

**Broader, more humane objectives like responsibility, interpersonal relationships, habits, attitudes, feelings, problem solving, beliefs, concern for others, values, aspirations and convictions never appear among assessments of the system. Instead, we fret about achievement test scores and strive to bring everyone above average as though that were possible. (Arthur W. Combs)**

**Modern objectives, like responsibility, concern for others, attitudes, values, beliefs and convictions do not lend themselves to behavioral measurement. (Arthur W. Combs)**

**We search for ways to ignore student diversity and organize our classrooms to deal with young people as though they were alike. (Arthur W. Combs)**

**The causes of behavior, accordingly, lie in people's meanings, generally known as perceptions, beliefs, feelings or attitudes about self and the world. (Arthur W. Combs)**

**The goals we seek and the practices we employ in education are direct outcomes of the beliefs we hold about the nature of students and the causes of their behavior. (Arthur W. Combs)**

**People are not born with their self-concepts. They learn them from the ways they have been treated in the course of growing up. (Arthur W. Combs)**

**Learning is a private act. No one can learn for anyone else; only the learner can learn for himself. The teacher is a facilitator, a guide to offer new or enlarged perceptions and always with empathy and purposeful rationale. (Russell A. Baum)**

**Significant learning arises only from internally held purpose and meaning, not from external pressures or conditioned motivations. One becomes who he is from his belief system derived from his perceptions. Therefore, since one behaves as a result of his beliefs, it is extremely imperative for him to have, as much as**