research:

> Whatever logical argument we produce, however, it is clear that the only grounds upon which we may ultimately dispute the objective are grounds of belief. As individuals we possess values. These values, it is true are not independent of the society in which we live and work, and in a narrower context they are not likely to be independent of other geomorphers with whom we have contact and interact. These values guide us to objectives that we feel are worthwhile.\(^8\)

Therefore, the objectives that have been developed by the different schools of thought depend on the individual's or group's set of values.

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The objectives identified to be pursued in geographic research or studies "...form our philosophy, our own individual view of life and living." The impression one receives from reading the literature is basically that there is only one philosophy or definition of geography, and it is usually feasible to discern the philosophical stance taken, but generally it is neither identified nor articulated by the author. In geographic education, the treatment of values inherent in the overall perspective is similar to the treatment of values in the substantive works. In both cases it is neither incorporated nor acknowledged as a factor understanding geographic reality.

This lack of concern for questions associated with values seems to be due to the lack of a rationale for dealing with value questions than a reflection of the major constraints of the academic field. In order to counteract the present situation in geographic education, it is necessary not only to relate the current state of research in geography to the teaching of geography, but also to develop a framework for dealing with value questions. While both factors have to be addressed, the need to develop a framework for the incorporation of value questions is necessary in order to prevent even the current research from being presented by a method that is considered synonymous to indoctrination. The approach to values that is developed has to reflect the empirical nature of geographic research; as well as the challenge, presented by the geographer, Isiah Bowman.

89 ibid.
We dare not be too sure about a choice of "values" because they have a perplexing way of offsetting each other in time: but this does not prevent us, indeed, it should incite us, to explore values and dissect and even explain them if we can. If education does not go so far it has not prepared the citizen to make a choice of ports when the inevitable choice has to be made through agencies outside the schools. Research about society is not enough.

One must learn that which has been, but one must some day be prepared to choose that which will be.\footnote{Isiah Bowman, \textit{Geography in Relation to the Social Sciences}, (New York: Charles Scribner's Sons, 1934), p. 9.}

It is within the parameters of these factors that an approach to values applicable to geographic education has to be developed.
CHAPTER IV

A RATIONALE FOR THE TREATMENT OF VALUES

The definition of value utilized in this study was primarily derived from the school of thought Erich Fromm termed the "humanistic ethics approach". This definition was used as it provided direction for the analysis of the phenomena investigated in this study. John Dewey, one of the modern writers who used this approach, defined value as "whatever is taken to have rightful authority in the direction of conduct". This statement had inherent in it basic factors associated with the question of value: direction and conduct. A discussion of values and valuation isolated from human conduct ignored the crucial link existing between these elements, and to interpret the notion of "rightful authority in the direction of conduct" solely in personal terms negated basic premises associated with value questions. Dewey pointed out that the role of values in human affairs was pervasive and, while not readily acknowledged, crucial. He stated:


... all deliberate, all planned human conduct, personal and collective, seems to be influenced, if not controlled, by elements of value or worth of ends to be attained.\(^3\)

Working from this basic definition, it is evident that values are neither capricious nor nebulous in nature. The role of values in human affairs is neither relegated to a minor position, nor to a position that is dealt with only on selected occasions or during periodical ceremonies. The basic premise adheres to the position that an integral relationship exists between the estimated worth or value perceived by an individual or group and their actions or conduct for: "All conduct that is not simply either blindly impulsive or mechanically routine seems to involve valuation."\(^4\)

Utilizing this view of value, that value and conduct are an integrated whole and that human behavior is influenced by considerations concerning questions of "bad-good," "right-wrong," "positive-negative," the question is raised concerning the realm one uses when addressing value questions and valuation. It is neither the realm of the acceptance of enjoyment unexamined nor the realm of exclusive utilization of introspection. Value questions and valuation are in the realm of socio-cultural phenomena. Value questions are behavioral questions and the field of values has its roots in behavioral studies.


Dewey defines behavior and behavioral as words referring "exclusively to events of the nature of life processes in general and animal life possessions in specific." He further qualifies the original definition of behavior and behavioral, for in effect they are too broad to provide any insights concerning value in the behavioral realm. The two qualifications Dewey makes are that:

...limitation of life processes to those of selection-rejection, and the specification of the fact that such processes serve, from the amoeba to the highest form of primate, to maintain all life processes as a going concern.

These limitations Dewey makes are very germane to a discussion of value and valuation. Selection-rejection denotes the utilization of a decision-making process by man, and presumably a criteria to provide a means of differentiation for the selection-rejection.

Regardless of the criteria one uses in the selection-rejection process, there is inherent in the selection-rejection process the notion of value or worth. That man selects or rejects a course of action or a thing on the basis of estimated or perceived worth of the ends desired, is a crucial factor linking value with man's decisions or action. To say that all decisions and actions by man automatically involve value or the process of valuation, ignores that behavior which is "blindly impulsive" or "mechanically routine" and does not involve

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6Ibid., p. 65.
valuation. Behavior which is blindly impulsive or mechanically routine does not involve questions concerning worth or desirability of action or things. It is not based on a "caring for" or "holding in esteem" in which the desired outcomes and the means to attain them are brought into examination. Dewey, in his discussion of "caring for" or worth states that it differs from animal instinct.

If the animals in question have an anticipation or foresight of the outcome, and if they perform the caring for behaviors so that they are colored and directed by the foresight, then, on the basis of the hypothesis advanced, they fall within the value-field proper.7

The anticipation or foresight, another term for end desired, and the "caring for behavior" are in essence the crucial factors associated with value and valuation. These two dimensions, the estimated or perceived value of the object and the mode of behavior or "caring behavior," are the basic elements to be taken into consideration when one places value questions in the behavioral realm. One of the major implications of placing the question of value within the behavioral realm is that if value-facts are behavioral in nature, "the facts must be treated in and by methods appropriate to behavioral subject matter."8

When one approaches values from a behavioral framework, it becomes evident that the conduct or "caring for behavior" displayed

7 Ibid., p. 68
8 Ibid., p. 64.
is a true indicator of the degree of worth or value of an object. To be concerned primarily with the proclamation of an individual concerning the degree of value placed on an object (object denoting either a person, thing, institution or idea) ignores the discrepancies which often exist between what an individual states he values and the actual behavior displayed toward the object. In an examination of value, one can be concerned with an examination of either the actual or projected behavior of the individual or group that is involved in the actualization of desires. Dewey, in a discussion of liking and desires in valuation states that:

We are directed to observe whether energy is put forth to call into existence or to maintain in existence certain conditions; in ordinary language to note whether effort is evoked, whether pains are taken to bring about the exertion of certain conditions rather than others, the need for expenditures of energy showing that there exists conditions adverse to what is wanted.\(^9\)

Therefore, the degree of worth one ascribes to an object can be observed by the degree of effort a person is willing to expend in the acquisition of the end desired. This type of phenomena is open to observation and investigation:

It is by observations of behavior—which observations may need to be extended over a considerable space time—that the existence and description of valuation have to be determined.\(^10\)


\(^10\)Ibid.
It is by observations of the degree of effort and the length of time over which this effort persists which provide a basis for discriminating the degree of value actually ascribed to.

The Relationship of Values and Valuation

The preceding discussion clarifies the basic assumption for it indicates that no separation exists between values and action. To view values separately from action or conduct not only negates this premise but removes values from a behavioral framework. This in turn generates different approaches to the study of value questions in order to accommodate both values and conduct. In other words, to develop one set of questions and procedures for dealing with value, and another for dealing with conduct. The type of questions and the approach to each aspect are different, as the nature of each subject generates factors which preclude a unified approach. This is, also, related to the removal of value from a behavioral framework. The "selection-rejection" process, the notion of "anticipation or foresight," and the concern for effort generated in the acquisition of ends, which Dewey finds crucial in the examination of value, would be concerned with conduct rather than value. The net effect of such a view removes the observation of behavior from the realm of values, into the realm of conduct, which is presently the case. The question then that must be addressed is; what is the relationship of value and conduct in the process of valuation?
The approach developed must be addressed to the value and the conduct generated. Just where this examination occurs for the individual or group becomes a crucial factor. The relationship between value and conduct may be acknowledged and retained; yet where the emphasis is placed in an examination is not necessarily or automatically derived from this framework. The emphasis could be placed on the value per se, the conduct per se, or certain identifiable phases of interaction between the two components. A closer examination of the phenomena of value and conduct is needed in order to identify these phases of interaction. This is especially necessary when a teacher is attempting to deal with values in the classroom. Stated objectives and the procedure employed are closely related when dealing with value questions. Therefore, an understanding of where the emphasis should be placed in the examination of value questions is crucial to the approach developed.

