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THE APPLICATION OF VALUE CLARIFICATION TEACHING STRATEGIES WITH FIFTH GRADE STUDENTS TO INVESTIGATE THEIR INFLUENCE ON STUDENTS' SELF-CONCEPT AND RELATED CLASSROOM COPING AND INTERACTING BEHAVIORS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Thomas Joseph Covault, B.S., M.A.

* * * * * * *

The Ohio State University 1973

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CHAPTER I

NATURE OF THE STUDY

In this study an emerging theory of values and valuing of great potential utility for the field of education will be investigated. This theory, and educational practices based on it, operates from an explicit perspective that contrasts sharply with conventional practice in schools. Consequently, examples of value definitions, usages and perspectives representing various professions and individuals will be presented to provide a conceptual framework for the study and to depict their relationship to this emerging value theory. Based on this relationship, and on the traditional methods employed in schools for teaching values, it will be possible to consider the role, responsibilities, needs and problems of schools in attempting to foster student values. In contrast to the customary efforts of schools to impose or inculcate certain values in children, these proposed methods of values education provide teachers with instructional strategies (processes) that furnish students with experiences and skills so they may clarify their own values and the values they may have as they progress through life.
The major goal of this study is to investigate the significance of a series of value clarification teaching strategies, based on this emerging valuing theory, may have for the self-concept and certain classroom coping and interacting behaviors of elementary students. The product of this investigation will be additional information related to the effectiveness and utility of these value clarification teaching strategies for elementary students.

The Concept of Values and Valuing

The term "value" has many different definitions depending upon which area of interest, profession, or person is utilizing it. In this study the investigator is dealing with the term "value" in terms of human behavior; but even in this domain the definition of value(s) still leaves a complex mass of concepts to consider. Educators, economists, sociologists, anthropologists, political scientists, psychologists, and philosophers have all derived their own, and often overlapping, array of varied terms to define "value." It is virtually impossible to attain consensus on what constitutes a personal, societal, or cultural value. This same dilemma prevails when attempting to define what constitutes the process of "valuing."

The following definitions and statements represent a sample of the diversity and sometimes overlapping views of the term "value."
Stephen C. Pepper, Professor of Philosophy, states that "In the broadest sense anything good or bad is a value."¹

Gordon W. Allport, a psychologist, in his book Pattern and Growth In Personality, defines the term value as "a belief upon which a man acts by preference. It is thus a cognitive, a motor, and, above all, a deeply propriate disposition."² Allport goes on to say that "We know a person best if we know what kind of future he is bringing about--and his molding of the future rests primarily on his personal values."³

Nicholas Rescher, Professor of Philosophy, states that:

Sometimes 'human value' is restricted to the area of personal values (of character and personality). But we take it to include not only what the individual may prize in himself and his associates, but also what he prizes in his society, his nation, his culture, his fellowmen in general, and his environment. We thus view this idea extended over a very broad domain-ranging from individual to social and universal values.⁴


³Ibid.

Alvin Toffler, an author and futurist, summarizes Professor Kurt Baier's definition of a value:

... as an attitude for or against an event or phenomenon, based on a belief that it benefits or penalizes some individual, group or institution. By defining value in this way, Baier rejects the notion of value as something 'intrinsic.' It becomes a manifestation of behavior and, as such, observable and measurable. Baier differentiates values from simpler, less intellectualized attitudes, from whims, norms, regulations and mores, but this is hardly enough, and he goes on to remind us that if we want to talk meaningfully we need to be quite specific about whose values we are discussing. We must determine which person, group or institution subscribes to the value in question. Then we must specify what state of affairs constitutes realization of the value—e.g., if some group holds 'thrift' to be a value, we need to know how much thrift, thrift on whose part, etc.\(^5\)

In the field of economics the term value, ... is central to traditional economic Value Theory. The value here investigated is of course the so-called exchange or market value of a commodity. Value Theory attempts to give a model of the interaction of all the forces which determine the fluctuations of the market value or price of commodities in a given market.\(^6\)

As viewed from one anthropological perspective, Value implies a code or a standard which has some persistence through time, or more broadly put, which organizes a system of action. Value, conveniently and in accordance with received usage, places things, acts, ways of behaving, goals of action on the approval-

\(^5\)Ibid., p. 5.

\(^6\)Ibid., p. 36.
disapproval continuum. . . . The existence of the value element transforms the desired into the not-desired or into the ambivalently desired. 7

From one sociological point of view,

Integration, both within an individual's value system and within the value system prevailing in a society is a compromise between the functional imperatives of the situation and the dominant value-orientation patterns of the society. Every society is of necessity shot through with such compromises. 8

Some educators view the concept of personal values as being constructed by individuals through their day-to-day interactions with their environments. "This attitude is reflected in Dewey's passionate belief that men should not--indeed, must not--ignore experience as the source of all value." 9 John Dewey in his book *Democracy and Education*, states,

The term 'value' has two quite different meanings. On the one hand, it denotes the attitude of prizing a thing, finding it worthwhile for its own sake, or intrinsically. This is a name for a full or complete experience. To value in this sense is to appreciate. But to value also means a distinctively intellectual act--an operation of comparing and judging--to valuate. This occurs when


8Ibid., p. 177.

direct full experience is lacking, and the question arises which of the various possibilities of a situation is to be preferred in order to reach a full realization, or vital experience. 10

As stated, and as demonstrated in the preceding sample of the meanings that are associated with the term "value," there is no clear definition of the term that can be presented and totally accepted by all professions, or for that matter, by individuals within any specified profession.

The available knowledge associated with value definitions, theory and methodology is clearly complex and diversified. However, the concept of personal values and the process of valuing appears to be by all definitions a relevant and important factor for mankind and his society. This study will be focused on personal values and the process of valuing in the field of education. More specifically, this study will be limited to one theory of values and valuing related to both meanings referred to by Dewey in the passage quoted above. This theory of values will be presented in the following section of this study.

Outline of One Theory of Values That Will Be Investigated In This Study

Since the terms value and value clarification are central to this study, and because of the diversity of meanings that are available for these terms, they will be defined at the outset.

The definition of values and the process of value clarification presented in this study have been developed and researched by Louis Raths, Sidney Simon, Merrill Harmin, Leland Howe, and Howard Kirschenbaum. According to this theory of values, a value is the term used to denote those beliefs, purposes, and attitudes an individual holds. Furthermore, if something is truly a value for someone, it must meet the following seven criteria:

It must be chosen: (1) freely
(2) from alternatives
(3) after thoughtful consideration of the consequences of each alternative

It must be prized: (4) cherishing, being happy with the choice
(5) willing to affirm the choice publicly

It must be acted upon: (6) doing something with the choice
(7) repeatedly, in some pattern of life

Collectively the above seven processes define valuing, and the products of these processes are values. Obviously, this theory of values emphasizes the process of valuing.
Value clarification strategies can be defined as systematic processes involving techniques or activities that are primarily designed around the seven processes of valuing intended to assist individuals in becoming more aware of their own values as well as of the skills of valuing.

Value indicators consist of life purposes, goals, aspirations, etc., that may or may not indicate a value for an individual at any particular time. In this theory of values the following items are considered to be value indicators: (1) goals or purposes, (2) aspirations, (3) attitudes, (4) interests, (5) feelings, (6) beliefs and convictions, (7) activities, (8) worries, problems, obstacles. These eight areas may be closely associated with an individual's values, and can possibly reflect stages in the formation of values; however, in this theory of values, these indicators must meet the seven criteria of valuing before they can truly be classified as values.

Background of the Theory of Values

The basic assumption of the value theory being investigated in this study is that human beings can clarify and identify their values by an intelligent process of freely choosing, prizing, and behaving. Louis Raths is the senior author and initial developer of this theory of values, along with Sidney Simon, Merrill Harmin, Leland Howe,
and Howard Kirschenbaum. These men believe this theory of values to be a viable alternative to existing approaches for teaching values.

Up to the present time, two books, *Values and Teaching*, authored by Merrill Harmin, Louis Raths and Sidney Simon, and *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, authored by Leland Howe, Howard Kirschenbaum and Sidney Simon have been written concerning this theory of values.

Simon and his colleagues believe that many behaviors exhibited by children or adults, such as being apathetic, flighty, uncertain, inconsistent, drifting, overconforming, overdissenting, and posing in various roles, are associated with the individual's lack of clarity about personal values. These men further contend that their theory of values, and the value clarification strategies designed around the theory, can help to ameliorate these behaviors for many individuals. This contention is based on the belief that a person exposed to the seven processes of valuing will be more likely to internalize his values because they are based on a free choice and, therefore, his commitment to these values will be a more true and responsible commitment.

In the following section we will examine the role of schools in teaching values, the traditional methods utilized to teach values
in schools, the possible shortcomings of these methods, and a view of the problems associated with the teaching of values in schools.

**Values and Education**

In the future, just as in the present time, it is likely that there will continue to be a debate about the goals of education beyond the professed and generally accepted goals of training students for jobs, preparation for advanced schooling, preparation for becoming "good" citizens, etc. One of the more fundamental of these debates will be the continuing one about the role of professional educators in inculcating values in students that may or may not be useful or feasible in a rapidly changing, complex, and often contradictory society. It is well recognized that schools do indeed promote certain values, consciously, or unconsciously, now as they have done in the past. Implicit in this debate will be complex inquiries about the processes involved in teaching, molding or changing student values.

Michael Scriven addresses this concern by stating:

> Can one justify trying to change student values at all? In particular, would this make education propaganda, or would it violate some inviolable facts/value distinction? Can one justify one particular set of values towards which one should direct one's students? In particular, what non-trivial values could legitimately be advocated in the secular state schools of a pluralistic democracy?\(^1\)

One might also consider what educator has the right to inculcate certain values for other people's children?

The Simon, et al., Theory of Values that was presented previously as the focus of this study has the important characteristic of being aimed at the process of valuing or value clarification, thus avoiding the issue of inculcating any particular substantive value for any one person. The goal of this theory (process) of value clarification is not to "tell" people what values they should or should not adhere to, but openly to confront persons with situations and techniques (value clarification strategies) so that they may be able to clarify for themselves values (values that are freely chosen, prized, and acted upon) which they may hold at any particular time.

In contrast to the Simon, et al., Theory of Values, the more traditional approaches for teaching values to children in schools include:

1. Setting an example--either directly, by the way adults behave, or indirectly, by pointing to good models in the past or present, such as Washington's honesty or the patience of Ulysses' wife.
2. Persuading and convincing--by presenting arguments and reasons for this or that set of values and by pointing to the fallacies and pitfalls of other sets of values.
3. Limiting choices--by giving children choices only among values 'we' accept, such as asking children to choose between helping wash the dishes or helping clean the floor, or by giving children choices between a value we accept and one no one is likely to accept, such as asking children to choose between telling the truth and never speaking to anyone again.
4. **Inspiring**--by dramatic or emotional pleas for certain values, often accompanied by models of behavior associated with the value.

5. **Rules and regulations**--intended to contain and mold behavior until it is unthinkingly accepted as 'right' as through the use of rewards and punishments to reinforce certain behavior.

6. **Cultural or religious dogma**--presented as unquestioned wisdom or principle, such as saying that something should be believed because 'our people have always done it this way.'

7. **Appeals to conscience**--appeals to the still, small voice that we assume is within the heart of everyone, with the arousing of feelings of guilt if one's conscience doesn't suggest the 'right' way, such as telling a child that he should know better or that he shamed his parents. 12

In regard to the previously stated traditional approaches for teaching values to children. Raths, Simon, and Harmin state,

We have no doubt that such methods as those listed, and there are others that could be listed, have in the past controlled behavior and even formed beliefs and attitudes, but we assert that they have not and cannot lead to values in the sense that we are concerned with them--values that represent the free and thoughtful choice of intelligent humans interacting with complex and changing environments. 13

In summary, whether or not schools should inculcate values, and, if so, what values, will remain to be a dilemma for educators, but to provide students with the opportunity to clarify their own


values and learn a process of valuing would appear not only an activity to be considered by school systems, but also, in the opinion of the developers of this value theory and the investigator of this study, a responsibility of school systems.

The recent humanistic education movements, such as those sponsored by University of Massachusetts' School of Education, have initiated activities in the area of value clarification. Value clarification training sessions conducted by Sidney Simon, Merrill Harmin, Howard Kirschenbaum, and others (two of which the investigator in this study participated) have resulted in a sprinkling of value clarification into elementary and secondary schools as well as teacher training institutions. At the present time, however, the extent of these value clarification activities is not documented, and research related to these activities is very limited.

The humanistic education movement, which has been derived primarily from the research and writings of Humanistic Psychology, Gestalt Therapy, and Client-Centered Therapy, is generally based on self-awareness and a recognition of the human potential for personal growth. Self-awareness is a complex concept and includes many dimensions or subsets such as self-identity, sex role identity, self-concept, emotions and feelings, and a recognition of personal values. A more precise understanding of how personal values and the process of value clarification might contribute to self-concept
and self-awareness may also result in a better understanding of this complex but important area.

The next section of this study, the statement of problem, provides an overview of the current concern about values, self-awareness, and their relationship to man's capacity to cope with and interact successfully with his environment.

Statement of the Problem

Throughout human history, the value system of society changed so slowly, so imperceptibly, that seen from the vantage point of a single lifetime, it appeared to be unchanged. This made prediction simple: Each generation could predict the values of the next with considerable accuracy merely by projecting its own forward. The members of each generation could (and usually did) assume that children, once grown, would in a large measure share the values of their fathers. In the last 300 years, however, the rate of value change appears to have speeded up—to the point at which major shifts in the value system of a society became apparent within the span of a single lifetime and within even shorter periods. This acceleration of value change is one of the most dramatic developments in the entire cultural history of the human race. . . . Indeed, the increasing velocity of value change confronts us not merely with the question 'What will future generations value?' but also with the more pressing question 'What will we, ourselves, value a decade or two from now?'

---

Toffler also suggests that man's future will depend on the decision-making process of which values are definitely a part. How clearly man can increase his knowledge to understand and predict complex value changes that regulate human behavior is also a question yet to be answered. 15

Alvin Toffler is by no means a solitary and alarmist figure in his concern about the increasing problem of values, theories of values, and value processes on the individual and his society. Carl Rogers states that:

There is a great deal of concern today with the problem of values. Youth is deeply uncertain of its value orientation; the values associated with various religions have lost much of their influence; sophisticated individuals seem unsure and troubled as to the goals they hold in esteem. The reasons are not far to seek. The world culture, in all its aspects, seems increasingly scientific and relativistic, and the rigid, absolute views on values which came to us from the past appear anachronistic. Even more important perhaps, is the fact that the modern individual is assailed from every angle by diverse and contradictory value claims. It is no longer possible, as it was in the not too distant historical past, to settle comfortably into the value systems of one's forebears or one's community and live out one's life without ever examining the nature and assumptions of that system. . . . One natural result of this uncertainty and confusion is that there is an increasing concern about, interest in, and a searching for, a sound or meaningful value approach which can hold its own in today's world. 16

15Ibid., p. 3.

Thus, according to both Toffler and Rogers, conflicts of values are always present, but under conditions of rapid social and technological change, more intense strains are placed upon values and value integration, therefore placing individuals and their societies under unusually severe pressures.

