

Task force proposes list of goals for education

A goal is an ideal, something for which to strive, but seldom completely attained. A goal differs from an objective in that the latter is a behavior which is measurable and generally attainable. Most school districts and many states have adopted goals for education. However, these goals usually have been so simplistic or vague they are confusing or meaningless. They often assume that since they are stated as "goals of education," that schools bear the total burden of providing the instruction leading toward attainment of those goals. The task force, in developing a meaningful list of goals, stressed that it is imperative to consider the school's responsibilities as being primary, shared, or supportive in a society where many components contribute to the education of the young. Therefore, subgoals derived from the main goals are specified as a primary, shared, or supportive responsibility of the school.

1. Mastery of basic skills or fundamental processes:

- **Primary Responsibility**
Develop the ability to acquire ideas through reading and listening.
Develop an ability to communicate ideas through writing and speaking.
Develop the ability to understand and utilize mathematical concepts.
Develop the ability to utilize available sources of information.
Develop the ability to read, write, and handle basic arithmetical operations.

2. Career education-vocational education:

- **Shared Responsibility**
Develop the ability to select an occupation that will be personally satisfying and suitable to one's skills and interests.
Develop valuable skills and specialized knowledge that will prepare one to become economically independent.
Develop attitudes and habits (such as pride in good workmanship) that will make the worker a productive participant in economic life.
Develop positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

3. Intellectual development:

- **Primary Responsibility**
Develop the ability to think rationally; i.e., thinking and problem solving skills, use of reasoning and the application of principles of logic, and skill in using different modes in inquiry.
Accumulate a general fund of knowledge, including information and concepts in mathematics, literature, natural science, and social science.
- **Shared Responsibility**
Develop the ability to use and evaluate knowledge, i.e., critical and independent thinking that enables one to make judgments and decisions in a wide variety of life roles (e.g., citizen, consumer, worker, etc.) as well as in intellectual activities.
Develop the ability to make use of knowledge sources, utilizing technology to gain access to needed information.
Develop positive attitudes toward intellectual activity, including intellectual curiosity and a desire for further learning.

4. Enculturation:

- **Shared Responsibility**
Develop insight into the values and characteristics of the civilization of which one is a member.

Develop awareness of cultural and historical heritages — the literary, aesthetic, and scientific traditions of the past — and familiarity with the ideas that have inspired and influenced mankind.

Develop understanding of the manner in which heritages and traditions of the past are operative today and influence the direction and values of society.

Develop understanding, appreciation and respect for traditions of individuals from cultures other than one's own.

Examine the norms, values, standards, and traditions of the groups of which one is a member.

5. Interpersonal relations:

- **Primary Responsibility**
Develop skills in communicating effectively in groups.
- **Shared Responsibility**
Develop the ability to identify with and advance the goals and concerns of others.
Develop the ability to form productive and satisfying relations with others based on respect, trust, cooperation, consideration, and caring.
Develop an understanding of the factors that affect social behavior.
- **Supportive Responsibility**
Develop a knowledge of opposing value systems and their influence on the individual and society.
Develop an understanding of how members of a family function under different family patterns.

6. Autonomy:

- **Shared Responsibility**
Develop a positive attitude toward learning.
Develop skills in selecting personal learning goals.
Develop skills in coping with and accepting continuing change.
Develop skill in making decisions with purpose.
Develop the ability to plan and organize the environment in order to realize one's goals.
Develop a willingness to accept responsibility for and the consequences for one's own decisions.

7. Citizenship:

- **Primary Responsibility**
Develop knowledge of the basic workings of the government.
Develop skill in democratic action in large and small groups.
- **Shared Responsibility**
Develop a sense of historical perspective.
Develop a commitment to the values of liberty, government, and responsibility for the welfare of all.
Develop an attitude of inquiry in order to examine societal values.
Develop the ability to think productively about the improvement of society.
Develop a willingness to participate in the political life of the nation and community.
- **Supportive Responsibility**
Develop a commitment to the fulfillment of humanitarian ideas everywhere.
Develop a commitment to involve oneself in resolving social issues.

8. Creativity and aesthetic perception:

- **Shared Responsibility**

Develop the ability to motivate oneself, to deal with new problems in original ways.
Develop the ability to be sensitive to problems and tolerant of new ideas.

Develop the ability to be flexible, to redefine skills, and to see an object from different points of view.

Develop the ability to be creative and appreciate creativity.

Develop the ability to understand creative contributions of others and to evaluate them.

Develop the ability to communicate through creative work in an active way (as a creator) or a perceptive way (as a consumer).

• **Supportive Responsibility**
Develop the commitment to enrich cultural and social life.

9. Self-concept:

- **Shared Responsibility**
Develop the ability to search for meaning in one's activities.
Develop the self-confidence needed for confronting one's self.
Develop the ability to live with one's limitations and strengths.
Develop both general knowledge and interest in other human beings as a means of knowing oneself.
Develop a knowledge of one's own body and a positive attitude toward one's own physical appearance.
- **Supportive Responsibility**
Develop an internal framework by which an individual can organize his concept of "self".

10. Emotional and physical well-being:

- **Shared Responsibility**
Develop the willingness to receive new impressions and to expand affective sensitivity.
Develop the competence and skills for continuous adjustment and emotional stability.
Develop the ability to control or release emotions constructively.
Develop the ability to use leisure time effectively.
Develop positive attitudes and habits toward health and physical fitness.
Develop physical fitness and psychomotor skills.

11. Moral and ethical character:

- **Shared Responsibility**
Develop the ability to utilize values in determining choices.
- **Supportive Responsibility**
Develop the judgment to evaluate events and phenomena as good or evil.
Develop a commitment to truth and values. Develop moral integrity.
Develop an understanding of the necessity for moral conduct.
Develop a desire to strengthen the moral fabric of society.

12. Self-realization.

The goal of self-realization was regarded as one in which schools have a shared responsibility. Actually, self-realization of the individual would be the outcome if reasonable progress has been made toward achieving the other eleven goals. The person doing so would have maximized his or her potential in acquiring basic skills, in intellectual development, in social and affective learning, enabling the individual to assume adult responsibilities, enter the work force or pursue additional education.

MEMBERS OF TASK FORCE ON EFFECTIVE SCHOOLING

Vincent H. Casey, Chairperson; Jenny Alows; Oliver E. Auchenbach; Carole Burger; Carolyn Doggett; Martha Gould; Darrell Hargreaves; Linda Hodgins; Jodi King; Karen Perdue; Dr. Charles Ray; Paul Toth; Col. William Wirin; George Woodriff; Sharon Young; Robert Van Slyke