Dewey makes a statement regarding values which at first seems contradictory:

Values are values, things immediately having certain intrinsic qualities. Of these as values there is accordingly nothing to be said; they are what they are. [1]

This statement seems to contradict previous statements which in effect indicate that one should and must address value questions. Yet, if values have "certain intrinsic qualities" and simply are what they

are, then it seems that the school of thought which places emphasis on values as subjective and personal preferences has a valid point of view.

The major point of the statement, however, is that any discussion or examination which focuses in on the value in question per se is a fruitless enterprise, for as Dewey notes there is nothing to say. Developing arguments or logical constructs in support of a particular set of values removes the dynamic qualities inherent in a value question. This effort involves working with value in isolation and ignores the crucial linkage with conduct. The notion of selection-rejection is easily incorporated within this framework. However, its incorporation would be based on a selection-rejection process utilizing an a priori assumption, rather than within the context of a problematic situation in which the assumptions or factors brought to bear are tools of analysis and not prescriptions. This approach is often evident in the development of curriculum guides or classroom procedures. The emphasis is placed on a particular set of values without establishing any linkages to the behavior that is a consequence of ascribing to the value. The only applicable question in this situation is whether or not the particular value exists.

While this may be acceptable when one deals with a particular value, it is not necessarily the only question or questions which can be raised. Keeping the basic definition of values in mind, the questions which seem to be crucial are ones related to the notion of
selection-rejection, and anticipation. Dewey in his comments on values states: "All that can be said of them concerns their generative conditions and the consequences to which they give rise."\(^{12}\)

The confusion that exists is due to whether one is concerned with a particular value or with the consequence of that value and is related to mistaking the immediate value or enjoyment as an end in itself. Dewey points out:

> The notion that things as direct values lend themselves to thought and discourse rests upon a confusion of causal categories with immediate qualities.\(^{13}\)

This distinction between "causal categories" and "immediate qualities," which becomes blurred in the examination of values, and often leads to an emphasis on the value itself rather than its "generative conditions" or consequences. This is a primary factor that has to be considered in developing an approach to values, especially when one is utilizing the reflective method for the examination of values. What Dewey means by "values are values and nothing can be said of them"; is that reflection of "immediate qualities" or impulses is not possible for:

> Value as such, even things having value, cannot in their immediate existence be reflected upon; they either are or are not; are or are not enjoyed.\(^{14}\)

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\(^{12}\) *ibid.*, p. 396.

\(^{13}\) *ibid.*

\(^{14}\) *ibid.*, p. 398.
Therefore, the question raised is a closed question as it can only ask whether they "are or are not", and cannot ask questions concerning "generative conditions" or consequences which are crucial in the reflective examination of values. This doesn't mean that a demarcation needs to be constructed between the two factors, but that one has to examine the type of relationship existing between the two and determine within the context of this relationship where the emphasis is most applicable in reflectively examining values. An examination of the relationship between value as an "immediate quality" and of "causal generator" has its roots in the basic characteristic of experience. When experience is viewed within the context of a "means-ends continuum," there is a tendency to ignore the possibility that an experience may be final. The general tendency has been to accept the notion of means-ends literally and to disregard the temporal dimension associated with the process. A corollary of this view is that the notion of final or consummatory implies a complete removal of the possibility of examination. The context of the argument eventually degenerates into an either/or proposition; either one accepts the notion of a means-end continuum and rejects all notions of finality, or one accepts the notion of finality and rejects the notion of a means-end continuum. However, it is contended that both factors are inherent in experience and in valuation, both factors are present. Dewey states:
...all experienced objects have double status. They are individualized, consummatory, whether in the way of enjoyment or suffering. They are also involved in a continuity of interactions and changes, and hence are causes and potential means for later experiences.

...There is a divided response; part of the organic activity is directed to them for what they immediately are, and part to them as transitive means of other experienced objects. We react to them both as finalities and in a preparatory way, and the two reactions do not harmonize.15

While Dewey's analysis is primarily related to the basic problematic character of experience, the statements are also applicable to the question of values and valuation. In a statement on existence and value in Experience and Nature, he makes a distinction between critical attitudes (reflection) and appreciation and taste (value) as an indication of the "constant rhythm of perching and flights" or that which is:

Characteristic of alternative emphasis upon the immediate and mediate, the consummatory and instrumental phase of all conscious experience.16

This linkage between the dual, but inseparable, nature of experience and its concomitant relationship with value reveals the fallacy of emphasizing a value per se, separate entities, or ends in themselves. The determination of where the emphasis should be directed in valuation is incorporated and identifiable within the framework

that adheres to the dual but inseparable modes of perception in experience and valuation. Within this framework, the rhythmic succession between the two modes of perception is a matter of emphasis and degree, but not kind. 17

That an individual or group acts on impulse without foresight or anticipation, and accepts or enjoys an object as a good based on the criteria that it is satisfying or enjoyable is not denied. An individual will act or accept a phenomenon without any concern for the conditions associated with the good, the methods utilized in obtaining the good, and the future consequences of the acceptance. The only criterion at this stage is an impulsive acceptance of enjoyment. "First and immature experience is content simply to enjoy." 18 This "primitive" or innocent acceptance of a good is part of the total phenomenon of experience. It is the initial response to the need for an object, which has its connections within an existential situation.

The factor involved in an object enjoyed or a "good" accepted is impulse, and at this stage the "good" or enjoyment is perceived as "individualized" or "consummatory." The impulsive acceptance is therefore viewed as an end, as an object without objective connections. Its linkages with other factors or values, with the character or dis-

17 Ibid., p. 401.

18 Ibid., p. 398.
position of the individual, or with its future implications, are not addressed or examined. This does not mean that each impulse which occurs is either totally unique or unrelated to the ongoing character or disposition of the individual. They are part and parcel of the individual's frame of reference:

That desires as they first present themselves are the product of a mechanism consisting of native organic tendencies and acquired habits is an undeniable fact.¹⁹

However, at this stage the individual may not be aware of this relationship. That the individual examines the connections that exist with the "good" desired and his general frame of reference, as well as the objective connections, indicated by moving from a consummatory toward a preparatory view, is not an undeniable fact. In fact, this lack of awareness of the connections that exist between the initial impulse or perceived value, and the on-going nature of experience or valuation, prevents any attempt at reflectively examining values.

It is within the context of a given situation that desires are generated, and it is a given situation that stimulates questioning or perceiving a need to which the individual responds. That which is questioned or perceived is due to the factors inherent in the situation. As long as previous habits, routines or ways of doing or believing provide a necessary degree of certainty in a situation, the need to

question does not occur. The previous ways of acting or behaving suffice.

Until there is actual or threatened shock and disturbance of a situation, there is a green light to go ahead in immediate and overt action. There is no need, no desire, and no valuation, just as where there is no doubt, there is no cause of inquiry. 20

Therefore, desires and value questions arise when a given situation provides an environment or conditions in which previous methods adhered to may not be sufficient to provide the necessary degree of certainty:

When we inquire into the actual emergence of desires and its object and the value-property ascribed to the latter, it is as plain as anything can be that desires arise only when "there is something the matter," where there is some "trouble" in an existing situation. When analysed, this "something the matter" is found to spring from the fact that there is something lacking, wanting, in the existing situation as it stands, an absence which produces conflict in the elements that do exist. When things are going completely smoothly, desires do not arise, and there is no occasion to project ends-in-view, for "going smoothly" signifies that there is no need for effort and struggle. It suffices to let things take their "natural" course. There is no occasion to investigate what it would be better to have happen in the future, and hence no projection of end object. 21

Desires are attempts at "breaking down old rigidities of habits and

20 ibid., p. 54.

21 ibid., p. 33.
preparing the way for acts that re-create an environment,\textsuperscript{22} that develop in a specific situation and in some respects are incomplete. The double status aspect of experience can be discussed in terms of "The occurrence of problematic and unsettled situations due to the characteristic union of the discrete or individual and the continuous or relational".\textsuperscript{23} A disruption of this union occurs when there are changes in the environment and/or changes in the individual.\textsuperscript{24} The "natural course" is disrupted when "something is the matter" or a "trouble" is perceived concerning the union between the individual and the universal. The frame of reference or organization, providing for harmony between the two is doubted.

When discussing the interrelationship between a problematic situation and the examination of values, it is not necessarily valid to assume that this is either self-evident or acknowledged. That desires arise and value questions are generated "in an existing situation" are points not necessarily accepted in an analysis of values. Sidney Hook indicates the nature of the problem:


\textsuperscript{23}Dewey, The Quest for Certainty, p. 234.

\textsuperscript{24}Dewey, Experience and Nature, p. 399.
The most obvious empirical fact often disregarded in current discussions is that questions about specific values in human experience arise out of problematic situations.25

Ignoring this fact, that questions concerning values arise out of a problematic situation does not refute the notion of a problematic situation per se, but does refute the notion that a problematic situation is transferred from general theories or discussions concerning inquiry to questions concerning values.