Robin M. Williams states that:

Americans currently face a period in which few institutions, beliefs, or values can any longer be taken for granted. All are under strain; all are challenged. Basic transformations of man and society are now underway, and many vital choices of values must be made. 17

Since it has been fairly well recognized that at the present time we are living in a diverse and rapidly changing society in which not only the opportunities, but also the necessity for choice or decision-making are steadily increasing, it would seem of practical importance for man to have a reasonably clear understanding of his personal values. An awareness of personal values by man contributes significantly to clarifying what is important to him in his own life, what he believes in, and can help to guide his behavior when interacting and coping with his environment. "Everything we do, every decision we make and course of action we take, is based on

our consciously or unconsciously held beliefs, attitudes and values. Furthermore, since values are not static and may change over time, it seems useful and necessary for man to be knowledgeable about and capable of engaging in the valuing or value clarification process.

The problem is simply that many people of all ages do not adequately understand what values they hold and, furthermore, they do not possess the skills necessary to clarify and order their values even if they feel a need to do so. Rollo May, in his book Man's Search for Himself, states that:

... the chief problem of people in middle decades of the twentieth century is emptiness. By that I mean not only that many people do not know what they want; they often do not have any clear idea of what they feel. When they talk about lack of autonomy, or lament their inability to make decisions--difficulties which are present in all decades--it soon becomes evident that their underlying problem is that they have no definite experience of their own desires or wants.

This problem is further compounded because of the lack of opportunity for people to learn the skills involved in value clarification.

The result of this problem (lack of clarity of personal values and


limited skills to engage in the valuing process), as alluded to by Rollo May in the citation noted above, is in part manifested in the great difficulties many people have in understanding themselves and subsequently in the problems they encounter when attempting to interact and cope with their environments.

The preceding statements provide an overview of what can be considered a serious problem confronting man in contemporary America. This problem—a learning problem—necessarily involves the schooling system in a complex post-modern society. But school systems have not, in most cases, provided experiences and an environment in which students can clarify their own values and learn the skills that will help them in the valuing process as they continue through life. Toffler, in his book *Future Shock*, states that:

... students are seldom encouraged to analyze their own values and those of their teachers and peers. Millions pass through the education system without once having been forced to search out the contradictions in their own value systems, to probe their own life goals deeply, or even to discuss these matters candidly with adults or peers.20

The general purpose of this research is to explore the utility of value clarification learning activities for dealing with this fundamental learning problem.

Purpose of the Study

The intent of this study is to expand and add to the available empirical research associated with the Simon, et al., Theory of Values. Although the study will not seek to validate or empirically test this theory, it will investigate the impact of a well-planned series of value clarification learning experiences, based on this theory, on particular coping and interacting behaviors and on the self-concepts of elementary school age children.

Previous research utilizing the Simon, et al., Theory of Values and value clarification strategies, although limited and not conclusive, suggests that elementary students can benefit from value clarification activities. These previous studies, involving for the most part only a few students, indicate that as a result of experiencing value clarification activities, students became less apathetic, uncertain, inconsistent, flighty, overconforming, overdissenting, drifting and role playing in their behaviors. This study will seek to replicate these findings in a new setting under more effective experimental conditions.

As a result of this study, hopefully, more information will be available with regard to the effectiveness and utility of value clarification strategies. This information may assist educational decision makers such as teachers, administrators, and boards of
education in deciding whether to include value clarification activities in school curriculums.

**Organization of the Study**

Chapter I contains a brief introduction to the study, the concept of values and valuing, a presentation of the value theory being investigated, the background of the value theory, a view of values and education, statement of problem, purpose of the study, and the organization of the study. Chapter II contains a review of the literature on relevant research related to the Simon, et al., Theory of Values. Chapter III includes an outline of assumptions, location, scope, procedures, limitations, treatments, instrumentation, and hypotheses for the study. Chapter IV contains the statistical analysis and interpretation of the data. Chapter V, the concluding chapter, provides the summary, conclusions, implications, and recommended research.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

As indicated in Chapter I there has been a paucity of research related to the Raths, Harmin, Simon, et al., Theory of Values. Preliminary research, although limited and not conclusive, that has been completed with this theory indicates that it may have potential for enabling individuals to cultivate their capacities to cope and interact successfully with their environments. Several of these preliminary studies have, however, lacked adequate experimental controls.

The following summaries report relevant research studies that have been completed with this theory of values. The investigator has somewhat shortened these research summaries that appear in Chapter 10 of Values and Teaching, a book authored by Louis Raths, Merrill Harmin, and Sidney Simon.
Relevant Research Studies

Albert Kievan completed a study concerning the effects of value clarification techniques on a small number of sophomores at New York University. Kievan's study concentrated on the impact of value clarification strategies on (1) changes in consistency of attitudes, (2) expressions of purposefulness and (3) expressions of friendliness among class members. The length of the study was one term and there was a comparison group of students taught by another instructor who did not utilize the value clarification strategies. The two groups of students were not matched in any specific way. The findings of the study (although as noted, the study lacked adequate experimental controls) were that the students experiencing the value clarification activities did develop significantly more consistent attitudes and did express more personal purposes than the students in the comparison class. No significant changes were determined in the expressions of friendliness area.

In Kievan's personal reactions to the study (although not documented in his research efforts) he states that many students in the value clarification group did become clearer about what they
believed in and demonstrated a greater degree of educational commitment and personal spirit. ¹

Georgia Brown's study involved sixteen elementary teachers who were taking a college course in education. Each teacher was assigned to choose a child in his own classroom who demonstrated behaviors related to unclear values (behaviors such as very apathetic, overdissenting, overconforming, indecisiveness, underachievers, etc.) and to respond to these students with value clarification questions and responses. These teachers also selected another child (as a control) in their classrooms with similar behavioral problems and did not respond to them with value clarification responses. The study continued for fifteen weeks and every teacher who mastered the value clarification responses (15 out of 16) reported that all experimental children improved significantly in their behavioral patterns (they became less apathetic, more decisive, etc.) whereas the control students did not improve at all in their behavior in the classroom. Again, in this study the

experimental controls were imprecise, but the teachers involved reported that the value theory did work for them.²

Sidney B. Simon's study involved ten high school teachers who were taught to use a number of value clarification strategies. Each teacher then chose one student who demonstrated a pattern of "non-value-based" behavior (apathetic, flighty, indecisive, inconsistent, a nagging dissenter, overconforming, or posing in various roles). The ten teachers were to utilize value clarification strategies with the students who were identified as having non-value-based behaviors. The results of the study indicated that most teachers did not use the value clarification techniques adequately or consistently and some teachers simply did not use the strategies at all. Simon states that most of the students did not change their behavior at all. Simon also reported that the subject matter orientation of secondary teachers seemed to be a substantial block to developing an interest in values, and that elementary teachers may be more open to the study of values.³


James Raths's study involved four teachers in grades five through eight at the University of Wisconsin's Campus Elementary School. The assumption of the study was that because students were confused about their own purposes, beliefs, attitudes, goals and interests they failed to become interested in the purposes of their school. In view of this, a program was developed and implemented to help students become clearer about their own purposes, based on the hypothesis that students would then become more active and purposeful learners. A pre-evaluation of all one hundred students in grades five through eight was conducted by the art, music, library and physical education teachers. The students were evaluated on a seven-point scale along the following dimensions: raising of questions and alternatives, initiation and self-direction of classroom activity, perseverance, active participation, and attitudes toward learning. The four teachers then initiated a program that included (1) an atmosphere in which students could express their real feelings without fear of harsh judgements or ridicule by others, (2) efforts to elicit attitudinal statements from students, (3) raising questions with students that would help them think about their attitudes.

A post-evaluation of the students (identical to the pre-evaluation) was completed at the end of the school year. The results of the evaluation indicated that 88 of the 100 students made gains on
all five rating areas. The twelve students who did not make progress were found to be suffering from patterns of unmet emotional needs.  

Melvin Lang completed a study that included matched pairs of university students who demonstrated behaviors such as underachievement, apathy, and nagging dissenting. The experimental group received value clarification strategies in private conferences and the control group received an equivalent amount of attention primarily through directive counseling techniques. Lang held sixteen meetings (fifteen minutes in length) with each of the experimental students during which he utilized clarification techniques. The sample of students included seven underachievers, five apathetic students, and one dissenting student.

Pre-and post-evaluations were completed for both the experimental and control groups. Lang's findings were that six out of seven underachievers in the experimental group improved more than their matched controls, and four out of six apathetic students did better than their control group. Also, the one dissenting student improved more than the control student.

In a follow-up study two years later, Lang found that the advantage the experimental underachievers had gained in grade-point

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average had evaporated. Lang believes that more than sixteen fifteen-minute exposures for students in value clarification are needed for a long-term impact. Lang also states (and this is repeated by other workers using the value theory in this study) that under-achievers who have unusual or severe physical or emotional problems would not be expected to respond significantly to value clarification techniques.  

Arthur H. Jonas, Ernest Machnits, and Donald Martin initiated identical research designs to test the Raths's Theory of Values and other theories developed by Louis Raths. At the time of these studies all three investigators were teachers in a suburban elementary school. One investigator taught in the third grade, one in the fourth grade, and one in the fifth grade. The following summary describes the components of these three studies that were associated with the Raths's Theory of Values.

Each investigator selected students within his classes who demonstrated behaviors believed to be associated with unclear personal values. In the third-grade class a student was selected who demonstrated behaviors of flightiness and nagging dissension.

In the fourth-grade class two students were selected, one who exhibited flighty behavior and one who engaged in artificial role playing. In the fifth grade class a student who was overconforming and a student who was very apathetic were selected. Also selected in these studies were control students from other classes who demonstrated behaviors similar to those selected for the experimental students. These control students were not exposed to the value clarification techniques. These ten children, five experimental and five control, were rated on their particular non-value-related behavior on a scale that included a category for very frequently and a category for very acutely. These pre-evaluations were made by the school's art, music, physical education and the students' previous year teachers. The investigators were not involved in the student ratings.

The investigators worked with the experimental students in their classrooms over a five-month period during which time an attempt was made to include one brief value clarification encounter each day. These value clarification encounters involved an attempt to help each of the five experimental students to (1) examine himself and his behavior, (2) examine alternatives in life, (3) consider what he prizes and to make choices for himself.

At the conclusion of the experiment, the students, both control and experimental, were evaluated in the same manner as in the
pre-evaluation. The results of these three studies indicated that all but one student in the experimental group improved significantly in his non-value-related behavior. This improvement was not demonstrated in the control students. The one student in the experimental group who did not improve significantly (the chronic dissenter) did, however, exhibit some improvement in his behavior at the end of the study.  

Summary

As the previously cited preliminary research indicates, the Raths, Simon, Harmin, et al., Theory of Values and Value Clarification seems to have the potential for assisting some individuals in their capacity to cope and interact successfully with their school environments. Additional research, which includes prudent experimental controls appears to be warranted to further ascertain the worth of this value theory for students. The next chapter of this study will describe the methodology, scope, location and hypotheses of the present study which will, hopefully, make a substantial contribution to the understanding and use of value clarification strategies.

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CHAPTER III

HYPOTHESES, METHODOLOGY AND SCOPE
OF THE STUDY

Introduction

The focus of this study is to investigate the impact of a well planned series of value clarification strategies based on the Simon, et al., Theory of Values on the self-concept and classroom coping and interacting capabilities of all the children in two fifth grade elementary classes. The specific hypotheses for this study are presented in the following section of this study.

Hypotheses of the Study

Hypothesis number one.--As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will develop a significantly greater degree of self-concept as measured by the Sears Self-Concept Instrument.

As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will become
significantly more active and purposeful learners as demonstrated in the following areas:

Hypothesis number two. --As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their raising of relevant questions and alternatives.

Hypothesis number three. --As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their initiation and self-direction of classroom activities.

Hypothesis number four. --As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their perseverance in learning tasks.

Hypothesis number five. --As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their active participation in their school environment.

Hypothesis number six. --As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their positive attitude toward learning.
Hypothesis number seven. --As a result of experiencing a series of value clarification teaching strategies, the apathetic behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number eight. --As a result of experiencing a series of value clarification teaching strategies, the apathetic behavior of fifth grade elementary students will become significantly less frequent.

Hypothesis number nine. --As a result of experiencing a series of value clarification teaching strategies, the flighty behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number ten. --As a result of experiencing a series of value clarification teaching strategies, the flighty behavior of fifth grade elementary students will become significantly less frequent.

Hypothesis number eleven. --As a result of experiencing a series of value clarification teaching strategies, the uncertain behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number twelve. --As a result of experiencing a series of value clarification teaching strategies, the uncertain behavior of fifth grade elementary students will become significantly less frequent.
Hypothesis number thirteen. --As a result of experiencing a series of value clarification teaching strategies, the inconsistent behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number fourteen. --As a result of experiencing a series of value clarification teaching strategies, the inconsistent behavior of fifth grade elementary students will become significantly less frequent.

Hypothesis number fifteen. --As a result of experiencing a series of value clarification teaching strategies, the drifting behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number sixteen. --As a result of experiencing a series of value clarification teaching strategies, the drifting behavior of fifth grade elementary students will become significantly less frequent.

Hypothesis number seventeen. --As a result of experiencing a series of value clarification teaching strategies, the overconforming behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number eighteen. --As a result of experiencing a series of value clarification teaching strategies, the overconforming behavior of fifth grade elementary students will become significantly less frequent.
Hypothesis number nineteen. --As a result of experiencing a series of value clarification teaching strategies, the overdissenting behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number twenty. --As a result of experiencing a series of value clarification teaching strategies, the overdissenting behavior of fifth grade elementary students will become significantly less frequent.

Hypothesis number twenty-one. --As a result of experiencing a series of value clarification teaching strategies, the role-playing behavior of fifth grade elementary students will become significantly less acute.

Hypothesis number twenty-two. --As a result of experiencing a series of value clarification teaching strategies, the role-playing behavior of fifth grade elementary students will become significantly less frequent.

Location of the Study

This study was carried out in the Northeastern Local School District which is located northeast of the city of Springfield, Ohio, and occupies the northeast quadrant of Clark County, Ohio. Northeastern, although rural in setting, serves students from suburban, small incorporated villages, and farm homes. The school facilities
of Northeastern include four elementary schools, one middle school, and one high school. The total school district student enrollment for the 1972-73 school year was 3,742. The per-pupil expenditure for the 1970-71 school year was $647.96 as compared to the state average of $739.56. The 144 square miles that make up the school district are zoned as follows: agricultural, 64 percent; residential 21 percent; business 4 percent and industrial, 11 percent.

Selection of Participants for the Study

In early September the investigator met with Mr. Charles Stephens, Superintendent of Schools at Northeastern, and Mr. Carl Frazier, the Assistant Superintendent of Schools, to explain the purpose of the proposed study and to obtain permission to carry out the study in their district. Both of these educators reacted very favorably to the proposed study, and pledged their full support to the investigator in implementing the study.

The actual selection of students for the study was made from all of the fifth grade classes in the South Vienna and New Moorefield Elementary Schools. At the time of this study there were four fifth grade classes at South Vienna, and two fifth grade classes at New Moorefield. The fifth grade classes at these two schools were all heterogenously grouped, and the students were randomly assigned to their classrooms at the beginning of the school year. For
example, at South Vienna the total population of fifth grade students was first divided into four groups based on achievement scores and then an attempt was made to assign an equal number of children from each achievement level to each of the fifth grade classes. Basically, the same procedure of student class assignment was followed for the two fifth grade classes at New Moorefield Elementary School. From this total population of six fifth grade classes, the investigator randomly selected two classes to serve as the experimental group, and two classes for the control group in the study. All students within both the experimental and control classes were included in the study. As previously indicated, the control and experimental classes were very similar in classroom grouping. As the random selection turned out, the two experimental classes were at South Vienna and included a total of 55 students, and the two control classes were at New Moorefield with a total of 48 students in the classes.