Discussions on what constitutes a problematic situation, and the implications for the process of inquiry have been thoroughly examined. Many of the current curriculum projects continue to utilize the notion of a problematic situation in the development of teaching strategies. One of the basic statements concerning inquiry and a problematic situation is:

Thinking begins in what may fairly enough be called a forked road situation, a situation that is ambiguous, that presents a dilemma, that proposes alternatives.26

It is interesting that in this work Dewey seems to ignore questions concerning the examination of values. The main emphasis is on questions pertaining to the validity of factual assertions, or to use Dewey's terminology—"What is". This is evident in two basic ways.


First, the question of value is completely ignored in this work. Nowhere in this work is there any indication of the various facets that would also be applicable to valuation. Secondly, and perhaps more subtly, the analogies he employs and the examples he gives are primarily from the realm of "what is" rather than "what ought to be," which further obscures the transfer of many of his premises concerning thinking in general to the process of valuation. Although the notion of a "problematic situation" as a generative factor in inquiry is generally accepted; the transfer of this idea to the examination of values in not necessarily acknowledged or evident.

When Dewey was concerned strictly with an analysis of values and valuation, he transfers the notion of selection from the realm of the "is" to the realm of the "ought." In *Theory of Valuation* he states:

> Just as the problem which evokes inquiry is related to an empirical situation in which the problem presents itself, so desires and the projection of ends as consequences to be reached are relative to a concrete situation and to its need for transformation.²⁷

This indicates the need to examine value questions in the context of a concrete situation which generates the need or desire, just as is often the case with "empirical" situations. One has to be concerned with the factors inherent in the concrete situation which generate a need, or to put it another way.

...that all deliberation upon what to do is concerned with the completion and determina-
tion of a situation in some respect incomplete
and so indeterminate. Every situation is
specific. It is "partly complete; the
incompleteness of a specific situation."

The emphasis on a "specific," "concrete" or problematic situation is
based on the definition developed of values. Value questions are
viewed as decision questions, decisions concerning a course of action
to be taken. Feasible alternatives can be formulated in terms of a
specific, identifiable situation. The fundamental nature of examine-
ing values in terms of specific situations is indicated by Sidney Hook:

The fact that questions of evaluation arise
out of problematic situations is not discovery
of John Dewey. It is recognized in the classic
formation of the fundamental problem of ethic:
What shall we do? When we ask such a question
we are implying that the answer will be a pro-
posed decision, a decision to do not something
in general but something specific from a number
of alternative modes of action all relevant to
the problem that evoked the question, and that
a satisfactory answer will indicate why one
proposed decision is to be selected rather than
others."

The question, "What shall we do?" is a specific question derived
from a specific situation. As Hook notes it is not a question of what
do in general.

Choices or decisions are meaningless if they are about what to
do in general for this ignores the objective conditions existing in a

26 John Dewey, Essays in Experimental Logic (Chicago: University

29 Hook, Education for Modern Man, p. 196.
given situation, and refutes the basic premise that values and conduct are interrelated and must be examined as a total entity. The specific situation generates the decision concerning a given value, and the relationship between value and conduct in a given situation. What to do "in general" appeals to analysis which is supposedly universal in nature; that is a general and seemingly always applicable way of acting or believing regardless of the situation. By the same token, a constant recapitulation of the full range of beliefs, values, and experiences of an individual each time a value question arises not only obscure the ends desired, but also ignores the continuity of experience. Dewey indicates the effect of such a frame of reference:

Our mastery of a required case of action would be slow and moving if we had to forge anew our weapons of attack in each instance. The temptation to fall back on the impulse or accident of the moment would be irresistible.30

The "irresistible urge" to fall back on impulse is the eventual outcome of attempting to make decisions to do "something in general." This furthers the gap that exists between values believed in and conduct confusing "what is" with "what ought to be."

This condition can be avoided when the individual deals with value questions in terms of the specific generating situation. It is in terms of the specific situation that what is actually desired, and those factors relevant to the ends desired, can be examined.

Examination of the situation in respect to the conditions that constitute lack and need and thus serve as positive means for formation of an attainable end or outcome, is the method by which warranted desires and ends-in-view are formed; by which, in short, valuation takes place. 31

Identification of what is lacking or needed, and "alternative modes of action all relevant to the problem" can only be addressed in terms of a specific situation. The criteria for comparing alternative modes of action can only be devised in relation to the needs and conditions of the situation.

Discussion of valuation in terms of a specific situation is only part of the total phenomenon. During the transition from the generation of a problematic situation to the tentative solution or settling of the situation, there is a disruption of the individual's objective connection with his environment. At this time the "goal desired" and the value in question become personal or subjective. Identification of this phase or period as subjective or personal can be attributed to the fact that the removal of objective connections causes the individual to attempt to develop connections in terms of the "self" with no recognition of connections with the specific situation. Dewey describes the process involved by using the analogy of a man's desire for food, and with it the notion of the "rhythmic cycle" in experience:

31 Ibid.
A hungry man could not conceive food as a good unless he had actually experienced, with the support of environing conditions, food as good. The objective satisfaction comes first. But he finds himself in a situation where the good is denied in fact. It then lives in imagination. The habit denied overt expression asserts itself in idea. It sets up thought, the ideal, of food. This thought is not what is sometimes called thought, a pale bloodless abstraction, but is charged with the motor urgent force of habit. Food as a good is not subjective, personal. But it has its source in objective conditions. For it works to secure a change of environment so that food will again be present in fact. Food is a subjective good during a temporary transitional stage from one object to another.  

Therefore, within the context of a problematic situation there are phases which are subjective and objective. The subjective phase is associated with the initial response to a problematic situation. The object and value in question are viewed as individual or "consummatory", and immediate enjoyment and impulse dominate.

The subjective aspect of value questions is only one part of the process. All too often this phase in valuation is identified as the only factor involved leading to the position that values are totally subjective. The subjective factor is inherent in the process of valuation; however, it is transitory in nature and has a temporal dimension. This is described by Dewey when he extracts from the "hungry man" analogy a definition of subjectivity:

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If we essay a technical formulation we shall say that morality becomes legitimately subjective or personal when activities which once included objective factors in their operation temporarily lose support from objects, and yet strive to change existing conditions until they regain a support which has been lost.\textsuperscript{33}

Therefore, the subjective phase in value is seen as a temporary transitional stage in which the individual makes the initial attempts to come to grips with the disruption encountered. At this stage immediate acceptance of the object without concern for its "objective factor" is the key characteristic.

Subjectivity in valuation occurs in two basic ways. Both have their roots in the "perching and flight" or "mediate and immediate" aspect of experience. In one case you have an emphasis on the immediate, or the notion of finality as there is a shift in which the transitory phase in valuation is perceived as final. Dewey notes this condition when morals become entirely subjective.

Purely subjective morals arise when the incidents of the temporary (though recurrent) crisis of reorganization are taken as complete and final in themselves.\textsuperscript{34}

The crisis in reorganization has already been identified with the generation of desires. Desires are attempts at reorganization; therefore, receiving the "temporary crisis of reorganization" as final is saying in effect that the desires generated are final, and ends in themselves. This is why Dewey points out that desires are desires

\textsuperscript{33}Ibid.

\textsuperscript{34}Ibid., p. 52.
and that's all that can be said. To view them as final and to base one's inquiry on the desire, or value, per se fosters a subjective approach to value questions.

Subjectivity is also involved in evaluation when the individual fails to perceive the objective connections that exist between the value and the object desired. Dewey notes:

Subjective morals substitute a self always set over against objects and generating ideals independently of objects, and on permanent, not transitory, opposition to them. 35

The individual emphasizes the period of breakdown in organization that occurs in a problematic situation. He turns inward in his attempt at reorganization precluding any re-establishment of the objective connections which originally generated the need for reorganization.

The concept that ideals can be generated independently of objects causes values to be treated in isolation. It not only removes the value question from the context of the problematic situation, but it also ignores the relationship of values to conduct and questions concerning "anticipation and foresight."

It becomes increasingly evident that a process of value examination that emphasizes either the value in isolation from its objective connections or the transitory phase involved in experience and valuing is not sufficient. When values are treated as complete in

35 ibid.
themselves, or when the emphasis is placed on the transitory stage
of a problematic situation, discrimination between alternative modes
of action is not possible. That this is not feasible is illustrated
by Dewey:

If 'valuation' is defined in terms of desires
as something initial and complete in itself,
there is nothing by which to discriminate one
desire from another and hence no way in which
to measure the worth of different valuations
in comparison with one another.36

Just as values are values and nothing can be said of them, so too
desires are desires, and that is all that can be said. It is,
therefore, necessary to relate the emphasis in values to the factors
involved in the process of examining value questions. For just as
the emphasis should not be on the transitory phase of a value situa-
tion, so too one should not necessarily emphasize the particular
value in question.