The classroom teachers and building principals for the selected classes willingly agreed to participate in the study, and altered their weekly class schedules to allow for the study.

Treatment for Experimental Classes

Between October 25, 1972, and January 10, 1973, the students in each of the two experimental fifth grade classes received
eleven hours (one hour per week for each class) of value clarification teaching strategies that were developed by the investigator based on the theory and research on values of Louis Raths, Sidney Simon, Merrill Harmin, Leland Howe, and Howard Kirschenbaum. The objectives, procedures, content, and summaries of these eleven sessions are comprehensively reported in Appendix A of this study. Both experimental fifth grade classes received the same value clarification activities in each of the eleven sessions. These value clarification sessions were designed to expose to and involve the students in the seven processes of valuing that make up the Raths, Simon, et al., Theory of Values. The seven processes of this value theory include:

It must be chosen: (1) freely
(2) from alternatives
(3) after thoughtful consideration of the consequences of each alternative

It must be prized: (4) cherishing, being happy with the choice
(5) willing to affirm the choice publicly

It must be acted upon: (6) doing something with the choice
(7) repeatedly, in some pattern of life

The investigator led these eleven, one hour sessions with the experimental students while the classroom teachers remained in the classroom to observe the sessions. The investigator's personal experience with this theory of values has included a week-long value
clarification training program held in Rochester, New York, and a week-long advanced values clarification workshop that was conducted at the Adirondack Mountains Humanistic Education Center. Both of these workshops were conducted by Sidney Simon, Howard Kirschenbaum, and Merrill Harmin. In addition to these training programs, the investigator has participated in and led several one day value clarification sessions with school administrators, teachers, students, social workers, and drug educators.

Treatment for Control Classes

The two classes of control students, although not receiving the value clarification activities, were exposed to the investigator for an amount of time equal to the experimental students. This procedure was utilized to exclude the possibility that any change that occurred within the experimental group could be attributed to the amount of attention they received rather than the kind of attention. Melvin Lang's study, which was cited in Chapter II, employed a similar design strategy.

Between October 24, 1972, and January 10, 1973, the students in each of the two control classes received eleven hours (one hour per week for each class) of formal physical education classes that were led by the investigator. The objectives, procedures, content, and summaries of these eleven sessions are comprehensively reported in Appendix B of this study.
The investigator's personal experience in elementary physical education includes an undergraduate degree in Health and Physical Education, and two years of experience teaching elementary physical education.

**Instrumentation and Testing**

The fifth grade students involved in this study, both experimental and control groups, were evaluated on a pre- and post-test basis for each of the twenty-two hypotheses of the study. The pre-testing took place one week before the investigator initiated the value clarification sessions for the experimental group and the physical education classes for the control group. The post-testing was completed the week following the termination of the sessions with the control and experimental students. Prior to the pre-testing, the investigator held conferences with the teachers of the control and experimental classes to explain the evaluation instruments and the procedures for testing to assure uniformity in the pre- and post-testing activities.

The following outline represents the twenty-two hypotheses of the study, the instruments utilized to test each hypothesis, and the procedures that were followed in marking each instrument.

**Hypothesis one.**--The instrument used to test this hypothesis was a modified version of the Sears Self-Concept Scale. Although
Pauline Sears initially developed this scale, the investigator used a form that has been modified by the Youth Research Center located in Minneapolis, Minnesota. Permission to use this form was obtained from the Youth Research Center. (See Appendix C for a copy of this instrument.)

There are ten basic areas in this instrument that relate to child self-concept: social relations with the same sex, social relations with the opposite sex, physical ability, mental ability, attractive appearance, social relations with the teacher, work habits, happy qualities, school subjects, and social virtues. These ten areas and the items within each of these areas that appear on the instrument are clearly reflective of ways in which students perceive themselves. The instrument is also constructed so that change in each of these areas can be measured.

The actual marking of this instrument was accomplished by having the classroom teacher read each item on the instrument with the students doing the marking of the instrument.

It was not possible to obtain large scale norms or relevant comparison data for this instrument from the Youth Research Center.

Hypotheses two through six. -- The instrument utilized to test these hypotheses was the Student Classroom Behavior Rating
Scale. This instrument is a modification of the instrument developed and utilized in the study by James Raths. The instrument includes a seven-point scale (i.e. "very often" to "almost never") for the behaviors being investigated. (See Appendix D for a copy of this instrument.)

The marking of this instrument was completed by the students' classroom teachers. At South Vienna (the experimental group), it was possible to have two teachers evaluate each child with this instrument. This was possible because for a part of the school day the students change teachers in a form of modified team teaching. As a result of this situation, the homeroom teacher and one other teacher who was exposed to the children daily, completed this evaluation form for each of the experiment students. Although the homeroom teachers' evaluation of her students was recorded for the data analysis comparison in this study, a random sample of this two teacher evaluation technique was taken to test the reliability of this evaluation form. The results of this reliability check will be reported in the next chapter of this study.

At New Moorefield (the control group), the fifth grade classes are completely self-contained and it was possible to have only the regular teacher in each of the two fifth grade classes complete the evaluation instrument for her students.

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1Raths, "Clarifying Children's Values."
Hypotheses seven through twenty-two.—The instrument that was employed to test these hypotheses was the Student Value Related Behavior Form. This instrument included a ten-point scale relating to the frequency and a six-point scale relating to the acuteness of the behaviors listed in these hypotheses. (See Appendix E for a copy of this instrument.) This instrument is recommended by Louis Raths, Sidney Simon, and Merrill Harmin in their book *Values and Teaching*, and precisely measures the behaviors being investigated in hypotheses seven through twenty-two.

The actual marking of this instrument was completed by the students' classroom teachers, and the procedures utilized to accomplish this are identical to the procedures outlined for marking the Classroom Behavior Rating Scale that was utilized to test hypotheses two through six.

There are no reported large scale norms or comparison data for this instrument.

Limitations of the Study

There are several operational limitations associated with this study that may have a bearing on its outcome.

It was feasible for the investigator to provide only one hour per week of value clarifications activities over an eleven week period for each of the two experimental fifth grade classes.
This time limitation may be a significant factor in regard to the outcome of the study.

The impact that the regular classroom teacher's style and expectations may have on the students' behavior and involvement in the value clarification activities is also an uncontrollable variable that may affect the results of the study. Furthermore, the classroom teachers remained in the classroom during the value clarification sessions because of their interest in observing and learning the value clarification strategies, and this may have influenced the children's behavior and involvement in the study.

The classroom teachers were responsible for marking two of the evaluation instruments for their students in the study and the degree of their objectivity in this activity could be a factor in the results of the final data analysis of this study.

Chapter IV, the following chapter, will include the actual research design utilized in this study, the analysis of data, and a restatement of each hypothesis with data to accept or reject the null hypotheses.
CHAPTER IV

STATISTICAL ANALYSIS AND INTERPRETATION

OF THE DATA

Procedures

The research design employed in this study was focused on examining the pre- and post-test changes between the experimental group (students receiving the value clarification teaching strategies N = 55) and the control group (students not receiving the value clarification teaching strategies N = 48). The chi-square statistic was utilized to compare the pre- and post-test differences of these two groups for the twenty-two hypotheses of the study. The mean change scores were determined for each group to provide an index for the direction of change determined by the pre- and post-testing. If significant changes, as indicated by the chi-square, were found between the two groups of students, the mean scores were used to identify the direction of the change (positive or negative change). A comparison of these means by using a t test was not appropriate because the means were not based on interval measurement, but rather on ordinal measures.
The Sears Self-Concept Instrument (Appendix C) was used to test hypothesis number one. The change score was determined by subtracting the pre-test score from the post-test score for each subject on each item. A positive score indicates a higher degree of self-concept, as measured by this instrument, for each subject as compared with the subject's score at the beginning of the experiment. The one-hundred items of the Sears Self-Concept Instrument were grouped into the ten categories (with ten items within each category). These ten categories included:

1. Physical ability
2. Mental ability
3. Social relations with the same sex
4. Social relations with the opposite sex
5. Attractive appearance
6. Social relations with the teacher
7. Work habits
8. Social virtues
9. Happy qualities
10. School subjects

The Student Classroom Behavior Rating Scale (Appendix D) was utilized to measure hypotheses two through six. The change score was determined by subtracting the post-test score from the pre-test score for each subject. A positive change score indicates a higher degree of this behavior for the subject at the end of the experiment than at the beginning of the experiment.

The Student Value Related Behavior Form (Appendix E) was used to test hypotheses seven through twenty-two. The change
score was determined by subtracting the post-test score from the pre-test score for each subject. A positive change score indicates a lower degree of the frequency and acuteness of the behaviors listed on the instrument for each subject at the end of the experiment as compared to the subject's score at the beginning of the experiment.

**Procedures Utilized to Compute Reliability**

Since analysis of the data was based on each individual item of the three instruments employed in this study, reliability is important for each item. The control group responses were used to compute a test-retest reliability coefficient for each item. The pre-test response was correlated with the post-test response for each item. The following table represents a summary of the item reliability results for all three instruments. Individual item reliabilities are presented in Appendix F.

**TABLE 1**

ITEM RELIABILITY SUMMARY

<table>
<thead>
<tr>
<th>Instrument</th>
<th>No. of Items</th>
<th>Mean Item Reliability</th>
<th>Items with p 0.05* No.</th>
<th>Items with p 0.01** No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Behavior Rating Scale</td>
<td>5</td>
<td>+0.695</td>
<td>5 100.0</td>
<td>5 100.0</td>
</tr>
<tr>
<td>Value Related Behavior Rating Form</td>
<td>16</td>
<td>+0.534</td>
<td>15 93.8</td>
<td>14 87.5</td>
</tr>
<tr>
<td>Sears Self-Concept Scale</td>
<td>100</td>
<td>+0.377</td>
<td>73 73.0</td>
<td>57 57.0</td>
</tr>
</tbody>
</table>

*p <0.05 (df = 45), r ≥0.288     **p <0.01 (df = 45), r ≥0.372
All five of the items on the Student Classroom Behavior Rating Scale had test-retest reliability coefficients that were significant at the 0.01 level, therefore, the five items have a high degree of reliability.

Fourteen of the sixteen items on the Student Value Related Behavior Form had test-retest reliabilities that were significant at the 0.01 level, one item was significant at the 0.05 level, and one item did not have a significant reliability coefficient. It is interesting to note that the last item was the only one which was insignificant. This could partially be a result of rater fatigue.

Seventy-three items of the Sears Self-Concept Scale had reliability coefficients which were significant at the 0.05 level or better. The analysis based on the twenty-seven items which did not achieve significance will be somewhat questionable, and this will be pointed out in the discussion of the item results.

**Inter-rater and Split-half Reliability Analysis**

The two classroom teachers for the experimental group and one other teacher for each of the two classes marked the pre-test Student Classroom Behavior Rating Scale and the Student Value Related Behavior Rating Form for each of the experimental students. Although the regular classroom teachers' rating was utilized for the data analysis in this study, a random selection (N = 20) of these
two teacher ratings were computed for reliability (inter-rater reliability).

The inter-rater reliability for the Student Classroom Behavior Rating Scale (five items) was = +0.727 and was significant at the <0.01 level. Therefore, the inter-rater reliability for this instrument was very high.

Four reliability coefficients were computed for the inter-rater analysis of the Student Value Related Behavior Rating Form. Two were split-half reliability coefficients; one for the frequency items and one for the acuteness items. In addition, two inter-rater reliability coefficients were calculated, one for the frequency items, and one for the acuteness items. The following table presents these results.

TABLE 2

TOTAL SCORE RELIABILITY COEFFICIENTS STUDENT VALUE RELATED BEHAVIOR RATING FORM

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Reliability Type</th>
<th>Reliability</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Split-Half</td>
<td>+0.722</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>Acuteness</td>
<td>Split-Half</td>
<td>+0.842</td>
<td>&lt; 0.01</td>
</tr>
<tr>
<td>Frequency</td>
<td>Inter-rater</td>
<td>+0.250</td>
<td>n.s.</td>
</tr>
<tr>
<td>Acuteness</td>
<td>Inter-rater</td>
<td>+0.481</td>
<td>&lt; 0.05</td>
</tr>
</tbody>
</table>

df + np-2 = 20-2 = 18
r.05 (18) £ 0.444
r.01 (18) £ 0.561
All four reliability types were significant with the exception of the inter-rater reliability coefficient for the frequency items. However, there was a significant split-half reliability coefficient for the frequency items.

Results and Interpretation of the Data Analysis

Restatement of hypothesis number one. -- As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will develop a significantly greater degree of self-concept as measured by the Sears Self-Concept Instrument.

The following ten tables provide an analysis of the results of the ten areas of the Sears Self-Concept Instrument (Appendix C). A discussion of significant change differences between the experimental and control groups will be presented after each table. Following the presentation of the ten areas of analysis, a summary table of the one-hundred item analysis for the control and experimental groups will be cited with statements in regard to whether or not the null hypothesis can or cannot be rejected at the 0.05 level.

The analysis of the ten "physical ability" items resulted in one significant item. Item 61, "Being good at playground activities," was significant for the experimental group at the \(<0.001\) level. This item was also analyzed as being a reliable item \((r = +0.482)\). Although item 61 was the only one to show significant change, the
### TABLE 3

**ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE PHYSICAL ABILITY ITEMS CHI-SQUARE ANALYSIS OF CHANGE SCORES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>+0.093</td>
<td>-0.340</td>
<td>2.01</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>11</td>
<td>+0.055</td>
<td>-0.192</td>
<td>4.76</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>21</td>
<td>+0.038</td>
<td>-0.298</td>
<td>4.77</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>31</td>
<td>+0.055</td>
<td>-0.128</td>
<td>1.60</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>41</td>
<td>-0.036</td>
<td>+0.043</td>
<td>3.10</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>51</td>
<td>+0.309</td>
<td>-0.085</td>
<td>6.45</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>61</td>
<td>+0.679</td>
<td>-0.149</td>
<td>17.00</td>
<td>3</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>71</td>
<td>+0.146</td>
<td>+0.064</td>
<td>0.26</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>81</td>
<td>+0.170</td>
<td>-0.255</td>
<td>4.33</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>91</td>
<td>+0.200</td>
<td>-0.149</td>
<td>3.01</td>
<td>2</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.171</td>
<td>-0.149</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 4

**ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE MENTAL ABILITY ITEMS CHI-SQUARE ANALYSIS OF CHANGE SCORES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>-0.182</td>
<td>0.000</td>
<td>1.20</td>
<td>2</td>
<td>n.s.</td>
</tr>
<tr>
<td>12</td>
<td>-0.255</td>
<td>-0.128</td>
<td>1.60</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>22</td>
<td>-0.055</td>
<td>+0.043</td>
<td>4.86</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>32</td>
<td>+0.091</td>
<td>-0.213</td>
<td>3.97</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>42</td>
<td>+0.236</td>
<td>-0.383</td>
<td>13.54</td>
<td>4</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>52</td>
<td>+0.018</td>
<td>-0.043</td>
<td>5.97</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>62</td>
<td>+0.073</td>
<td>-0.170</td>
<td>2.21</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>72</td>
<td>-0.018</td>
<td>-0.383</td>
<td>4.39</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>82</td>
<td>-0.127</td>
<td>-0.362</td>
<td>2.58</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>92</td>
<td>+0.146</td>
<td>-0.277</td>
<td>5.35</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>-0.007</td>
<td>-0.192</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
experimental group demonstrated an overall positive change after the treatment as compared to the control group. The experimental group changed in a positive direction on nine of ten items, while the control group changed in a positive direction on two items.