**Determination of Emphasis in Valuation**

The problem included in determining where to place the emphasis
in value examination has roots in the previous discussion of the
"perching and flight" phenomenon in experience and the concomitant
phenomenon of the "immediate" and "mediate" in valuation. It is
within the reciprocal relationship that exists between this dual
nature, that one must determine where the emphasis is to be placed.
Dewey indicates the nature of this relationship in one of the major
propositions underlying valuation:

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Of immediate values as such, values which occur and which are possessed and enjoyed, there is no theory at all; they just occur, are enjoyed, possessed; and that is all. The moment we begin to discourse about these values, to define and generalize, to make distinctions in kinds, we are passing beyond value-objects themselves; we are entering, even if only blindly, upon an inquiry into antecedents and causative consequents, with a view to appraising the "real," that is the eventual, goodness of the thing in question.37

An analysis of this proposition indicates that two basic components are involved in value questions and value examination. The first component, which has been discussed, pertains to the "immediate value," Dewey contends that "there is no theory at all" involved in immediate values. The only question that can be raised is whether or not "it is." This phase is the "first dumb experience of a thing as good." Its primary motivating factor is simple impulse and is a subjective transitory phase in valuation. During this phase discrimination is not feasible; inquiry into the relationship of value and conduct is not applicable for there is no way in which to examine alternatives. Alternatives denote choice, and choice requires a means of discriminating to make a decision. If the "good" is accepted or "possessed and enjoyed" on impulse, alternatives are not entertained and any choice is eliminated.

The second component has its roots in the "perching" or "mediate" frame of reference. This occurs when the individual "begins a discourse," when he ceases to accept the good unexamined and begins to

inquire. During this phase the individual moves beyond the transitory phase of valuation and passes into the phase where he begins to re-establish objective connections between the value and object. He passes beyond the "value-objects themselves," beyond the "immediate" and "consummatory" to inquiry into the relational factors previously ignored. He is no longer concerned with the value or good per se, or with the "good" as "consummatory" or final. He moves beyond the subjective and personal phase as soon as he begins to discourse or "doubt" the good accepted. He begins to inquire into what the acceptance of this value or good means. Impulse stops and inquiry begins as soon as this discourse or doubt occurs.

During this phase the relational aspect of values dominate the process. The emphasis is on making distinctions or discriminating between values and alternative modes of action rather than accepting impulse. The relationship between values and conduct becomes the focal point of the inquiry with the "distinction in kind" generating questions concerning the antecedents and causative consequences of the value as manifested in actual or projected behavior. Relationships are not only acknowledged but examined and appraised. The "real" goodness of the value becomes a question to be answered. The question asked is not what the thing will do; "it is whether to perform the act which will actualize its potentiality." 38

It is from this framework that Dewey defines valuation. He incorporates the two basic components in his analysis of valuation and notes:

Valuation means change of mode of behavior from direct acceptance and welcoming to doubting and looking into—acts which involve postponement of direct (or so-called overt) action and which imply a future act having a different meaning from that just now occurring...\(^{39}\)

Whereas direct acceptance denotes action, postponement based on "doubt" and "looking into" involves judgement. The two basic components are clearly differentiated by Dewey:

As prizing, esteeming, holding dear denote ways of acting, so valuing denotes a passing judgement upon such acts with reference to their connection with other acts, or with respect to the continuum of behavior in which they fall.\(^{40}\)

Acting and valuing are not the same phenomenon. Valuation is primarily the passing of judgements concerning an act to be performed and cannot be equated with the act per se. The act can and does reveal the degree of value or worth ascribed to a value-object, but it is not the value nor is it valuation. The major proposition that can be derived is that valuation involves judgement and:

\(^{39}\) ibid., p. 360.

\(^{40}\) ibid.
Judgements about values are judgements about the conditions and the results of experienced objects: judgements about that which should regulate the formation of our desires, affections, enjoyments.  

A shift occurs in the individual's perception as he no longer directly accepts a good, but he begins to incorporate additional factors in his perceptual field that question the "good". He makes an appraisal of the validity of the act in terms of the ends desired.

Acting and valuing are not the same phenomenon. Valuing or valuation is primarily making judgements concerning an act to be performed and not be equated with the act per se. The act can and does reveal the degree of value or worth actually ascribed to a value-object, but it is not the value.

Value examination is the second phase or component of the valuing process, and identifying valuation with the judgement of an act or desire is the basis for determining emphasis in value questions. It is during this second phase that inquiry occurs which leads to judgements, objective connections are examined, and the projected consequences of acting are formulated. At this stage the individual is ready to look beyond the immediate and the subjective and to utilize an identifiable mode of inquiry and body of knowledge to examine the value question. While many of these and subsequent points have previously been raised, the identification of the factors which lead to the assumption that the emphasis in value examination

is on the "mediate," or what Dewey has identified as the valuation phase of the process is necessary.

It is evident that Dewey makes basic distinctions in the valuing process. Although these distinctions have been made, a value question must be approached as a total entity. This basis for this can be identified with Dewey's analysis of the differences between that which is desired, and that which is desirable. Perhaps the most succinct statement concerning these differences is in *The Quest for Certainty* in which he examines the relationship of an original experience of a thing as a good to values:

The formal statement may be given concrete content by pointing to the difference between the enjoyed and the enjoyable, the desired and the desirable, the satisfying and the satisfactory. To say that something is enjoyed is to make a statement about a fact, something already in existence; it is not to judge the value of that fact. There is no difference between such a proposition and one which says that something is sweet or sour, red or black. It is just correct or incorrect and that is the end of the matter. But to call an object a value is to assert that it satisfies or fulfills certain conditions.  

Again, the point is that desires are desires, or values are values, and the only question that can be asked is whether they exist or are enjoyed. However, when an object is called a value, Dewey includes the notion of some type of criteria to determine whether the object

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"fulfills certain conditions." This raises the question as to whether the object is desirable, not if it is desired.

The meaning of desirable as opposed to desired is partly incorporated in the dualism of the terms Dewey has employed. Enjoyed, desired, satisfying pertain to the present or the immediate. I enjoy it, I desire it, or I find it satisfying are impulsive responses to an object. They denote an immediate quality ascribed to an object. Enjoyable, desirable and satisfactory denote a statement of the worth or the value of an object not immediately experienced. The implementation is that a judgement has been passed as to the worth of the object:

To declare something satisfactory is to assert that it meets specifiable conditions. It is, in effect, a judgement that the thing "will do." It involves a prediction; it contemplates a future in which the thing will continue to serve; it will do. It asserts a consequence the thing will actively institute; it will do.43

The difference between desire and desirable or satisfying and satisfactory is a matter of function:

That it is satisfying is the content of a proposition of fact; that it is satisfactory is a judgement, an estimate, an appraisal. It denotes an attitude to be taken, that of striving to perpetuate and to make sure.44

Therefore, the phase of valuation that indicates a concern for the desirable has as a criteria the more definitive aspect of examining

43 ibid., p. 261.
44 ibid., p. 262.
and making judgements relevant to the act contemplated or object desired. Judgement, contemplation, prediction—prediction as to its "true" worth or consequences are factors inherent in this phase. A judgement with "a claim on future action;" is a movement to "de jure and not merely de facto quality." The terms "de jure" and "de facto" refer to two distinct operations within the context of a specific situation.

The basis for this distinction between desire and desirable is the individual's response to a problematic situation. It can be viewed in terms of the changes that occur in the individual in a movement from the "immediate" to the "mediate." This is not an automatic process that has its roots outside the individual:

The desirable as distinct from the desired does not then designate something at large as a priori. It points to the difference between the operation and consequences of unexamined impulses and those of desires and interests that are the product of investigation of conditions and consequences.

It is in terms of the actions and thoughts of the individual that the distinction between the two can be made.

By viewing the transition from the desire to the desirable in terms of the individual and not as an "a priori" factor; the impact of an individual's past experience becomes a crucial element. The

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45 Ibid., p. 263.

46 Dewey, Theory of Valuation, p. 32.
distinction between the two phases is generated by the individual in terms of enjoyment or impulsive acceptance eventually coming to grips with past experiences.

First and immature experience is content simply to enjoy. But a brief course in experience enforces reflection; it requires but a brief time to teach that some things sweet in the having are bitter in after-taste and in what they lead to. Primitive innocence does not last. Enjoyment ceases to be a datum and becomes a problem.47

Continued enjoyment or unexamined acceptance of a value object does not occur. Eventually, the individual either exhausts the enjoyment of the object or he begins to doubt the worth of the value-object in the light of the consequences derived from its acceptance. In either case you have a situation in which:

Continued perception, except when it has been cultivated through prior criticism, dulls itself; it is soon satiated, exhausted, blase.48

Inquiry into the enjoyment or value accepted on impulse moves the individual from the realm of the "is" to the realm of the "ought."

Another indication that the distinction can be viewed in terms of the individual is evident in the previous quote. Note that Dewey states that continued perception of a value object does not last "except when it has been cultivated." Dewey contends that:

48Ibid., p. 399.
Cultivated taste alone is capable of prolonged appreciation of the same object; and it is capable of it because it has been trained to a discriminating procedure which constantly uncovers in the object new meanings to be perceived and enjoyed. 49

When the transition occurs depends on the past experiences of the individual, the value object in question, and the situation in which the two are juxtaposed.

None of the elements remain stable. All are subject to change, and the instability inherent in this situation precludes continued acceptance or enjoyment. If man has complete control of his environment, and if the environment contains all the objects he desires, then the movement from the "desire" to the "desirable" cannot occur. As a problematic situation develops and desires are generated, one would only have to shift from one desire or value-object to another. Dewey's analogy is:

If values were as plentiful as huckleberries, and if the huckleberry patch were always at hand, the passage of appreciation into criticism would be a senseless procedure. 50

However, this obviously is not the situation in which man finds himself. Changes occur in man and changes occur in his environment. Both factors cause a change in what he perceives to be "good" or enjoyment.

49 Ibid., p. 399.

50 Ibid.
"Good things change and vanish not only with changes in the enironment, but changes in ourselves."\textsuperscript{51} The immediate good does not last due to the instability inherent in human existence and, therefore in valuation:

Add to exhaustion of the organs of perception and enjoyment all the other organic causes which render enjoyed objects unstable, and then add the external vicissitudes to which they are subjected, and there is no course to wonder at the \textit{evanescence} of immediate goods.\textsuperscript{52}

As the individual becomes aware of the changing conditions and the evanescent nature of the immediate good, he moves toward inquiry into the true nature of the "immediate good". The nature of the awareness is, influenced by the "cultivated taste" or past experiences of the individual.

The actual movement is not associated with any clear-cut process of transition that can be readily identified by the individual. As the possession or enjoyment of a value object begins to be doubted or inquired into by the individual, he passes "insensibly and inevitably into appraisal."\textsuperscript{53} To point out that the passage is insensible and inevitable is not to adhere to the view that it is automatically determined. Rather, the insensible and inevitable passage into appraisal or questioning the "desirable" is generated by the individual.

\textsuperscript{51} ibid.
\textsuperscript{52} ibid.
\textsuperscript{53} ibid.
In stating that this shift is insensible, the primary factor is that although a dualism is acknowledged, a clear cut distinction or demarcation is not. The emphasis is generated by the individual and the shift in framework is not abrupt. Also, while the shift is inevitable, when and why it occurs does not depend on factors outside the individual, but within the context of his experiences and degree of cultivation the value object.

The elements that differentiate the "desire" from the "desirable," and the factors which generate the shift that cause the difference are part and parcel of human experience:

Every person in the degree in which he is capable of learning from experience draws a distinction between what is desired and what is desirable whenever he engages information and choice of competing desires and interests. There is nothing far-fetched or "moralistic" in this statement. The contrast referred to is simply that between the object of a desire as it first presents itself (because of the existing mechanism of impulses and habits) and the object of desire which emerges as a revision of the first-appearing impulse, after the latter is critically judged in reference to the conditions which will decide the actual result.  

The proposition is far fetched if value questions are removed from an individual context and problematic situation that generate a value question. It is far fetched when the concern is over the validity of the value per se, lead to the good-bad dichotomy, and ignores

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54 Dewey, Theory of Valuation, p. 32.
the more fundamental concern of deciding between competing goods. It is far fetched when it ignores the role of habit and experience in value questions, and when there develops a basic distrust of the capability of human experience and knowledge to make decisions concerning values or what constitutes a "good." And it is far-fetched when the only value questions addressed are religious values. It is abundantly clear with the expansion of secular interests that "temporal values have enormously multiplied, they absorb more and more attention and energy," and to ignore the secular or temporal value question furthers the disintegration between man's beliefs about his world and his conduct. However, it is not far-fetched when the emphasis is put on the question of the desirable, with an overall concern for the projected consequence of ascribing to a particular value, and the method of inquiry utilized in formulating the projected consequences. To value has two distinct meanings: to prize and to appraise. The major concern for the teacher in the classroom is not what to prize but how and why to appraise. This should be the focal point when dealing with value questions.

57 Ibid., p. 257.
Methods of Inquiry and Valuation

Identification of the need to be concerned with the appraisal aspect in valuation is not sufficient. Associated with the notion of appraisal is some type of inquiry into relationships. To appraise means to make a judgement, and to judge means that some type of inquiry is conducted that leads to a position. The type of inquiry utilized by an individual in making a judgement is, also, a crucial factor that needs to be considered. In other words one not only considers the end desired, but also the method or means to use in attaining the particular end. One aspect of the problem is the utilization of a method that is consistent with the definition of value, and the inherent factors identified in the value-question; the role of the individual and the role of a problematic situation.

An examination of values in the teaching of geography should include a study of consistency between the overall method of inquiry utilized by the geographer, and the method of inquiry used in value questions. It is, therefore, necessary to be concerned with the process of inquiry utilized in the appraisal phase of valuation for:

When theories of values do not afford intellectual assistance in framing ideas and beliefs about values that are adequate to direct action, the gap must be filled by other means.59

Hunt and Metcalf, in the first edition of Teaching High School Social Studies, indicate the various types of goal-seeking behavior an individual can utilize in overcoming an obstacle, or settling a...

problematic situation. The various methods or approaches fall into the basic categories of constructive and non-constructive behavior. Of the non-constructive behavior indicated by Hunt and Metcalf, the most common were denial, repression, withdrawal, projection, suppression, and psychosomatic illness. They note that the "intellectual attack" is primarily a method "which involves deliberate intellectual grappling designed to solve the problem constructively." However, within this overall category of "intellectual attack" there are a variety of methods which can be employed. They note that reflection, rationalization, appeal to authority, reason, intuition and common sense are the more common forms that are used to overcome a problem or to settle a problematic situation.

In terms of judgments or approaches to values any one of these methods can be employed. In fact, many of these methods, in particular appeal to authority and intuition, have been associated with major positions on values and value questions. Appeal to authority has been and is the hallmark of what Dewey terms the "pre-scientific absolution" position on values in which experience as a factor is ignored and a priori standards are utilized in the examination of value questions. Intuition is often associated with those empirical theories which empha-

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60 Hunt and Metcalf, *Teaching High School Social Studies*, p. 50.


size the "purely subjective character of value."\textsuperscript{64} This has often been translated as an individual intuitively knows what is good. This leads to an emphasis on the impulse phase of the valuation process where experiences are accepted, but the method employed in the acquisition of the value object desired is ignored.\textsuperscript{65} These two illustrations indicate the need to be concerned with the method of inquiry utilized in the appraisal phase of valuation. In other words, a method of inquiry or "intellectual attack" that includes the:

\begin{quote}
...observation of the detailed makeup of the situation; analysis into its diverse factor; clarification of what is obscure; discounting of the more insistent and vivid traits; tracing the consequences of the various modes of action that suggest themselves; regarding the decision reached as hypothetical and tentative until the anticipated or supposed consequences which led to its adaptation have been squared with actual consequences.\textsuperscript{66}
\end{quote}

A "moral situation is one in which judgement and choice are required antecedently to overt action."\textsuperscript{67} This requires a concern for the projection of consequences and determination of the validity of the projected consequences in terms of results of the overt act. It is not an inquiry in which the individual conforms to an a priori

\textsuperscript{64}Dewey, \textit{Quest for Certainty}, p. 258.

\textsuperscript{65}Ibid.


\textsuperscript{67}Ibid., p. 163.
or given set of values outside the specific situation, rather it is inquiry based on an understanding of the factors involved in the specific situation, and aids the individual in judging or deciding on the conduct or behavior which is desirable in terms of the ends sought.

Therefore, the type of inquiry that is utilized in the examination of values must:

...recognize that the business of moral theory is not at all with consummations and goods as such, but with discovery of conditions and consequences of their appearance, a work which is factual and analytical, not dialectic, nor prescriptive.\textsuperscript{68}

The appraisal phase of valuation requires the type of inquiry which has come "to occupy the science of nature where validation and demonstration become experimental and a method of consequences."\textsuperscript{69}

Operational thinking needs to be applied to the judgement of values just as it has now finally been applied in conceptions of physical objects. Experimental empiricism in the field of ideas of good and bad is demanded to meet the conditions of the present situation.\textsuperscript{70}

When the question of value is viewed as relational that is including the continuity of experience, the relationship between values adhered

\textsuperscript{68}Dewey, \textit{Experience and Nature}, p. 433.