The analysis of the ten "mental ability" items resulted in one significant item. Item 42, "Having new and original ideas," was significant for the experimental group at the 0.01 level. The significance of this item may be somewhat questionable since the item's reliability was not significant (r = +0.263). Although item 42 was the only one to show significant change, the experimental group demonstrated a positive change after the treatment as compared with the control group. The experimental group changed in a positive direction on five of ten items and the control group changed in a positive direction on only one item.

The analysis of the ten "social relations with the same sex" items resulted in three significant items. In this analysis each item actually included two items, one for the boys and one for the girls. Each item for the girls and for the boys was analyzed separately and then combined to compute the change differences.

Item 13 for boys and 14 for girls, "controlling my temper with boys (girls)" was significant for the control group at the 0.05 level. This item was also analyzed as being a reliable item (item
### TABLE 5
ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, SOCIAL RELATIONS WITH SAME SEX ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES

<table>
<thead>
<tr>
<th>Items</th>
<th>Exp. Group Mean Change</th>
<th>Control Group Mean Change</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 boys, 4 girls</td>
<td>+0.055</td>
<td>-0.213</td>
<td>9.14</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>13 boys, 14 girls</td>
<td>-0.182</td>
<td>0.000</td>
<td>9.93</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>23 boys, 24 girls</td>
<td>+0.109</td>
<td>+0.043</td>
<td>5.41</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>33 boys, 34 girls</td>
<td>+0.236</td>
<td>+0.170</td>
<td>2.72</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>43 boys, 44 girls</td>
<td>+0.327</td>
<td>-0.085</td>
<td>4.38</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>53 boys, 54 girls</td>
<td>0.000</td>
<td>-0.213</td>
<td>5.81</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>63 boys, 64 girls</td>
<td>+0.164</td>
<td>-0.213</td>
<td>10.00</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>73 boys, 74 girls</td>
<td>+0.218</td>
<td>-0.149</td>
<td>8.47</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>83 boys, 84 girls</td>
<td>+0.255</td>
<td>-0.149</td>
<td>11.45</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>93 boys, 94 girls</td>
<td>-0.091</td>
<td>-0.043</td>
<td>0.84</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.109</td>
<td>-0.085</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13, $r = +0.523$ and item 14, $r = +0.368$). In this area the control group showed a significant change as compared to the experimental group.

Item 63 for boys and 64 for girls "being popular with boys (girls)" was significant for the experimental group at the <0.05 level. This item was also analyzed as being a reliable item.
Item 83 for boys and 84 for girls "being cooperative with boys (girls)" was significant for the experimental group at the <0.05 level. This item was also analyzed as being a reliable item (item 83, \( r = +0.663 \) and item 84, \( r = +0.420 \)).

In the social relations with the same sex area, the experimental group demonstrated a positive direction on seven of ten items, and the control group changed in a positive direction on two of ten items.

The analysis of the ten "social relations with the opposite sex" items resulted in three significant items. In this analysis each item actually included two items, one for the boys and one for the girls. Each item for the girls and for the boys was analyzed separately and then combined to compute the change differences.

Item 43 for girls and 44 for boys "having plenty of friends among the boys (girls)" was significant for the experimental group at the <0.05 level. This item was also analyzed as being a reliable item (item 43, \( r = +0.352 \) and item 44, \( r = +0.481 \)).

Item 53 for girls and 54 for boys "being active in social affairs with the boys (girls)" was significant for the experimental group at the <0.05 level. This item was also analyzed as being a reliable item (item 53, \( r = +0.540 \) and item 54, \( r = +0.411 \)).
TABLE 6
ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, SOCIAL RELATIONS WITH OPPOSITE SEX ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Mean Change</th>
<th>Control Group Mean Change</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 girls, 4 boys</td>
<td>+0.073</td>
<td>-0.170</td>
<td>5.03</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>13 girls, 14 boys</td>
<td>-0.127</td>
<td>-0.298</td>
<td>3.53</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>23 girls, 24 boys</td>
<td>-0.109</td>
<td>-0.532</td>
<td>4.63</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>33 girls, 34 boys</td>
<td>-0.073</td>
<td>-0.043</td>
<td>0.49</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>43 girls, 44 boys</td>
<td>+0.473</td>
<td>-0.213</td>
<td>9.64</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>53 girls, 54 boys</td>
<td>+0.127</td>
<td>-0.574</td>
<td>10.36</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>63 girls, 64 boys</td>
<td>+0.036</td>
<td>-0.489</td>
<td>5.49</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>73 girls, 74 boys</td>
<td>+0.073</td>
<td>-0.426</td>
<td>8.22</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>83 girls, 84 boys</td>
<td>+0.145</td>
<td>-0.383</td>
<td>9.78</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>93 girls, 94 boys</td>
<td>-0.200</td>
<td>-0.362</td>
<td>1.28</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.042</td>
<td>-0.349</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Item 83 for girls and 84 for boys "being cooperative with boys (girls)" was significant for the experimental group at the <0.05 level. This item was analyzed as being a reliable item (item 83, $r = +0.663$ and item 84, $r = +0.420$).
In the social relations with the opposite sex area, the experimental group demonstrated a positive change after the treatment as compared with the control group. The experimental group changed in a positive direction on six of ten items and the control group changed in a positive direction on zero of ten items.

**TABLE 7**

ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, ATTRACTIVE APPEARANCE ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>-0.036</td>
<td>+0.064</td>
<td>2.54</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>15</td>
<td>-0.036</td>
<td>-0.149</td>
<td>2.64</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>25</td>
<td>+0.091</td>
<td>-0.213</td>
<td>3.76</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>35</td>
<td>-0.200</td>
<td>+0.021</td>
<td>1.94</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>45</td>
<td>-0.091</td>
<td>-0.340</td>
<td>3.18</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>55</td>
<td>-0.127</td>
<td>-0.362</td>
<td>5.30</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>65</td>
<td>+0.255</td>
<td>-0.234</td>
<td>8.32</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>75</td>
<td>+0.091</td>
<td>0.000</td>
<td>1.38</td>
<td>2</td>
<td>n.s.</td>
</tr>
<tr>
<td>85</td>
<td>+0.127</td>
<td>+0.021</td>
<td>2.12</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>95</td>
<td>+0.146</td>
<td>-0.106</td>
<td>3.62</td>
<td>4</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

All Items:  
Exp. Group: +0.022  
Control Group: -0.130

The analysis of the ten "attractive appearance" items resulted in no significant items. However, the experimental group changed in a positive direction on five of ten items while the control group changed in a positive direction in three of ten items.
### TABLE 8

**ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, SOCIAL RELATIONS WITH THE TEACHER ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$\chi^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>-0.073</td>
<td>+0.149</td>
<td>2.33</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>16</td>
<td>-0.309</td>
<td>+0.128</td>
<td>4.52</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>26</td>
<td>-0.146</td>
<td>+0.085</td>
<td>11.80</td>
<td>4</td>
<td>&lt;0.02</td>
</tr>
<tr>
<td>36</td>
<td>-0.018</td>
<td>+0.064</td>
<td>2.05</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>46</td>
<td>+0.382</td>
<td>0.000</td>
<td>4.29</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>56</td>
<td>+0.182</td>
<td>-0.152</td>
<td>3.37</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>66</td>
<td>0.000</td>
<td>+0.149</td>
<td>0.86</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>76</td>
<td>+0.182</td>
<td>+0.298</td>
<td>8.19</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>86</td>
<td>-0.018</td>
<td>+0.277</td>
<td>1.75</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>96</td>
<td>+0.236</td>
<td>+0.085</td>
<td>5.40</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.042</td>
<td>+0.108</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis of the ten "social relations with teachers" items resulted in one significant item. Item 26, "Being able to take orders from teachers without resenting it," was significant for the control group at the <0.02 level. This item was also analyzed as being a reliable item ($r = +0.344$). In this area the control group showed more of a positive change than the experimental group. The control group changed in a positive direction on eight of ten items while the experimental group changed in a positive direction on four of ten items.
The significant change for the control group on item 26 as compared to the experimental group, may be in part explained by the nature of the treatment received by the experimental group. The value clarification teaching strategies (the treatment) experienced by the experimental group included to a large degree activities that permitted the students to express themselves freely without fear of being graded. Furthermore, the experimental students were permitted to participated in the decisions and planning of the activities for the value clarification sessions. When the students compared this classroom climate to their "regular" classroom climate, they may have begun to resent being involved in a classroom where they were primarily the recipient of the teacher's direction.

The analysis of the ten "work habits" items resulted in one significant item. Item 97, "Budgeting time spent with TV, outside activities and study," was significant for the experimental group at the 0.05 level. This item was also analyzed as being a reliable item (r = +0.569). Although item 97 was the only one to show significant change, the experimental group changed in a more positive direction after the treatment than the control group. The experimental group changed in a positive direction on three of ten items, while the control group changed in a positive direction on
TABLE 9

ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, WORK HABITS ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES

<table>
<thead>
<tr>
<th>Items</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>-0.200</td>
<td>-0.149</td>
<td>4.20</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>17</td>
<td>-0.218</td>
<td>-0.170</td>
<td>7.51</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>27</td>
<td>-0.146</td>
<td>-0.149</td>
<td>2.00</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>37</td>
<td>-0.073</td>
<td>-0.043</td>
<td>1.72</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>47</td>
<td>+0.291</td>
<td>-0.106</td>
<td>4.59</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>57</td>
<td>-0.127</td>
<td>+0.192</td>
<td>4.33</td>
<td>2</td>
<td>n.s.</td>
</tr>
<tr>
<td>67</td>
<td>0.000</td>
<td>-0.085</td>
<td>2.55</td>
<td>2</td>
<td>n.s.</td>
</tr>
<tr>
<td>77</td>
<td>+0.236</td>
<td>+0.170</td>
<td>2.74</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>87</td>
<td>-0.055</td>
<td>+0.064</td>
<td>0.76</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>97</td>
<td>+0.509</td>
<td>-0.043</td>
<td>8.53</td>
<td>3</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.022</td>
<td>-0.032</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

three of ten items. Although both the experimental and control groups changed in a positive direction on three of the ten items, the degree of positive change was greater for the experimental group.

The analysis of the ten "social virtues" items resulted in two significant items. Item 68, "Liking others in class," was significant for the experimental group at the <0.05 level. This item was also analyzed as being a reliable item ($r = +0.500$). Item 98, "Understanding other people," was significant for the experimental group at the <0.01 level. The significance of this item may be somewhat questionable since it did not have significant reliability
### TABLE 10

**ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, SOCIAL VIRTUES ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES**

<table>
<thead>
<tr>
<th>Items</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>-0.073</td>
<td>-0.128</td>
<td>6.64</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>18</td>
<td>+0.018</td>
<td>+0.128</td>
<td>1.59</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>28</td>
<td>+0.218</td>
<td>-0.021</td>
<td>2.36</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>38</td>
<td>-0.255</td>
<td>+0.128</td>
<td>3.88</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>48</td>
<td>+0.036</td>
<td>-0.319</td>
<td>4.56</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>58</td>
<td>-0.127</td>
<td>-0.106</td>
<td>4.08</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>68</td>
<td>+0.218</td>
<td>-0.255</td>
<td>9.50</td>
<td>3</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>78</td>
<td>+0.146</td>
<td>+0.021</td>
<td>1.09</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>88</td>
<td>+0.273</td>
<td>+0.106</td>
<td>1.95</td>
<td>2</td>
<td>n.s.</td>
</tr>
<tr>
<td>98</td>
<td>+0.236</td>
<td>+0.468</td>
<td>11.45</td>
<td>3</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.069</td>
<td>-0.147</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

($r = +0.239$). The experimental group changed in a more positive direction for these items after the treatment than did the control group. The experimental group changed in a positive direction on seven of ten items while the control group changed in a positive direction on two of ten items.

The analysis of the ten "happy qualities" items resulted in no significant difference. However, the experimental group changed in a positive direction on six of ten items, while the control group changed in a positive direction on three of ten items.
**TABLE 11**

ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, HAPPY QUALITIES ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES

<table>
<thead>
<tr>
<th>Items</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>-0.309</td>
<td>-0.383</td>
<td>5.82</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>19</td>
<td>0.000</td>
<td>+0.213</td>
<td>1.31</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>29</td>
<td>+0.217</td>
<td>-0.085</td>
<td>1.55</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>39</td>
<td>+0.036</td>
<td>-0.128</td>
<td>3.37</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>49</td>
<td>+0.182</td>
<td>+0.064</td>
<td>3.00</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>59</td>
<td>+0.327</td>
<td>+0.340</td>
<td>3.56</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>69</td>
<td>-0.109</td>
<td>-0.277</td>
<td>4.42</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>79</td>
<td>-0.182</td>
<td>-0.298</td>
<td>4.71</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>89</td>
<td>+0.309</td>
<td>-0.192</td>
<td>7.08</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>99</td>
<td>+0.218</td>
<td>-0.149</td>
<td>2.75</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.060</td>
<td>-0.090</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 12**

ANALYSIS OF RESULTS OF SELF-CONCEPT SCALE, SCHOOL SUBJECTS ITEMS, CHI-SQUARE ANALYSIS OF CHANGE SCORES

<table>
<thead>
<tr>
<th>Items</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>+0.018</td>
<td>-0.298</td>
<td>1.81</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>20</td>
<td>+0.364</td>
<td>-0.298</td>
<td>9.93</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>30</td>
<td>-0.055</td>
<td>-0.234</td>
<td>3.23</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>40</td>
<td>-0.109</td>
<td>-0.213</td>
<td>2.43</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>50</td>
<td>-0.164</td>
<td>-0.234</td>
<td>2.45</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>60</td>
<td>-0.073</td>
<td>-0.128</td>
<td>0.09</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>70</td>
<td>+0.200</td>
<td>-0.085</td>
<td>2.73</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>80</td>
<td>-0.164</td>
<td>+0.085</td>
<td>5.66</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>90</td>
<td>+0.200</td>
<td>-0.192</td>
<td>7.42</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>100</td>
<td>+0.073</td>
<td>-0.085</td>
<td>5.01</td>
<td>4</td>
<td>n.s.</td>
</tr>
<tr>
<td>All Items</td>
<td>+0.029</td>
<td>-0.168</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The analysis of the ten "school subject" items resulted in one significant item. Item 20, "Doing Art Work," was significant for the experimental group at the .05 level. This was a reliable item ($r = +0.379$). The experimental group changed in a more positive direction on these items after the treatment than the control group. The experimental group changed in a positive direction on five of ten items, while the control group changed in a positive direction on one of ten items.