\textsuperscript{70}Dewey, \textit{Quest for Certainty}, p. 258.
to and conduct, and consequences in terms of a specific situation that has a spatial-temporal dimension; the need for a "factual and analytical" approach or "experimental empiricism" evident. The type of inquiry that is utilized in the appraisal phase of valuation and has its roots in the reflective or scientific method, the frame of reference that has been developed concerning values is the crux or basis of this position, and Dewey states:

A theory of valuation as theory can only set forth the conditions which a method of formation of desires and interests must observe in concrete situations. The problem of the existence of such a method is all one with the problem of the possibility of genuine propositions which have as their subject matter the intelligent conduct of human activities, whether personal or associated. The view that value in the sense of good is inherently connected with that which promotes, furthers, assists a course of activity, and that value in the sense of rigid is inherently connected with that which is needed, required, in the maintenance of a course of activity....

...if, and only if, valuation is taken in this sense, as empirically grounded propositions about desires and interests as sources of valuation possible—such propositions being grounded in the degree in which they employ scientific physical generalizations as means of forming propositions about activities which are correlated as ends—means.71

Consistency, between this view of values and the method of inquiry and between the method of inquiry utilized in appraisal and the method

71Dewey, Theory of Valuation, p. 57.
of inquiry associated with geography is attained through use of
the reflective or scientific method.

Just how the scientific method is related to value questions is
not necessarily self-evident. To assume a whole-scale transfer of
a particular method associated with the realm of the "what is" to
the realm of the "what ought to be" without factors that generate
differences between the two is as questionable as the assumption
that the two realms are completely divorced and inseparable. How-
ever, a more germane problem is the identification of those elements
inherent in both.

The first question that should be discussed is what is meant by
scientific or science? A familiar notion is that science "is a body
of systematized knowledge."72 However, the term a systematized body
of knowledge can have two distinct meanings:

It may designate a property which resides
inherently in arranged facts, apart from the
way in which the facts have been settled upon
to be facts, and apart from the way in which
their arrangement has been secured. Or, it
may mean the intellectual activities of observ-
ing, describing, comparing, inferring, experi-
menting, and testing, which are necessary in
obtaining facts and in putting them into
coherent form.73

The degree of logical consistency and connection between science and
value judgements is influenced by where the emphasis is placed, and

72Reginald D. Archambault (ed.), John Dewey on Education:

73Ibid.
the view held as to what constitutes science. When "dealing" with value judgements, the emphasis is on that aspect of science utilized in obtaining the facts and not on the facts themselves or their arrangement. It is the attitudes and general procedures of scientific inquiry that provide the common elements with value judgements. Emphasis on the product of scientific inquiry leads to conclusions which are not warranted concerning the relationship between science and values. Dewey notes that when the concept of science is associated only with the final products:

... the term science is likely to suggest those bodies of knowledge which are most familiar to us in physical matters; and thus to give the impression that what is sought is reduction of matters of conduct to similarly physical or even quasi-mathematical form.74

The development of this point of view concerning conduct and value is obviously unrewarding, and it is a negation of the basic premises concerning values presented. There isn't or shouldn't be any attempt when dealing with value judgements to reduce them to a final form or product as in the physical or biological sciences. The very nature of the subject precludes the feasibility of utilizing this conception of science:

74 Ibid., p. 25.
The relations that determine the occurrence of what human beings experience, especially when social connections are taken in account, are indefinitely wider and more complex than those that determine the events termed physical; the latter are the outcome of definite selective operations.  

The key difference that exists between the subject matter of science, and social and moral subject matter, is that physical subject matter "deals with fewer conditions, those of a narrower and more isolated range, by means of operations that are more precise and more technical."  

Although there is no theoretical difference between knowledge of physical matters and knowledge "of the most complex human affairs, there is a decided practical difference."  

For when dealing with human conduct and values:

...we cannot indulge in the selective abstractions that are the secret of success of physical knowing. When we introduce a like simplification into social and moral subjects, we eliminate the distinctively human factors: reduction to the physical ensues. 

Therefore, emphasis on a final product or an attempt to deal with conduct and values by reducing them to abstractions and "quasi-mathematical

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76 ibid., p. 198.
77 ibid.
78 ibid., p. 216.
forms" obscure or hinders the examination of values. This element of science is not compatible with judgements concerning values.

It is in terms of the present logic associated with the method employed in "obtaining facts and putting them into coherent form" that an identification of the scientific method with value judgements can be made. Associated with the method for obtaining facts is the assumption of a critical and testing attitude and of dealing with judgements in such a fashion as to provide constant examination and continuity. Dewey notes the type of method and attitude he considers "scientific":

Our attitude becomes scientific in the degree in which we look in both directions with respect to every judgement passed; first checking or testing its validity by reference to possibility of making other and more certain judgements with which this one is bound up; secondly, fixing its meaning (or significance) by reference to its use in making other statements.\(^79\)

The method is indicated by testing an original judgement with the intent to ground and/or revise the original judgement, and to further test the validity or meaning of the original statement by its subsequent use. It is this basic approach which Dewey views as the crucial factor associated with the scientific method; a scientific attitude is manifested by the two basic factors of testing and using.

Dewey notes that:

The determination of validity by reference to possibility of making other judgements upon which the one in question depends, and the determination of meaning by reference to which the one in question entitles us are two marks of scientific procedures.\textsuperscript{80}

When the term science or scientific is utilized, the basic meaning involves the "possibility of establishing an order of judgement such that each one when made is of use in determining other judgements, thereby securing control of their formation."\textsuperscript{81} The emphasis must be on the "inherent logic of an inquiry rather than upon the particular form which the results of inquiry assumes."\textsuperscript{82} The question is not the reduction of statements concerning matter to forms as in the physical sciences, but the inherent logic found in questions concerning value judgements and questions concerning physical reality. The purpose of using this relationship is the possibility of logical control of moral judgements.

\textbf{The Nature of Value Judgements}

A major criticism of the attempt to relate scientific judgements to value judgements is that the overall objective of each is so disparate as to render meaningless any attempt at identifying similar

\textsuperscript{80}\textit{Ibid.}

\textsuperscript{81}\textit{Ibid.}, p. 25.

\textsuperscript{82}\textit{Ibid.}
elements. For example, there would be little disagreement that the purpose of science is the generation of laws to explain reality, or as Dewey points out:

The aim of science is law. A law is adequate in the degree in which it takes the form, if not of an equation, at least of formulation of constancy, of relationship, or order. It is clear that any law whether stated as formulation of order or as an equation, conveys, in and of itself, not an individualized reality, but a certain connection of conditions. 83

Judgements concerning value are judgements in terms of a specific situation in which the individual is concerned with the performance of an individualized and specific act. In other words, the purpose and nature of each really provides a mutually exclusive situation based on the contention that:

Scientific statements refer to generic conditions and relations, which are therefore capable of complete and objective statements; ethical judgements refer to an individual act which by its very nature transcends objective statements. 84

Inherent in this position are elements which, in fact, reveal the relationship that exists between scientific judgements and value judgements. While it is acknowledged that science is concerned with the generation of laws, and value judgements are concerned with individual judgements; it is not acknowledged that the two are mutually exclusive.

83 I. bid., p. 29.
84 I. bid., p. 27.
To assume that this concern for law represents the totality of science and the scientific method ignores the process and focuses on the product. The effect of such a view is that it results in a concern for generic statements, and "exhausts the logical significance of scientific method." The inherent logic and use of the scientific method is restricted, and the areas of concern are narrowed when the emphasis is placed on the product rather than the process. By reversing the emphasis in the examination of science and the scientific method, the relationship that exists between scientific judgements and value judgements is revealed. The questions examined are not restricted to the impact of the scientific method. Generic propositions are only one element of science. This point of view provides an opportunity to ask "real questions." The "real question" Dewey defines as:

The real question is not whether science aims at statements which take the form of universals, or formulae of connections of conditions, but how it comes to do so, and what it does with universal statements after they have been secured.

It is from the frame of reference concerning science that the question of logical control of value judgements can be found. The relationship of generic propositions or universals to an individual judgement is crucial. While an examination of the function of generic proposi-

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85 Ibid., p. 29.

86 Ibid.
tions by no means exhausts the factors involved in scientific judgments, it indicates the type of relationship that exists between the universal and the individual.

The type of arguments that develop when dealing with the question of the individual and the universal often involves the relationship that exists between the two. If one is concerned with the individual, it is assumed that this excludes any concern for the universal. This viewpoint is expressed in discussions concerning art and science, and in discussions of the methodological approaches in the social sciences. For example, those concerned with the development of theories and laws seriously question the social scientist who is involved with the unique and/or individual. The major criticism is the impossibility of using universals while studying the particular. This is apparent in many arguments concerning the regional versus the topical approach in geography, or the approach of Oscar Lewis versus that of Talcott Parsons in sociology.

Another viewpoint adheres to the position that a uni-directional type of relationship exists between the universal and the individual. For example, when a strict interpretation is applied to the notion of inductive and deductive thinking, the point of view is that the relationship is only in one direction with one realm leading to the other. This traditional constraint that is set up between the universal and individual confuses the relationship that exists. Cohen notes that attempts to draw a particular conclusion from universals alone is not
possible in deduction, for "to warrant a particular conclusion one of the premises must be particular." 87 The only way a factual conclusion or particulars can be derived or developed from deduction, or universals, is to "apply it to factual data" or to particulars under investigation in the deductive process. This indicates that a straight movement from the universal to the individual, without concern for the individual, is not feasible. Rather, a mutual interaction must exist between the two.

This is also evident in the inductive reasoning in which it is maintained "that all knowledge begins with perception of the individual and then goes on by abstraction to the universal." 88 Again, the relationship is uni-directional with movement from the particulars to the universals. The base assumption inherent in this view is that particulars can be "assumed to be representative or fair samples of the whole class" and that the "homogeneity of our class is well established or supported by the rest of our science." 89 However, the premise of homogeneity in effect is "a link in the deductive chain and has its roots in the universal." 90 Regardless of the

starting point (particular-induction or universal-deductive) the assumption that the relationship is uni-directional, and that all thinking occurs in a straight line is not valid. Rather, as Cohen notes:

Often we actually start with the 'solution' or logical conclusion and seek for premises to support it; and more often we start somewhere in the middle and fumble backwards and forwards to discover presuppositions and implications.91

In terms of the "widespread dogma" that knowledge is developed by going from the individual to the universal, the question does involve the characteristics of the element in question but is a movement "from the vague to the definite."92 A concern for the reciprocal relationship that exists between the two in reflection should be the focal point:

it is therefore quite in harmony with fact to urge that the perception of universals is as primary as the perception of particulars. The process of reflection is necessary to make the universal clear and distinct, but as the discriminating element in observation it aids us to recognize the individual.93

Cohen, in an examination of the relationship of the universal to the individual states:

91 Ibid., p. 117.
92 Ibid., p. 124.
93 Ibid.
It would be fairer to say that universal idea and particular fact generally develop into clearness together, the particular instance helping to give body andprehensibility to the idea, and the idea making the instance clearer and more definite. 94

Therefore, a clear dichotomy between the universal and the individual is a negation of the dynamic relationship that exists, and degrades the empirical and experimental aspects of the scientific method.

Dewey notes:

The empirical origin, the experimental test, and the practical use of the statements of science are enough of themselves to indicate the impossibility of holding any fixed logical division of judgements into universal as scientific, and individual as practical. 95

A concern for generic propositions or theories must be in terms of the individual experience. The implications and meaning of that individual experience, in terms of theory or knowledge, are expanded. Therefore, the concept and/or theory derives a greater degree of validity and meaning as it is utilized in the examination of the individual. The theory, concept or universal is, in effect a tool of analysis. A tool for dealing with the concrete and the individuals which are the hallmarks of judgements concerning value and conduct. 96

They are not final elements in and of themselves but occupy a "purely

94 Ibid., p. 138.


intermediate position," which serve as "bridges by which we pass over from one particular experience to another; they are individual experiences put into such shape as to be available in regulating other experiences." 97 They are the elements which provide continuity to experiences and of values, and in terms of the individual; relationship "continuity of moral experiences" is feasible. In valuation the notion of continuity of moral experience is crucial as value judgements are not viewed as consummatory in nature.

The relationship that exists between scientific judgements and value judgements in terms of the role of generic propositions or universals is not an indication that the type of judgements are synonymous. Inherent in each type of judgement are different characteristics depending on the content and the objectives, and the instrumentalities "must vary as the end varies." 98 It is, therefore, necessary to identify the differentiating factors in scientific and value judgements.

The major factor that differentiates the two types of judgements involves the individual and the content. In judgements concerning "what is" the individual as a judger is presupposed, but is not identified as a crucial factor. The relationship of the judger to the content is assumed to be neutral or impartial in terms of logical considerations. The inclusion of any concern for the character or dis-

98 Ibid., p. 41.
position of the judge toward the content is primarily a practical problem and not one which requires any alteration of the basic logic underlying the method. There is basically an attempt not to include the attitude or disposition of the judge in the analysis, and "there is express holding off, inhibition, of all elements proceeding from the judge."100 This assumption that the disposition of the judge does not alter the logical conditions is based on the view that the subject does not logically have any bearing on the judge. "In such judgements 'external objects' are determined," and the motive or character of the judge is such that "they are so uniform in their exercise that they make no difference with respect to the particular object or content judged."101 When a concern is raised about the judge, it is usually "logically merely subjective, and hence a disturbing factor with respect to the attainment of truth."102

The individual character or disposition is not just a practical question when considering value judgements, but of such importance as to become a logical question. Dewey notes:

99 ibid., p. 41.
100 ibid.
101 ibid., p. 43.
102 ibid., p. 42.
...in the "intellectual" judgement, it makes no difference to character what object is judged, so be it the one judged is judged accurately. While in moral judgement the nub of the matter is the difference which the determination of the content as this is that effects in character are a necessary condition of judging qua judging.  

A difference between value judgements and scientific judgements is that in value judgements the judgers disposition or character is not viewed as "practical" or "merely subjective" but "is recognized as a factor affecting the quality of the specific object judged." The character or disposition of the judge is made explicit in value judgement for:

When character is not an indifferent or neutral factor, when it qualitatively colors the meaning of the situation which the judger presents to himself, a characteristic feature is introduced into the very object judged; one which is not mere refinement, homogenous in kind with facts already given, but one which transforms their significance, because introducing into the very content judged the standard of valuation.  

The identification of this element as a part of the process of value judgements indicates the dissimilar element between value judgements and scientific judgements. In effect there are two dimensions to consider in value judgements. This is indicated by Dewey's definition

103 ibid., p. 43.

104 ibid.

105 ibid.
of an ethical judgement:

The ethical judgement is one which affects an absolutely reciprocal determination of the situation judged, and of the character or disposition which is expressed in the act of judging. 106

Inherent in value judgement is the conscious examination of the situation judged, and the impact of this judging not only on the situation but also on the judger. This "reciprocal determination" concerning the content and the judger is considered in value judgements. The ethical judgement has a distinct aim as "it is engaged in judging a subject matter, in whose determination the attitude or disposition which leads to the act of judging is a factor." 107

This relationship is more obvious when it is remembered that value judgements are judgements which are antecedent to overt action. An object in and of itself does not have value, but it gives value to the individual. The value judgement is, therefore, concerned with whether the individual should perform an overt act which imputes value to a given object. The judgement is not concerned with "is there value in a given object," but rather "should I ascribe value to a given object." This determination is based not only on empirical evidence concerning the consequences that are projected from ascribing to a particular value, but also to the on going nature of the indivi-

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106 ibid., p. 45.
107 ibid., p. 44.
dual's character and disposition and to his past experiences. This aspect is crucial when one realizes that he is dealing with questions concerning the "ought" rather than the "is."

Desire, motives, disposition or character not only influence the examination of a given situation, but are also influenced by the judgement. Inherent in the view of the continuity of value judgements or moral experience is the factor that not only can past judgement be utilized in examining value questions, but that values one adheres to can change in light of new evidence or experiences. The inquiry that leads to the value judgement reveals the values one adheres to, and possible reevaluation of these values in light of the inquiry into the feasibility or desirability of their actualization. Dewey clearly points this out when he states:

We may say the judgement realizes, through conscious deliberation and choice, a certain motive hitherto more or less vague and impulsive; or it expresses a habit in such a way as not merely to strengthen it practically, but as to bring to consciousness both its emotional worth and its significance in terms of certain kinds of consequences.\footnote{108}

In the act of judging, the individual develops a greater awareness of the values he holds by bringing them to bear in his analysis of a specific situation for the motives or values are not "held off" or "inhibited". The "reciprocal determination," which is the hallmark of value judgements places the judged and the judge in an interlocking

\footnote{108 ibid.}
type of analysis. The inherent logic or process of the scientific method is applicable to value questions when the relationship between the judged and the judger is made explicit and is incorporated in the analysis. A concern for the dissimilar and similar elements between judgements of "what is" and "what ought to be" is crucial, and any attempt to utilize the reflective or scientific method in the examination of values must consider these elements.
CHAPTER V

SUMMARY & IMPLICATIONS

One major purpose of this study was to identify and analyze the positions evident in geographic education for the inclusion and treatment of values. Another purpose was to develop a rationale for the treatment of values based on Dewey's reflective method in order to provide a more adequate treatment of values in geographic education.