**TABLE 13**

**SELF-CONCEPT SCALE, FREQUENCY OF DIRECTION OF CHANGE BY ITEM CATEGORY**

<table>
<thead>
<tr>
<th>Item Category</th>
<th>Exp. Group</th>
<th>Control Group</th>
<th>$x^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical ability</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Mental ability</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Social relations with same sex</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Social relations with opposite sex</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Attractive appearance</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Social relations with the teacher</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Work habits</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Social virtues</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Happy qualities</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>School subjects</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>All 100 Items</td>
<td>57</td>
<td>39</td>
<td>25</td>
<td>71</td>
</tr>
</tbody>
</table>

$x^2 (1) = 3.841$  **$x^2 (1) = 6.635$  ***$x^2 (1) = 10.827$
The overall frequency of change for the experimental group on all ten areas was significant at the .001 level. Therefore, there was a tendency for the experimental group to change in a more positive direction after the treatment as compared to the control group on the Sears Self-Concept Instrument. In summary, null hypothesis number one can be rejected.

The following table represents the summary of the chi-square analysis for the Student Classroom Behavior Rating Scale that was utilized to test hypotheses two through six.

TABLE 14

SUMMARY OF CHI-SQUARE ANALYSIS CHANGE SCORES FOR THE STUDENT CLASSROOM BEHAVIOR RATING SCALE

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Change X</th>
<th>Control Group Change X</th>
<th>x²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raising of relevant questions and alternatives</td>
<td>+0.746</td>
<td>+0.234</td>
<td>5.62</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>2. Initiation and self-direction of classroom activity</td>
<td>+0.727</td>
<td>+0.213</td>
<td>10.61</td>
<td>3</td>
<td>&lt;0.02</td>
</tr>
<tr>
<td>3. Perseverance in learning tasks</td>
<td>+0.691</td>
<td>+0.255</td>
<td>5.93</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>4. Active participation in school environment</td>
<td>+0.800</td>
<td>+0.468</td>
<td>3.42</td>
<td>3</td>
<td>n.s.</td>
</tr>
<tr>
<td>5. Positive attitude toward learning</td>
<td>+0.582</td>
<td>+0.106</td>
<td>9.19</td>
<td>3</td>
<td>&lt;0.05</td>
</tr>
</tbody>
</table>
All five items on this rating scale have a high degree of reliability (Table 1).

**Restatement of Hypotheses Two Through Six with Data to Accept or Reject the Null Hypotheses**

**Hypothesis number two.**—As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their raising of relevant questions and alternatives.

There was no significant difference between the experimental and control groups after the treatment for this hypothesis. The experimental group change was = +0.746 and the control group change was = +0.234. The null hypothesis (alpha set at 0.05) cannot be rejected.

**Hypothesis number three.**—As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their initiation and self-direction of classroom activities.

There was a significant degree of change difference at the <0.02 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.727 and the control group change was = +0.213. Therefore, there was a tendency for the experimental group to demonstrate a
more positive change than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

**Hypothesis number four.**—As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their perseverance in learning tasks.

There was no significant difference between the experimental and control groups for this hypothesis. The experimental group change after the treatment was = +0.691 and the control group change was = +0.255. The null hypothesis (alpha set at 0.05) cannot be rejected.

**Hypothesis number five.**—As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their active participation in their school environment.

There was no significant difference between the experimental and control groups for this hypothesis. The experimental group change after the treatment was = +0.800 and the control group change was = +0.468. The null hypothesis (alpha set at 0.05) cannot be rejected.

**Hypothesis number six.**—As a result of experiencing a series of value clarification teaching strategies, fifth grade elementary students will significantly increase their positive attitude toward learning.
There was a significant degree of change difference at the ≤0.05 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.582 and the control group change was = +0.106. Therefore, there was a tendency for the experimental group to demonstrate a more positive change than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

The following table represents the summary of the chi-square analysis for the Student Value Related Behavior Rating Form that was utilized to test hypotheses seven through twenty-two. This rating form includes eight categories of behavior and each category was measured in terms of frequency and acuteness of the behavior. The definitions for each of these eight behavior categories are attached to the rating form (Appendix E).

Fifteen of the sixteen items on this behavior form have a high degree of reliability (Table 1).

Restatement of Hypotheses Seven Through Twenty-two with Data to Accept or Reject the Null Hypotheses

Hypothesis number seven. - As a result of experiencing a series of value clarification teaching strategies, the apathetic behavior of fifth grade elementary students will become significantly less acute.
## TABLE 15

SUMMARY OF CHI-SQUARE ANALYSIS CHANGE SCORES FOR THE STUDENT VALUE RELATED BEHAVIOR RATING FORM

<table>
<thead>
<tr>
<th>Item</th>
<th>Exp. Group Change Mean</th>
<th>Control Group Change Mean</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apathetic f</td>
<td>+0.650</td>
<td>-0.617</td>
<td>20.14</td>
<td>4</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Apathetic A</td>
<td>+0.509</td>
<td>-0.128</td>
<td>10.45</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Flighty f</td>
<td>+0.346</td>
<td>-1.170</td>
<td>29.87</td>
<td>7</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Flighty A</td>
<td>+0.527</td>
<td>-0.745</td>
<td>22.88</td>
<td>5</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Uncertain f</td>
<td>+0.182</td>
<td>-0.553</td>
<td>8.41</td>
<td>5</td>
<td>n.s.</td>
</tr>
<tr>
<td>Uncertain A</td>
<td>+0.364</td>
<td>-0.319</td>
<td>10.71</td>
<td>4</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Inconsistent f</td>
<td>+0.381</td>
<td>-0.234</td>
<td>14.07</td>
<td>6</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Inconsistent A</td>
<td>+0.400</td>
<td>-0.319</td>
<td>16.34</td>
<td>4</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Drifting f</td>
<td>+0.782</td>
<td>-0.340</td>
<td>27.71</td>
<td>5</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Drifting A</td>
<td>+0.618</td>
<td>-0.192</td>
<td>14.77</td>
<td>5</td>
<td>&lt;0.02</td>
</tr>
<tr>
<td>Overconforming f</td>
<td>+1.745</td>
<td>-0.234</td>
<td>34.09</td>
<td>5</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Overconforming A</td>
<td>+1.000</td>
<td>-0.255</td>
<td>26.44</td>
<td>4</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Overdissenting f</td>
<td>+1.036</td>
<td>+0.660</td>
<td>28.52</td>
<td>5</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Overdissenting A</td>
<td>+0.764</td>
<td>+0.043</td>
<td>26.66</td>
<td>5</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Role playing f</td>
<td>+0.800</td>
<td>+0.277</td>
<td>24.29</td>
<td>4</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Role playing A</td>
<td>+0.636</td>
<td>-0.170</td>
<td>26.99</td>
<td>5</td>
<td>&lt;0.001</td>
</tr>
</tbody>
</table>

There was a significant degree of change difference at the <0.05 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.509 and the control group change was = -0.128. Therefore, there was a tendency for the experimental group to demonstrate less acute apathetic behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.
Hypothesis number eight. --As a result of experiencing a series of value clarification teaching strategies, the apathetic behavior of fifth grade elementary students will become significantly less frequent.

There was a significant degree of change difference at the <0.001 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.650 and the control group change was = -0.617. Therefore, there was a tendency for the experimental group to demonstrate less frequent apathetic behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number nine. --As a result of experiencing a series of value clarification teaching strategies, the flighty behavior of fifth grade elementary students will become significantly less acute.

There was a significant degree of change difference at the <0.001 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.527 and the control group change was = -0.745. Therefore, there was a tendency for the experimental group to demonstrate less acute flighty behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.
Hypothesis number ten. -- As a result of experiencing a series of value clarification teaching strategies, the flighty behavior of fifth grade elementary students will become significantly less frequent.

There was a significant degree of change difference at the <0.001 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.346 and the control group change was = -1.170. Therefore, there was a tendency for the experimental group to demonstrate less frequent flighty behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number eleven. -- As a result of experiencing a series of value clarification teaching strategies, the uncertain behavior of fifth grade elementary students will become significantly less acute.

There was a significant degree of change difference at the <0.05 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.364 and the control group change was = -0.319. Therefore, there was a tendency for the experimental group to demonstrate less acute uncertain behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number twelve. -- As a result of experiencing a series of value clarification teaching strategies, the uncertain
behavior of fifth grade elementary students will become significantly less frequent.

There was no significant difference between the experimental and control groups after the treatment for the hypothesis. The experimental group change was = +0.182 and the control group change was = -0.553. The null hypothesis (alpha set at 0.05) cannot be rejected.

Hypothesis number thirteen. - -As a result of experiencing a series of value clarification teaching strategies, the inconsistent behavior of fifth grade elementary students will become significantly less acute.

There was a significant degree of change difference at the 0.01 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.400 and the control group change was = -0.319. Therefore, there was a tendency for the experimental group to demonstrate less acute inconsistent behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number fourteen. --As a result of experiencing a series of value clarification teaching strategies, the inconsistent behavior of fifth grade elementary students will become significantly less frequent.
There was a significant degree of change difference at the  
<0.05 level for the experimental group after the treatment as  
compared to the control group change. The experimental group  
change was = +0.381 and the control group change was = -0.234.  
Therefore, there was a tendency for the experimental group to  
demonstrate less frequent inconsistent behavior than the control  
group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number fifteen. --As a result of experiencing a  
series of value clarification teaching strategies, the drifting behavior  
of fifth grade elementary students will become significantly less acute.  

There was a significant degree of change difference at the  
<0.02 level for the experimental group after the treatment as  
compared to the control group change. The experimental group  
change was = +0.618 and the control group change was = -0.192.  
Therefore, there was a tendency for the experimental group to  
demonstrate less acute drifting behavior than the control group.  
The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number sixteen. --As a result of experiencing a  
series of value clarification teaching strategies, the drifting behavior  
of fifth grade elementary students will become significantly less frequent.
There was a significant degree of change difference at the \( <0.001 \) level for the experimental group after the treatment as compared to the control group change. The experimental group change was \( = +0.782 \) and the control group change was \( = -0.340 \). Therefore, there was a tendency for the experimental group to demonstrate less frequent drifting behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number seventeen. -- As a result of experiencing a series of value clarification teaching strategies, the overconforming behavior of fifth grade elementary students will become significantly less acute.

There was a significant degree of change difference at the \( <0.001 \) level for the experimental group after the treatment as compared to the control group change. The experimental group change was \( = +1.000 \) and control group change was \( = -0.255 \). Therefore, there was a tendency for the experimental group to demonstrate less acute overconforming behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number eighteen. -- As a result of experiencing a series of value clarification teaching strategies, the overconforming behavior of fifth grade elementary students will become significantly less frequent.
There was a significant degree of change difference at the \(<0.001\) level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +1.745 and the control group change was = -0.234. Therefore, there was a tendency for the experimental group to demonstrate less frequent overconforming behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

**Hypothesis number nineteen.** --As a result of experiencing a series of value clarification teaching strategies, the overdissenting behavior of fifth grade elementary students will become significantly less acute.

There was a significant degree of change difference at the \(<0.001\) level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.764 and the control group change was = +0.043. Therefore, there was a tendency for the experimental group to demonstrate less acute overdissenting behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

**Hypothesis number twenty.** --As a result of experiencing a series of value clarification teaching strategies, the overdissenting behavior of fifth grade elementary students will become significantly less frequent.
There was a significant degree of change difference at the \( \langle 0.001 \) level for the experimental group after the treatment as compared to the control group change. The experimental group change was \( = +1.036 \) and the control group change was \( = +0.660 \). Therefore, there was a tendency for the experimental group to demonstrate less frequent overdissenting behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number twenty-one. --As a result of experiencing a series of value clarification teaching strategies, the role-playing behavior of fifth grade elementary students will become significantly less acute.

There was a significant degree of change difference at the \( \langle 0.001 \) level for the experimental group after the treatment as compared to the control group change. The experimental group change was \( = +0.636 \) and the control group change was \( = -0.170 \). Therefore, there was a tendency for the experimental group to demonstrate less acute role-playing behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Hypothesis number twenty-two. --As a result of experiencing a series of value clarification teaching strategies, the role-playing behavior of fifth grade elementary students will become significantly less frequent.
There was a significant degree of change difference at the <0.001 level for the experimental group after the treatment as compared to the control group change. The experimental group change was = +0.800 and the control group change was = +0.277. Therefore, there was a tendency for the experimental group to demonstrate less frequent role-playing behavior than the control group. The null hypothesis (alpha set at 0.05) can be rejected.

Summary

Eighteen of the twenty-two null hypotheses could be rejected at the 0.05 level or better. Alpha was set at 0.05 for rejection of the null hypotheses. The experimental group (group receiving the value clarification teaching strategies) did demonstrate an overall tendency to change in a positive direction after the treatment as compared to the control group change. The degree of change difference found for the experimental group; eleven null hypotheses rejected at the <0.001 level, one rejected at the <0.01 level, two rejected at the <0.02 level, and four rejected at the <0.05 level as compared to the control group change for these hypotheses is a very significant finding. The experimental group also exhibited change in a positive direction on 78 items included in the three instruments utilized to test the hypotheses, as compared to the control group which changed in a positive direction on 33 items. This change
difference between the experimental and control groups can also be considered an important finding of the study.

The following chapter, the concluding chapter, will provide the overall summary, conclusions and implications for the study along with recommendations for additional research.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDED RESEARCH

Summary

The major goal of this study was to investigate the significance a series of value clarification teaching strategies, based on one emerging value theory, might have for the self-concept and certain classroom coping and interacting behaviors of elementary students. The desired product of this investigation was to be additional information related to the effectiveness and utility of these value clarification teaching strategies for elementary students. These value clarification teaching strategies were based on the Simon, et al., Theory of Values. According to this theory of values, a value is the term used to denote those beliefs, purposes and attitudes an individual holds. Furthermore, if something is truly a value for someone, it must meet the following seven criteria:

It must be chosen: (1) freely
(2) from alternatives
(3) after thoughtful consideration of the consequences of each alternative
It must be prized: (4) cherishing, being happy with the choice
(5) willing to affirm the choice publicly

It must be acted upon: (6) doing something with the choice
(7) repeatedly in some pattern of life

In order to achieve the goal of this study, four classes of fifth grade elementary students, two experimental classes and two control classes, were randomly selected for the study. All of the students within these fifth grade classes were included in the study. The students in the two experimental fifth grade classes experienced eleven sessions (one hour per week) of value clarification teaching strategies led by the investigator in this study. The students in the two control fifth grade classes experienced eleven sessions (one hour per week) of physical education classes that were taught by the investigator (Appendices A and B provide a comprehensive account of these experimental and control group sessions). This procedure permitted the investigator to be exposed to both the experimental and control classes for an equal amount of time so that the kind of attention as opposed to the amount of attention would be the key variable in the study. Both the control and experimental groups of students were evaluated on a pre- and post-test basis for the twenty-two hypotheses of the study. Three evaluation instruments were utilized in the study: a modified version of the Sears Self-Concept Scale, a Student Classroom Behavior Rating Form and a Student
Value Related Behavior Rating Form. The students marked the self-concept instrument and the students' classroom teachers marked the other two instruments. The chi-square statistic was utilized to compare the pre- and post-test change differences for the experimental and control groups for the twenty-two hypotheses of the study. The chi-square statistic was appropriate for measuring the change differences as the data were ordinal in nature. The control group responses for each item on the three evaluation instruments were used to compute a test-retest reliability coefficient for each item. Inter-rater and split-half coefficients were also computed to provide additional reliability information.

Conclusions

The value clarification teaching strategies employed in this study appear to be very effective for improving the self-concept, as measured by the Sears Self-Concept Scale, and the classroom coping and interacting capacities of the experimental fifth grade group of students. Eighteen of the twenty-two null hypotheses could be rejected at the 0.05 level or better. Alpha was set at 0.05 for rejection of the null hypotheses. Although each of these hypotheses and the data analysis associated with the hypotheses was discussed in detail in the preceding chapter, a brief summary of the results will be presented in this section of the study.
As a result of experiencing a series of value clarification teaching strategies, the experimental group of fifth grade students improved significantly as compared to the control group of fifth grade students in the following areas:

1. Improved in "self-concept" as measured by the Sears Self-Concept Scale.

2. Improved in "initiation and self-direction of classroom activities."

3. Improved in "positive attitude toward learning."

4. Demonstrated "less acute and less frequent apathetic behavior" in the classroom.

5. Demonstrated "less acute and less frequent flighty behavior" in the classroom.

6. Demonstrated "less acute uncertain behavior" in the classroom.

7. Demonstrated "less acute and less frequent inconsistent behavior" in the classroom.

8. Demonstrated "less acute and less frequent drifting behavior" in the classroom.

9. Demonstrated "less acute and less frequent overconforming behavior" in the classroom.

10. Demonstrated "less acute and less frequent overdissenting behavior" in the classroom.
11. Demonstrated "less acute and less frequent role playing behavior" in the classroom.

These significant positive changes for the experimental group as compared with the control group change clearly support the effectiveness, appropriateness and utility of the value clarification teaching strategies employed in this study for improvement in student self-concept and particular classroom coping and interacting behaviors.

The actual classroom climate that was established during the eleven sessions of value clarification teaching strategies appeared to be a very important factor in the outcome of the study. The mutual trust, acceptance, and openness that was established between the investigator and the experimental fifth grade students facilitated the involvement of the students in the value clarification teaching strategies. A major factor in establishing this classroom environment and rapport with the students was the investigator's willingness to participate in and to share his beliefs, values, feelings, etc., during the value clarification sessions. This is a very important point; the investigator's honesty, involvement, and self disclosure seemed to serve as a catalyst for the students to examine their "self's" and to engage in the value clarification process. Another factor contributing to this type of classroom environment was the realization of the students that the investigator would not grade,
judge or criticize what they expressed during the value clarification sessions. The students really began to believe that their feelings and thoughts were legitimate and could be shared with the class. This is not to mean that the classes were "undisciplined" or "out of control," but that the students seemed to gain more internal respect for their feelings and actions and subsequently the feelings and actions of their classmates. What evolved was a classroom environment that consisted of spontaneity and self-disciplined behavior. The detailed description of the value clarification teaching strategies (Appendix A) provides a "feel" for the classroom environment that evolved during the course of the study.

Implications

The results of this study have a number of important implications for elementary students, administrators, teachers, curriculum developers, and staff development programs:

1. Teachers, school administrators and curriculum developers now have additional and more conclusive data on which to base their decisions to include or not include value clarification teaching strategies into their school curriculums.

2. It appears to be practical and useful to provide value clarification teaching strategies for entire classes of elementary students as opposed to providing the strategies for only a few students who demonstrated obvious non-value-related behaviors.
(such as being apathetic, flighty, overconforming, overdis-senting, etc.).

3. Elementary students, when given the opportunity, are capable of engaging in and benefiting from value clarification teaching strategies.

4. The affective area of student development which includes an increased awareness of personal values, self-identity, feelings, expectations, aspirations, etc., can be seriously considered as an important factor for fostering the overall development of elementary students' self-concepts and capacities to cope with and interact successfully with their school environment.

5. In order for the value clarification teaching strategies to be successful, it appears essential that the classroom environment be of such a nature to promote openness, trust and acceptance. In a non-judgmental classroom environment such as this, students will be more likely to enter into the valuing process. Teachers and school administrators must recognize these implications if they choose to implement value clarification teaching strategies into their school curriculums.

6. The implementation of value clarification teaching strategies requires particular skills along with a conceptual and operational understanding of the Simon, et al., Theory of Values. These skills can most effectively be learned through actually
experiencing the value clarification strategies. Teachers, and ideally administrators, should "live" the value clarification experience themselves before attempting the value clarification teaching strategies with their students.

7. Staff development programs may be one method for helping teachers acquire the necessary skills for implementing the value clarification teaching strategies in their classrooms.

8. Adequate time during the school day is essential for teachers to implement the value clarification teaching strategies. School administrators and teachers must be committed to providing this time if the value clarification teaching strategies are to have a positive impact on students.

9. Teacher training institutions may wish to consider implementing value clarification teaching strategies into their curriculums as a process for helping potential teachers clarify their own values. These prospective teachers can then be of assistance in helping their future students clarify their values once they (prospective teachers) are in the field as teachers.

**Recommended Research**

As a result of this study, the investigator recommends the following areas for additional research:
1. Replication of this study by "regular" classroom teachers could provide more conclusive evidence as to the validity of the value clarification teaching strategies utilized in this study.

2. Value clarification teaching strategies developed around subject matter areas (social studies, language arts, etc.) should be developed and researched to ascertain their effectiveness and utility for improving students' capacities to cope with and interact successfully with their school environment as well as achievement in these subject areas.

3. The relationship between value clarification teaching strategies and student self-concept warrants additional research. Other self-concept instruments as well as non-pencil and paper tests such as individual interviews, peer interviews, parent interviews and projection techniques could provide important information about the relationship of value clarification teaching strategies to student self-concept.

4. Research related to the effectiveness of value clarification teaching strategies for students' personal, career and family planning decisions would seem appropriate.

5. Research related to the effectiveness of value clarification teaching strategies for students' understanding their sex-role identity would also appear appropriate.
6. The effectiveness of value clarification teaching strategies adapted for junior and senior high school students warrants additional research. The basic hypotheses for this study, aimed at junior and senior high school students, could provide important information for junior and senior high school educators.

7. Research on the relationship of value clarification teaching strategies and student creativity and the process of student inquiry may provide important information for the field of education.

8. Several important research considerations were beyond the scope of this study, and additional research in these areas could provide important information as to the effectiveness of the value clarification teaching strategies utilized in this study. These research considerations include:

   a. The uniqueness of the investigator as the leader of the value clarification teaching strategies. The replication of this study by additional classroom teachers could control for this variable.

   b. The long-term effects of the positive change demonstrated by the experimental group as compared to the control group could provide important information relative to the persistence of this change beyond the eleven weeks of this study.
c. The consequences of the positive change behavior demonstrated by the experimental group in non-school environments (home, peer group activities, community activities, etc.) could provide very important information as to the carry-over effects of the value clarification teaching strategies as the students attempt to cope with and interact with their total environment.
APPENDIX A
APPENDIX A

South Vienna Elementary School

Session I
Experimental Fifth Grade Classes
October 25, 1972

Objectives for Session Number I:

1. To become acquainted with the children in the two experimental fifth grade classes.

2. To begin establishing a classroom climate which promotes mutual trust, acceptance and cooperation.

3. To inform the students what is expected of them and what they can expect from the investigator.

4. To introduce a sample of value clarification strategies.

Activities and Procedures Utilized in Session I for Both Fifth Grade Classes

Activity one.--The investigator presented a brief overview of what was going to occur during the upcoming eleven one hour sessions. The major points presented in this overview included: (1) to enjoy ourselves; (2) to take a close look at ourselves to further clarify what we believe in, value, and feel strongly about; (3) that there would be no "right" or "wrong" answers; (4) that what occurred during these sessions would not affect their grades in any way; (5) that the emphasis would be on what they think and feel; (6) that they only had to share what they wanted to, and could "pass" (choose not to respond) whenever they desired to.

Activity two.--8" x 6" index cards, with straight pins attached, were distributed to each child in the class. Then a handful of magic markers was passed around so that the children could print their first names in large letters on the index cards. The students then pinned their name cards on their sweaters, shirts, etc.
Activity three. -- A value clarification strategy entitled "Name and Proud Whip" was initiated. Each student was asked to write on a piece of paper something that he was proud of. Then the investigator "whipped" around the room asking each student to verbalize his or her name and something each was especially proud of. Each student responded with his name and a proud statement. Examples of these proud statements include: (1) proud of my new baby sister; (2) proud of being on the little league football team; (3) proud of ribbons won at the county or state fairs; (4) proud of my horses; (5) proud of my stamp collection, etc.

In several instances the investigator attempted to draw out more from the students' proud statements, such as asking what the ribbons were for, why do you like to cook or sew, etc. The investigator also made a name and proud statement after the students had completed theirs.

Activity four. -- A value clarification strategy entitled "Values Voting" was initiated. The investigator explained the notion of voting on how they (the students) feel about certain issues, concepts, or activities. As the actual student voting in this strategy is accomplished by hand signals, the investigator explained and demonstrated the voting signals. These voting signals included: (1) "strongly agree"--hand up and waving; (2) "agree"--hand up; (3) "disagree"--thumb down; (4) "strongly disagree"--thumb down and waving in a circular fashion; (5) "pass"--cross arms in front of the chest. The right to pass was repeated throughout the session.

The class then practiced the voting signals and easily caught on to the voting procedures.

The following questions or statements were presented to the class for voting:
- How many of you enjoy watching movies on television?
- How many of you think you should work for your allowance?
- How many of you have ever had a scary dream?
- How many of you have a favorite hobby or pastime?
- How many of you wish you were home right now doing whatever you liked?
- How many of you have ever felt lonely even in a crowd of people?
- How many of you have ever cried in a movie?
The students' voting was enthusiastic and virtually every student "voted" on each question. The investigator also voted for each statement, however, he waited a split-second before voting to be certain that his vote would not influence the students.

After the values voting strategy was completed, the voting question relating to, "how many of you wish you were home right now doing whatever you liked," was brought up by the investigator for class discussion. A number of the students responded with answers such as (1) sewing, (2) watching TV, (3) sleeping, (4) painting, (5) working on the farm, etc. A second voting question related to "having a favorite hobby or pastime," was also brought up for class discussion by the investigator. A number of students shared their hobbies and some of the hobbies matched the things they said they would be going if they were home right now. One student made this connection and several students non-verbally (nodding their heads) indicated that they too noticed the connection.

Activity five.--A value clarification strategy entitled "The Magic Box" was initiated. The students were asked to pretend that they had been notified by the Post Office that a box had arrived for them. Furthermore, this note stated that this "crazy box" was constantly changing colors and shapes, and would they please pick up the box as soon as possible. When the students picked up their boxes, (in pretense), sure enough, the box did change colors and size and there was a note attached to the box that read, "this box contains anything you want it to, big or small--just anything." The class was then asked to write on their papers what they wanted in their box.

The investigator then asked for volunteers to share what they wanted in their respective boxes. Virtually every student shared his wish. Examples of these wishes included: (1) a million dollars, (2) a new bicycle, (3) a motorcycle, (4) a new car, (5) to get all A's, (6) to have all the wishes they wanted to come true, (7) one student passed. The investigator also shared what he wanted in his magic box.

This strategy really seemed to spark the imagination and enthusiasm of the children. However, each student seemed to listen to every other student's magic box wish.

Activity six.--A value clarification strategy entitled "The Giant Flood" was initiated. The class was asked to pretend that a giant flood had occurred; however, all living things (parents,
brothers, sisters, pets, livestock, etc.) had been saved. The students were instructed to write on their papers the five items they would save from their houses (it was emphasized that only five items could be saved). Then volunteers were asked to verbally share their five items. Again, virtually every student responded, and some of the items that were mentioned were: (1) television, (2) stereo, (3) camping equipment, (4) food, (5) clothing, (6) toys, (7) Bible, (8) medicine, etc.

Activity seven. -- A value clarification strategy entitled "Values Continuum" was initiated. The investigator drew the following continuum on the blackboard, and requested the students to draw the continuum on their papers.

![Diagram of Wearing Seat Belts Continuum]

The students were asked to mark an X on the continuum they had drawn that represented how often they utilized seat belts. The middle segment of the continuum was marked off to prevent the students from becoming compulsive moderates on their rankings. Next, volunteers shared where they had placed their X and explained why. As each student shared his continuum mark, the investigator wrote his name on the blackboard continuum where he wanted it to be placed. In completing this exercise the investigator placed his own X on the continuum and explained why.

A second value continuum was drawn on the blackboard and the same procedures were followed; however, as noted below, the concept being examined was much different.

![Diagram of How you spend your time Continuum]
Alone Albert was defined as one who goes home after school, stays in his room alone, takes walks alone, and never plays with other children. Grouper Gus was defined as always being with other children and never spends time alone.

In both continuums there was a spread of names on each area of the continuum that was drawn on the blackboard. The investigator pointed out how this exercise demonstrates that people feel and act differently on the same issue and that no one way was really right or wrong.

Activity eight.--The students were asked to take off their name cards and to turn them over, and using only one word, describe how they were feeling right then. The name cards were then passed to the front of the room and collected by the investigator.

Examples of what the students wrote on the back of their name cards included: (1) happy (most frequent choice), (2) excited, (3) lonely (only one), (4) helpful, (5) sleepy, (6) sick (only one), (7) several students wrote pass.

Summary, Investigator's and Classroom Teachers' Reaction to Session I

The classroom teachers, who observed the sessions, reacted very positively toward the value clarification activities. More specifically, they stated: (1) gained new insights into the personalities and interest areas of several students; (2) that many children exhibited behaviors that were consistent with their regular classroom behavior; (3) that it was enjoyable watching someone else work with their students, and (4) that they were pleased with the children's cooperation and involvement in the activities.

The investigator's reaction to Session I in both fifth grade classes was that all four objectives for the session had been attained, and that the classroom teachers were sincerely happy about what had occurred during the sessions.
Objectives for Session Number II:

1. To become better acquainted with the children in the two experimental classes.

2. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, and cooperation.

3. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al. Theory of Values.

Activities and Procedures Utilized in Session II for Both Experimental Fifth Grade Classes

Activity one. -- The investigator presented a brief review of the nature of the sessions which included the following comments: (1) to enjoy ourselves, (2) to take a close look at ourselves so that we can further clarify what we believe in, value and feel strongly about, (3) that there would be no "right" or "wrong" answers, (4) that what occurred during these sessions would not affect their grades in any way, (5) that the emphasis would be on what they think and feel, and (6) that they only had to share what they wanted to, and could pass (not respond) whenever they desired to.

Activity two. -- The investigator passed back the name cards the students had completed during session I and the students attached them to their shirts, sweaters, etc.

Activity three. -- A value clarification strategy entitled "Values Voting" was initiated. This strategy was also utilized during session I, but different voting questions were presented during this session. Prior to asking the voting questions, the students practiced the voting signals as a quick review. These voting signals included: (1) "strongly agree"--hand up and waving, (2) "agree"--hand up, (3) "disagree"--
thumb down, (4) "strongly disagree"—thumb down and waving in a circular fashion, and (5) "pass"—arms crossed in front of chest.

The following questions or statements were presented to the class for voting:
- How many of you think our government should have spent all of that money going to the moon?
- How many of you would like to go into politics some day?
- How many of you would like to make some changes in your life?
- How many of you would go to school even if you didn't have to?
- How many of you have a private place to go when you want to be alone?
- How many of you have ever written a letter to the editor of a local newspaper in regard to an issue that is important to you?

The students' voting was again enthusiastic and virtually every student voted on each question. The investigator also voted for each question; however, he waited a split-second before voting, so that his vote would not influence the vote of the students.