Methodology

To achieve this purpose, the following methodology was employed:

1. The identification of the major positions on the treatment of values by writers in geographic education using articles, curriculum guides, and curriculum materials. In order to identify and analyze the treatment of values as presented in geographic education, a schema was employed based on Krathwohl's analysis of the relationship of the cognitive to the affective domain. The three relationships identified by Krathwohl and used in this study were:

   a) The use of cognitive behavior not just as a means, but also as pre-requisite to the affective ends.

   b) The use of cognitive behavior and cognitive goals as a means of achieving multiple affective ends.

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c) The use of a mastery of selected elements in the
cognitive domain as a means of imbuing effective ends.

2. The identification of the role values play in current
geographic research was examined in the BASS Report in
order to relate the treatment of values in geographic
research to the treatment of values in the teaching of
geography.

3. A rationale was developed for the treatment of values in
geographic education based on Dewey's reflective method.
Based on this rationale, a method was devised for a more
effective treatment of values in the teaching of geography.

Findings

An analysis of the major approaches to value questions in geog-
graphic education revealed a lack of clarity as to what constitutes a
value and valuation. This lack of clarity could be traced to three
basic factors: a confusion about the terminology to be employed in
a discussion of values and the affective domain, the lack of a clearly
defined rationale for the inclusion and treatment of values, and the
tendency of geographic educators to consider values from a purely
cognitive frame of reference.

Writers in geographic education literature revealed a tendency
to employ the same term for a variety of affective behavior. The most
prevalent term used by these writers was attitude. Sub-sumed under the
term attitude was a wide range of affective behavior. This made it difficult to analyze how the objective would be used and obscured the ends desired from the learning experience. For example, the development of a "humanitarian attitude was an often stated objective in the literature. An analysis of this objective was difficult. It was not clear whether the author was asking the students to simply "respond" or to "accept" the behavior associated with the notion of humanitarianism. In other words, the variety of behavior which could be sub-sumed under the term attitude was divergent enough to render the term meaningless.

Another aspect related to the confusion over terminology was the lack of any distinction between the terms problem, topic and value. The terms were used interchangeably in the literature, especially when the discussion focused on the "relevancy" of geography as a secondary school subject. The lack of any distinction was manifested in a concern for general topics or problems rather than the identification of the values inherent in the problem. For example, the shift in emphasis from "world understanding" to "social problems" was primarily a shift of topics and not an identification of values to be examined through geographic analysis.

The second major characteristic revealed in the analysis was the lack of a clearly defined rationale for the inclusion and treatment of value questions in geographic education. An examination of the litera-
ture revealed that values and the affective domain were neither dealt with directly nor incorporated in the major concerns for the teaching of geography. They were viewed as tangential to the major thrust of cognitive development. When values or the affective domain were addressed in the literature, it was either in reference to the utilitarian nature of geography as a school subject, or for the development of an appreciation of the geographic method of investigation. Questions as to how or why values should be dealt with in the teaching of geography were ignored.

The effect of not having a rationale underlying the method used to deal with value questions became evident in the analysis of how values were dealt with in geographic education. There was a tendency to deal with value questions from a purely cognitive framework. The basis for this overall approach was derived from the assumption in geographic education that the methods employed for dealing with the cognitive or "what is" were also applicable for dealing with values or the "ought to be". The general framework, therefore, that was used in the teaching of geography was extended to all types of learning experiences within geography.

Within the cognitive framework, the most prevalent method identified, based on Krathwohl's categorization, was the use of cognitive behavior and cognitive goals to achieve multiple affective ends. The method could be used to indoctrinate points of views or to build attitudes and values. This was due to the underlying assumption
inherent in the method that what was derived from the cognitive domain was automatically applicable to the affective domain. In terms of values and intellectual insight, it was assumed by the writers in geographic education that what one "should do" was automatically determined by understanding or knowing "what is". For example, the discussions on "world understanding" assumed that humanitarian attitudes and/or positive attitudes toward other peoples and regions of the world occurred if the student was exposed to, or became familiar with these peoples or regions. This could be equated with a subtle form of indoctrination in that the "correct" response to knowledge questions was viewed as a "correct" attitude or value to which the student should adhere.

The rationale developed in this study was based on John Dewey's reflective method. In this study, values were defined as whatever was taken to have rightful authority in the direction of conduct. All planned or deliberate conduct was influenced, if not controlled, by values or the estimated worth of an object perceived by an individual. While impulsive or mechanically routine behavior may be addressed, the emphasis derived from the definition was on planned or deliberated behavior. The focal point derived from the definition was the relationship of values and conduct to the consequence of a given act or decision. The definition employed, therefore, focused on the two factors as an integrative whole, termed the process of valuation.
The process of valuation is directed toward examining the implications of a given value and is basically the act of judging whether an object, institution, or act is deemed worthy. To value or desire something is the initial phase of valuation. To find something desirable or valuable is the product of valuation. Questions concerning values are derived from a problematic situation. When a previous way of acting or behaving is disrupted due to the uncertainty of a given situation, the initial acceptance of the given value is questioned and called into examination. The desirability of continued adherences to a value, or way of acting, is examined by projecting the consequence of the value or act. The formulation of projected consequences or alternatives is based on historical and empirical data, and the previous experiences and value judgements of the individual. Valuation, therefore, is concerned with appraisal and determining the worth of a given act and/or object. It relates the value to the conduct displayed in terms of the consequence. If it is a movement from the de facto to the de jure.

In addition to developing a rationale for the treatment of values, it was necessary to formulate a method of inquiry to be used in the process of valuation. There was a choice and the method chosen had to be consistent with the definition of values employed, and the framework developed concerning value questions. It was the contention of the writer that the reflective method, as defined in this study, could
provide consistency between the basic framework concerning values
developed and a method of inquiry to be used in the treatment of
values in geographic education.

In using the reflective method as the mode of inquiry for dealing
with value questions, an attempt was made to show the linkages that
existed between value judgements and the scientific method. The
concept of science used emphasized the method employed for inquiry
and not the product of inquiry. The emphasis in this study was on
the logic and attitude components of the scientific method. It was
not on the development of selective abstractions or simplifications,
laws and generic propositions, or mathematical models to be used in
explaining the process of valuation. By employing this perspective,
it was possible to deal with questions associated with "what ought
to be" as well as "what is".

The utilization of the reflective method also avoided a purely
cognitive framework for dealing with values and the approaches to
value questions derived from such a framework. Knowledge, skills,
and understanding were employed in the analysis of a value question,
and were not pre-requisites to or equated with the value examined.

Implications

In order to deal with values in an effective manner in geographic
education it is necessary to utilize a theoretical base which differenti-
tiates between value judgements and scientific judgements. The litera-
ture in geographic education is devoid of theory or theories associated with valuation. The rationale and method provided in this study was based on a theory of valuation. If the rationale and method were utilized in the treatment of value questions in geographic education the following implications would be evident: 1) The affective domain would dominate the concern of the teacher with the cognitive domain assuming an utilitarian role. The cognitive domain would be utilized in order to provide the necessary skills, insights, and understandings required to deal with the value under investigation. The method employed for dealing with value questions would be derived from an affective rather than cognitive framework. The three approaches noted by Krathwohl were based on a cognitive framework and based on a concern for cognitive goals and behavior to achieve affective ends. With the utilization of an affective framework which is derived from the rationale and method provided in this study, the concern would primarily be for affective goals and ends with the utilization of cognitive behavior required to achieve these goals and ends. A shift in the framework employed is therefore required by the teacher in implementing the rationale and method. 2) In order to implement a method derived from an affective framework certain key modifications in teaching strategies would be necessary. There are certain basic elements that are similar between the "discovery" method of the High School Geography Project and the reflective method as presented in this study. In both cases the
procedures are issue or problem oriented with the student manipulating data to arrive at a conclusion rather than simply covering a given body of material. The student assumes the role of an investigator and the teacher a resource person or consultant. However, what constitutes an issue or problem is a major focal point for modification. The problem and the value conflict inherent in the problem is generated by the interaction of the student and the topic being dealt with in the discussion. What the problem will be and what values will be addressed cannot be pre-selected by the teacher. The role of the teacher in the initial phase of the discussion is to aid the student identify and articulate the problem and the value conflicts inherent in the problem rather than arriving at the identification of a pre-ordained problem. Just as the student defines the problem and value to be dealt with in the discussion, so too the conclusion reached concerning continued adherence or alteration of the value is a product of the student's analysis and decision. The teacher can aid and question the student in the formation of the conclusion reached, but just as the value to be dealt with cannot be pre-ordained, so too the conclusions reached cannot be pre-determined. Pre-selection by the teacher is confined to a limited area. It is possible for the teacher to pre-select the topic to be dealt with by the class, to project the possible data required to deal with the topic, and to project the possible skills, insights, and understandings
needed to deal with the topic. However, its applicability is determined by the direction and questions raised by the students. If no value questions are derived from the topic presented, it is possible to use the pre-selected material to deal with the topic in terms of the discovery approach and to ignore the value dimension.
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