As many hands were raised when the question related to how many of you would like to make changes in your life was asked, the investigator asked for volunteers to share what changes they would like to make. In one class none of the students elected to share how they would like to change their lives. Many of these students simply crossed their arms in a "I pass" signal. Several students stated that the changes they wanted were personal and private. The investigator respected these signals and comments and simply dropped the issue. In the other fifth grade class, several students shared how they would like to change their lives with comments such as: (1) improving their grades, (2) growing up faster, (3) having more friends.

Activity four. —A value clarification strategy entitled "Rank-Order Questions" was initiated. For this activity the investigator wrote a question and three possible responses to it on the blackboard and the students were requested to copy these questions on their papers. The students were then asked to rank order, write 1, 2, 3, in the blanks beside each response in order of importance to them. The following questions and possible responses were presented to the class:
1. Where would you rather be on Saturday afternoon?
   ____ at the beach
   ____ in the woods
   ____ in a discount store

2. Which is most important in a friendship?
   ____ loyalty
   ____ generosity
   ____ honesty

3. If you were President, which would you give the highest priority?
   ____ space program
   ____ poverty program
   ____ defense program

4. Which would you most like to improve?
   ____ your looks
   ____ the way you spend your time
   ____ number of friends you have

After each question, the investigator asked for volunteers to share how and why they ranked their responses. For each question every combination of rankings, 1-2-3, 2-3-1, 3-2-1, etc. was shared by the class. The investigator also ranked his responses and the reasons why, to each question after the students had completed sharing their rankings. Although it was obvious from all of the different responses the investigator wrote on the blackboard for each question, he pointed out the many different ways people feel and think about the same issue, and that no one way of ranking the responses was right or wrong.

Activity five. — A value clarification strategy entitled "Either-or Forced Choice" was initiated. The desks were pushed aside and the students formed a group in the center of the room. At one end of the room the investigator wrote the word Volkswagen, and at the other end of the room the classroom teacher was asked to write the word Cadillac. The students were then instructed to think about each of the two words, and to decide if they were more (identified with) a Cadillac or Volkswagen, and to then walk toward the end of the room where that word was written. After the students arrived at "their" side of the room (the class split approximately in half on this choice), the investigator asked the students to share the reasons they chose the word they did. The same procedure was utilized for the following combination of words:
The students were then asked to return to their seats and to copy on their papers the combinations of words that they had chosen from. They were next instructed to circle the choices they had made and to write a few sentences about why they had made their choices. Some difficulty was experienced by the students in attempting to write their sentences, but it appeared as if they were seriously thinking about their choices.

**Activity six.** The students were asked to pretend that they were a pet (dog, cat, etc.) and to write three reasons why someone should buy them. The students seemed to enjoy this exercise and freely shared their reasons why someone should buy them. Examples of these reasons were: (1) friendly, (2) soft, (3) clean, and (4) loyal, etc.

**Activity seven.** The students were asked to take off their name cards, turn them over, and using only one word, describe how they felt right then. The investigator then collected the name cards. Examples of what the students wrote on the back of their name cards included: (1) happy, (2) hungry, (3) average, (4) pleased, (5) mad, (6) sleepy, (7) great, etc.

**Summary, Investigator's and Classroom Teacher's Reaction to Session II**

There was a substitute teacher in one of the fifth grade classes, and her only comment was that it was interesting and seemed okay. The other regular classroom teacher stated that (1) the children were enjoying the sessions, (2) that many of the students' behaviors and responses seemed authentic and reflected behavior patterns that were consistent with their regular classroom responses and actions, (3) that the sessions continued to be worth the time devoted to them, (4) that the activities were more complex this time causing the students to think harder and at times to be somewhat confused.

The investigator's reaction to this session included: (1) that the objectives of the session were all achieved to some degree, and that the students were truly involved in the seven processes of valuing.
such as choosing, prizing and acting, (2) that fewer activities might have resulted in eliminating the slight confusion that was experienced by several students.
South Vienna Elementary School

Session III
Experimental Fifth Grade Classes
November 8, 1972

Objectives for Session Number III:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session III for Both Experimental Fifth Grade Classes

Activity one.--The investigator distributed the name cards the students had utilized during Sessions I and II, and the students attached them to their shirts, sweaters, etc.

Activity two.--The students were requested to pretend that they were President Nixon, who was re-elected the day before, and to think about and then write down the first thing they would do after being re-elected. The investigator then asked for volunteers to share what their first "act" would be after being re-elected as President of the United States. Practically every student shared what he would do; however, many of these statements were similar or repetitious in nature. Examples of these student statements include: (1) ending the war in Vietnam, (2) helping the poor people, (3) sleeping, (4) eating, (5) having a party, (6) to begin keeping the promises made during the campaign, etc. The investigator then asked several of the students why their first act would be to end the war and their responses were: (1) to save money, (2) to keep from having more men killed, so that their cousin could come home from Vietnam, etc. The investigator also shared what his first act as President would be at the end of this activity.
As this session was held the day after the Presidential election, the students appeared to enjoy pretending that they were the President of the United States and became thoroughly involved in the activity.

**Activity three.**—A value clarification strategy entitled "The Moon Voyage" was initiated. The children were asked to pretend that tomorrow morning the class was going on a moon voyage, and that the rocket was already being prepared for the voyage at the nearby Wright-Patterson Air Force Base. The class was next asked to think about what items or things they believed should be taken along on this moon voyage, and then to verbalize these items and their reasons for taking them to the investigator. As the students shared their items and their reasons for taking them, the investigator wrote these items on the blackboard. This "brainstorming" session resulted in approximately twenty items being brought up by each of the classes. Next, the investigator stated that only five of the items could be taken on the voyage because of limited space in the rocket ship, and the class was requested to vote for the five items they thought were most important to take along to the moon. The students were instructed that they could vote only for five items so they should consider their choices very carefully. The class then voted on the twenty items listed on the blackboard by raising their hands as each item was considered. The following items were selected by the students to take along on their moon voyage: (1) food, (2) water, (3) oxygen, (4) clothes (spacesuit), and (5) medical supplies.

The investigator then led the class in a discussion of examining alternatives and making choices. The students responded very well to this discussion and appeared to realize that alternatives and choices can be very important and should be considered carefully.

**Activity four.**—A value clarification activity entitled "One Ideal Day" was initiated. The investigator asked the students to consider what they would do if they had one day (24 hours) during which they could do anything they wanted. The students were also told that their day could be spent alone or with others, and they could go or be anywhere they wanted during this ideal day. The students were then asked to write on their papers how they would spend their ideal day. The students became excited about this activity and the investigator allowed the students approximately ten minutes to plan their ideal days. The investigator then asked the students to share their ideal day with the class if they wished to. Virtually every student shared his ideal day with the class. Several students had a long list of activities and some students had only one or two activities planned.
As the students explained their ideal days, the investigator asked clarifying questions such as: (1) why do you like to camp with your family?; (2) what part of camping do you like best and why?, etc. As it turned out, the wide range of ideal day activities permitted the students to realize how different students liked to do similar and often times very different things. The clarifying questions allowed the students to better understand the reasons why they enjoy doing what they planned for their ideal day. The investigator also asked how many students had already experienced their ideal day and how many had not experienced it. Approximately one half of both classes had already experienced their ideal day.

This strategy allowed the students to freely choose their activities, and to publicly affirm their choices.

Activity five. -- A value clarification activity entitled "Values Continuum" was repeated during this session. The investigator drew the following continuum on the blackboard, and requested the students to draw the continuum on their papers.

How good is your handwriting

| "Scribbly Sam" | "Clear-as-print Clarence"

The students were asked to mark an X on the continuum they had drawn that represented how they felt about their handwriting. Volunteers then shared where they had placed their X and explained why. As each student shared his continuum mark, the investigator wrote his name on the blackboard continuum where he wanted it to be placed. Again, every space on the continuum had at least one student's name on it. In completing this exercise, the investigator placed his X on the continuum and explained why. As the investigator's blackboard handwriting was consistently poor, the students all enjoyed seeing his X very near the "Scribbly Sam" end of the continuum.

Activity six. -- The investigator wrote the following names on the blackboard:

Johnny Bench (a well known baseball player)
Governor Gilligan (Governor, State of Ohio)
David Cassady (a popular rock singer)
The investigator then asked the class to consider, of the three people listed on the blackboard, whose death would make you the saddest, and why? The students then shared their thoughts and feelings about the question. Most of the students selected Johnny Bench because of their keen interest in baseball. Only a few students selected Governor Gilligan and David Cassady. One student, who selected Governor Gilligan, stated that the whole state would be hurt if Governor Gilligan died. When the investigator asked how the state would be hurt, the student said he wasn't sure but the state would be hurt. Another student simply stated that he didn't like Governor Gilligan. Again, no specific reason could be given by the student.

Although this strategy did not arouse a lot of enthusiasm, the concept of death was considered by the students.

Activity seven. -- The investigator wrote the word value on the blackboard and asked the class to explain what the word meant. Several students explained that a value was related to getting a good buy on a car or a horse. One student stated that a value was something you treasure. When asked by the investigator to describe something she treasured, this student said she treasured her pet dog. The investigator then asked this student if something that she treasured, such as her dog, could be considered a value for her; she replied yes. The investigator then asked the class to consider the word value as something they treasured and they responded with statements such as: (1) I value my cat, (2) I value my horses, (3) I value my parents, (4) I value my records, etc.

The investigator then asked the students to consider something they believe in strongly. The students responded with statements such as: (1) I believe strongly in God (a frequent response), (2) I believe strongly in my parents, (3) I believe strongly in me, (4) I believe strongly in President Nixon, etc. The investigator then shared one thing he valued and one thing he strongly believed in.

Activity eight. -- The students were requested to take off their name cards and to write on the upper right hand corner of the front of the card I value -- filling in the blank with something they valued, treasured, or felt strongly about.

The name cards were then collected and the session was ended. The following statements indicate what some of the students wrote on their name cards for what they valued: (1) my dog, (2) my parents, (3) neat hot rods, (4) my little rabbits, (5) a good home, (6) I pass,
(7) my grandmother, (8) my new calf, (9) God, (10) happiness, (11) music, (12) love, (13) my picture, (14) our new house, etc.

Summary, Investigator's and Classroom Teachers' Reaction to Session III

The classroom teachers were very pleased with Session III. Both teachers were proud of how cooperative and involved their students were in the activities, and they were pleased that the investigator continued to share his feelings and beliefs openly with the children after they had shared theirs. Both teachers stated that the students seemed to be very honest and sincere in their responses and believed that the children liked and trusted the investigator very much.

The investigator's reaction to the session in both fifth grade classes was that the activities were very successful, and for the most part, the students were actively involved in the processes of valuing. Activity seven, the I value activity, developed very well in that basically the students arrived at their own ideas about values. This reaction is supported by the types of responses the students made about their values on the name cards.

In summary, the investigator believes that both objectives for Session III had been obtained.
South Vienna Elementary School

Session IV
Experimental Fifth Grade Classes
November 15, 1972

Objectives for Session Number IV:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session IV for Both Experimental Fifth Grade Classes

Activity one. -- The investigator distributed the name cards the students had utilized during the first three sessions, and the students attached them to their shirts, sweaters, etc.

Activity two. -- A review of the previous week's discussion about values was initiated by the investigator. The students had remembered the major points of the previous week's discussion in regard to values and responded with statements such as values are: (1) something you treasure, (2) something you believe in or feel strongly about, (3) something that you prize. The investigator then asked several students to share the values they had written on their name cards the week before. The investigator asked if any student would like to change or erase the value that he had written on his name card. None of the students elected to change his name card value statement.

Activity three. -- A value clarification strategy entitled "Values Voting" was repeated during this session. The voting signals were quickly reviewed (see Sessions I and II for an explanation of the voting signals) and the following voting questions were asked:

- How many of you enjoy giving gifts to someone?
- How many of you have ever been hurt by a friend?
- How many of you would rather be older than you are now?
- How many of you would like to be President of the United States some day?
- How many of you think that President Nixon considers his values and beliefs when making decisions?
- How many of you remember what you planned for your "ideal day" last week?

The students were asked to think about what they had planned for their ideal day during the previous week's session, and to determine if any of their activities were associated with the value they had stated on their name cards. Approximately ten students in each class stated how their values were associated with their ideal day. One example of this association included a student's statement that he valued his horses and part of his ideal day was to be spent riding his horses. The investigator also shared how his value statement was reflected in his ideal day activities.

**Activity four.**—A value clarification strategy entitled "Trophies I Would Like to Win" was initiated. The investigator drew a picture of a trophy on the blackboard and asked the students to draw a trophy on their papers. The students were then instructed to think about what they would like to win a trophy for and to write this under the trophy. The investigator asked for volunteers to share what trophies they would like to win. Every student shared at least one trophy he would like to win, and these trophies represented activities such as: (1) bowling, (2) basketball, (3) football, (4) ice hockey, (5) sewing, (6) dancing, (7) singing, (8) golf, etc. The investigator asked clarifying questions to many of the student choices such as: (1) why do you like football?, (2) how often do you play football?, (3) how would you feel if you could never play football again? The investigator also shared what his trophy would be for and why.

**Activity five.**—A value clarification strategy entitled "Rank-Order" was repeated during this session. The students were requested to rank-order the following possible responses to the question.

1. If I gave you $500, what would you do with it?
   
   save it
   buy something for yourself
   give it to the cure for cancer cause
The investigator then asked for volunteers to share how they ranked their responses, 1-2-3, 2-3-1, etc., and virtually every student raised his hand to share. As several students gave their rank-orders and their reasons why, the investigator wrote their rankings on the blackboard beside the appropriate response. The investigator also shared his rank-order for the question. As it turned out, every combination of rank-order was listed on the blackboard at least once. Again, the investigator pointed out the many different ways people feel and think about the same issue, and that no one way of ranking the responses was right or wrong.

**Activity six.**--A value clarification activity entitled "Values Continuum" was repeated during this session. The investigator drew the following continuum on the blackboard, and requested the students to draw the continuum on their papers.

Making choices on how to spend your free time  
(after school, Saturdays, etc.)

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"Difficult Dan"  
"Easy Ed"

Difficult Dan was described as being a person who could never decide what to do with his free time. Easy Ed was described as being a person who always knew what to do during his free time.

The students were asked to mark an X on the continuum they had drawn that represented how they were at making choices about how to spend their free time. Volunteers shared where they had placed their X and explained why. As each student shared his continuum mark, the investigator wrote his name on the blackboard continuum where he wanted it to be placed. Again, every space on the continuum had at least one student's name on it. In completing this exercise the investigator placed his X on the continuum and explained why.

**Activity seven.**--The investigator invited the students to make up their own voting, continuum and rank-order exercises and to give them to the investigator anytime during the remaining sessions. The investigator explained that he would utilize some of these student made exercises during the remaining sessions.
Activity eight.--A value clarification strategy entitled "Coat of Arms" was initiated. The investigator explained how some families in Europe have a coat of arms that represent something that is treasured or unique to their family. The investigator explained that each student was going to make his own coat of arms, and passed out a facsimile of the outline of a coat of arms to each student (this outline is attached to the end of this session). This outline of the coat of arms is divided into six sections, and the students were requested to fill in each section by responding to the following six activities:

Section one. --Draw a little picture, design, or a symbol of something you value or something you believe in strongly. The investigator emphasized that the art work was not important, as long as the students understood what their symbol or picture represented.

Section two. --Draw a picture, design, or a symbol of the favorite thing you like to do such as sports, hobbies, etc.

Section three. --Draw a picture, design or symbol of what you would like to do or be when you grow up.

As the time for Session IV was running out, the investigator informed the students that the remaining three sections of their coat of arms would be completed during the next session. Before ending the session, the investigator asked for volunteers to share the first three sections of their coat of arms with the class. Every student wanted to share, and several students were called on to show and explain what they had drawn on their coat of arms. The students seemed to enjoy this strategy. Some of the art work was very good and they were able to share their pictures and symbols and explain why they had included them in their coat of arms.

Summary, Investigator's and Classroom Teachers' Reaction to Session IV

Both classroom teachers reacted favorably to the session, and were particularly pleased with the coat of arms strategy. One teacher indicated some surprise at what several students wanted to do when they grew up. The investigator asked both teachers if they thought their presence in the classroom was influencing the children's behavior and both teachers stated that they were certain that it was not.
The investigator's reaction to the session in both fifth grade classes was that the activities were very successful, and to some degree, the students were actively involved in the seven processes of valuing. At the end of the session the investigator asked the students to "vote" on how they were enjoying the sessions, and every student voted enthusiastically with a "strongly agree" vote.

In summary, the investigator believes that both objectives for Session IV had been attained.
South Vienna Elementary School

Session V
Experimental Fifth Grade Classes
November 22, 1972

Objectives for Session Number V:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session V for Both Experimental Fifth Grade Classes

Activity one.--The investigator distributed the name cards the students had utilized during the first four sessions, and the students attached them to their blouses, shirts, sweaters, etc.

Activity two.--The "Coat of Arms" strategy that had been started, but not completed, during the previous week's session was again initiated. As the students had completed the first three sections of their personal coat of arms during the previous week's session. (See Session IV for sections 1-3 and a copy of the coat of arms outline.) The investigator instructed the students in completing sections four through six which included the following activities:

Section four.--Draw a picture, design a symbol that represents what you would do if you could do anything you wanted to do knowing that you would have guaranteed success (would be one of the best) at doing it.

Section five.--Write a word or two that describes one thing that other people can do to make you happy.
Section six.--Using three words, indicate what you would like other people to say about you if you were to die today. As an example, the investigator wrote the following words on the blackboard:

Bob was ______
Bob was ______
Bob was ______

As section six completed the coat of arms, the investigator asked the students to think about what their coat of arms said about them, and then asked for volunteers to share all or any section of their coat of arms with the class. The investigator emphasized that none of the students were required to share anything they chose not to. Most of the students were eager to share their entire coat of arms with the class, although several students chose not to share their coat of arms. The investigator also filled in his coat of arms and shared it with the class after the students had shared theirs.

In completing this exercise, the investigator asked the class if anyone would like to display his coat of arms by taping it to walls of the classroom. Approximately seventy percent of the students elected to display their coat of arms and the investigator also displayed his coat of arms along with the students. Those students who did not want to share their coat of arms simply kept them and this procedure seemed to allow all of the students to be comfortable about the outcome of the strategy.

The coat of arms strategy was enthusiastically received by the students and most of those students who shared their coat of arms appeared to have given serious consideration to each of the six sections, and had learned or reaffirmed something about themselves.

Activity three.--A value clarification strategy entitled "Values Voting" was repeated during this session. The voting signals were briefly reviewed, and the following voting questions were asked by the investigator:
- How many of you would like to change your first name?
- How many of you get angry when people don't listen to what you have to say?
- How many of you are good listeners?
- How many of you think it would be nice to know a fifth grade student from another country such as Spain, France, England?
- How many of you sometimes have secrets you don’t tell even your best friends?
- How many of you would like to bring in a value voting question of your own next week?

The investigator concluded this activity by inviting the students to write their own value voting questions sometime during the week and to give them to him the following week.

**Activity four.** A value clarification strategy entitled "Rank-Order" was repeated during this session. The students were requested to rank-order the possible responses to the question.

1. What do you worry about the most?
   __ your grades
   __ what others think of you
   __ not having friends

The investigator then asked for volunteers to share how they ranked their responses, 1-3-2, 3-2-1, etc., and every student raised his hand to share. As several students gave their rank-orders and their reasons why, the investigator wrote their rankings on the blackboard beside the appropriate response. After the students had shared their responses, the investigator also shared his rank-order for the question. As in previous sessions that included the rank-order strategy, every combination of rank-order was listed on the blackboard with a wide range of reasons for each ranking. The investigator again pointed out the many different ways people feel and think about the same issue, and that no one way of ranking the responses was right or wrong. In concluding this activity the investigator invited the students to make up their own rank-order questions and to bring them to the next week’s session.

**Activity five.** A value clarification activity entitled "Values Continuum" was repeated during this session. This continuum, however, had been developed by one of the students. The investigator drew the following continuum on the blackboard, and requested the students to draw the continuum on their papers.

What are your feelings?

| "Silly Sue" | "Serious Sam" |
The students were asked to mark an X on the continuum they had drawn that represented where they were on the continuum between Silly Sue and Serious Sam. As each student shared his continuum mark and the reason why, the investigator wrote the student's name on the blackboard continuum where he wanted it to be placed. Again, every space on the continuum had at least one student's name on it. The investigator also placed his X on the continuum and explained why he placed it where he did.

The students really enjoyed seeing a continuum that one of them had developed, and several students indicated that they would try to make a continuum question for the following week.

Activity six.—A value clarification strategy entitled "Unfinished Sentences" was initiated. The investigator explained that he would write a part of a sentence on the blackboard and the students were to finish the sentence with their own thoughts and feelings. The following unfinished sentences were written on the blackboard by the investigator:

1. I get angry when ______________________________
2. The thing that scares me most is _____________________

Examples of how the students completed the sentences are as follows:

1. I get angry when (1) people tease me, (2) people hit me, (3) someone lies to me, (4) the principal paddles me, (5) my brother bosses me around, (6) someone cheats in a game, etc.

2. The thing that scares me most is (1) getting bad grades, (2) thinking that a member of my family will die, (3) watching scary movies on television, (4) being alone in the house at night, etc.

The investigator concluded this activity by finishing the sentences for himself, and pointing out how everyone gets angry or is scared about something during his life.

Activity seven.--The investigator instructed the students to take off their name cards, and to write on the upper left hand corner of their cards one thing they are good at doing. The investigator then collected the name cards and the session was ended.
Examples of what the students wrote on their name cards related to what they are good at doing included: (1) cooking, (2) playing cards, (3) babysitting, (4) art, (5) spelling, (6) ping pong, etc.

Summary, Investigator's and Classroom Teachers' Reaction to Session V

Both classroom teachers reacted favorably to the session, and were pleased with the number of students who wanted to display their coat of arms on the classroom wall. One teacher stated that she could see an improvement in how the students listened to one another in their regular classroom activities.

The investigator's reaction to the session in both fifth grade classes was that the activities were very successful, and that the students were truly involved in the process of clarifying what is important to them, the reasons why, as well as better understanding their feelings.

In summary, the investigator believes that the students were engaged in the processes of valuing, and that both objectives for the session had been attained.
Objectives for Session Number VI:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session VI for Both Experimental Fifth Grade Classes

Activity one.--The investigator distributed the name cards the students had utilized during the previous sessions, and the students attached them to their blouses, shirts, etc.

Activity two.--A value clarification strategy entitled "Values Voting" was repeated during this session. The following voting questions were asked by the investigator:

- How many of you enjoyed your Thanksgiving vacation?
- How many of you ate too much on Thanksgiving day?
- How many of you like living in the USA? (A student made up this question and gave it to the investigator the previous week.)
- How many of you have hurt feelings when other people tease or make fun of you?
- How many of you would work just as hard at your school work if you did not receive grade cards?

Activity three.--A value clarification strategy entitled "Unfinished Sentences" was repeated during this session. The investigator wrote a part of several sentences on the blackboard and the students were asked to finish each sentence with their own thoughts and feelings. The following unfinished sentences were written on the blackboard by the investigator:
1. In school I do best when ______________________
2. I trust those who _____________________________
3. What I want most in life is ______________________

Examples of how the students completed the sentences are as follows:

1. In school I do best when: (1) I understand the assignment, (2) I do my homework, (3) I work hard, (4) I feel good, etc.

2. I trust those who: (1) are honest with me, (2) are my friends, (3) treat me fairly, etc.

3. What I want most out of life is: (1) to be happy, (2) to stop pollution, (3) to make lots of money, (4) to be a farmer, etc.

The investigator concluded this activity by finishing the sentences for himself, and pointing out how people have different thoughts and feelings and that there are no right or wrong answers to the unfinished sentences.

Activity four. --An activity entitled "IALAC" was initiated. IALAC is an acronym for I Am Lovable And Capable. The investigator had prepared a 12" x 20" poster with IALAC printed on it, and he held this poster up and explained to the students what the letters represented. The investigator indicated that everyone in the classroom is lovable and also capable of doing some things well, and that the IALAC poster simply represented the inner feelings and capabilities that we all have. This concept was discussed and the students quickly caught on to the idea of IALAC.

The investigator explained to the students that he was going to tell a pretend story about Joe, who was a fifth grade student. It was emphasized that this would be a pretend story and that Joe was not a student in this school.

Holding the IALAC poster in front of his chest, the investigator told the following story about Joe:

One morning Joe woke up to go to school and he felt lovable and capable. Joe had his IALAC feelings inside of him. Joe went downstairs to breakfast and while pouring milk on his cereal, he spilled the whole bottle of milk on the table. Some of the milk spilled on his
sister's dress and both his sister and mother yelled at him about how clumsy he always was. At this point the investigator tore a small piece off the IALAC poster.

Joe then went upstairs to get dressed for school excited about wearing the new shirt that his mother had bought for him. When Joe got to his room, he found his older brother already wearing his new shirt because it looked better on him because Joe was too fat. At this point, the investigator tore off another piece of the IALAC poster.

Joe then got dressed for school, wearing an older shirt, and went out to wait for the school bus. When the bus arrived, Joe found a seat and sat down, but two older boys pushed Joe out of his seat because they wanted to sit together. The investigator tore off another piece of the IALAC poster.

When Joe arrived at school he went out to the playground where some of the fifth grade boys were playing basketball. Joe asked if he could play and the other boys told Joe he couldn't play because he wasn't good enough and that he would make their team lose. Joe walked slowly away toward the school. The investigator tore another piece off of the IALAC poster.

During science class, Joe held up his hand and answered one of the teacher's questions. Joe's answer was wrong and many of the students laughed at him. The investigator tore off another piece of the IALAC poster.

At lunch Joe saw some of the fifth grade boys eating together, and since there was an empty seat he went over to join them. One of the fifth grade boys told Joe that the seat was being saved for a friend and that he should eat at another table. The investigator tore off another piece of the IALAC poster.

During Joe's afternoon math class, the teacher was walking around checking the students' homework assignments, and although Joe had worked very hard at the assignment, he didn't have the correct answers. Joe's teacher told him that his work was all wrong and that he had better start working on his homework. The investigator tore off another piece of the IALAC poster.
After school, and after getting off of the school bus, Joe was teased by two high school students and one of the older boys pushed Joe down on the wet ground. Joe's mother was angry when she saw his dirty clothes. The investigator tore off another piece of the IALAC poster.

When Joe went to bed that night, there was only a small piece of his I am lovable and capable poster left. Joe wondered if tomorrow his feelings of being lovable and capable would be torn again. This ended the story of Joe and the IALAC poster.

The students really listened to this story about Joe. The investigator asked the class to consider how Joe felt at the end of the day, and some of the students responded with statements such as Joe felt: (1) terrible, (2) hurt, (3) sick, (4) not very capable, (5) not very lovable, (6) lonely, etc. The investigator then asked the students if their IALAC's had ever been torn or if they had torn anyone else's IALAC. The students really seemed to think about this and several students shared their feelings about the question.

The investigator then asked the students how they could try to prevent tearing other people's IALAC, and the following are examples of their responses: (1) to be kind, (2) to be honest, (3) to be friendly, (4) not to tease others, (5) to think about the feelings of others, (6) to give others a chance to be a part of the group, etc.

In concluding this activity, the investigator taped a new 12" x 20" IALAC poster on the wall of the classroom near the students' coat of arms that they had completed the week before.

Activity five. -- An activity entitled the "Here and Now Wheel" was initiated. The investigator drew a large circle on the blackboard and added one vertical and one horizontal line to divide the circle into four equal sections. The students were instructed to draw this same "wheel" on their papers. The investigator then asked the students to write one word in each of the four sections of the wheel that described how they were feeling right then. The students were asked to share, if they wanted to, the words they had written on their "Here and Now Wheel." The following words represent a sample of what the students shared with the class: (1) happy, (2) hungry, (3) sad, (4) glad, (5) lonely, etc.

The investigator also completed the here and now wheel.
Activity six. -- A value clarification strategy entitled "I Wonder Statements" was initiated. The investigator wrote the following I wonder statements on the blackboard and asked the students to complete the I wonder statements with their own thoughts and feelings:

1. I wonder why ____________
2. I wonder about ____________
3. I wonder when ____________

Examples of how the students completed the I wonder statements are as follows:

1. I wonder why: (1) there are wars, (2) we can't chew gum in class, (3) kids tease me, (4) people cheat when they play games, (5) some people don't believe in God, (6) some people use drugs, etc.

2. I wonder about: (1) how my baby sister is feeling, (2) what I will get on my grade card, (3) why man was set here on earth, etc.

3. I wonder when: (1) I'll grow up, (2) I can drive a car, (3) I'll not be lonely, etc.

The investigator asked clarifying questions to several students in regard to their "I wonder statements" to help them better understand the things they were wondering about, and their reasons why.

The investigator concluded this activity by completing the I wonder statements for himself and explaining some of the reasons behind his statements.

Activity seven. -- The investigator instructed the students to take off their name cards, and to print IALAC somewhere on their name cards. The investigator then collected the name cards and the session was ended.

Summary, Investigator's, and Classroom Teachers' Reaction to Session VI

Both classroom teachers reacted favorably to the session, and were especially pleased with the IALAC activity.
The investigator's reaction to the session in both fifth grade classes was that the activities were very successful and that the students were maintaining their enthusiasm for the activities. The IALAC activity seemed to be a powerful strategy and the students appeared to really internalize the idea that everyone has feelings and that it is important to be sensitive to the feelings of others. More students were also developing and handing in their own voting questions and continuum ideas.

In summary, the investigator believes that the students were engaged in the processes of valuing, and becoming more aware of their own feelings and the feelings of their classmates. The investigator feels that both objectives for the session had been attained.
Objectives for Session Number VII:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session VII for Both Experimental Fifth Grade Classes

Activity one. -- The investigator distributed the students' name cards and they attached them to their blouses, shirts, etc. As the students had been instructed to print the acronym IALAC on their name cards at the end of the previous week's session, the investigator asked for a volunteer to review what IALAC represented. Virtually every student raised his hand to respond to the question regarding IALAC. The student who was called on to answer the question responded confidently that IALAC represented I Am Lovable And Capable.

Activity two. -- A value clarification strategy entitled "Values Voting" was repeated during this session. The following voting questions were asked by the investigator:

- How many of you think that we are all lovable and capable?
- How many of you, since last week, have thought about Joe's IALAC story?
- How many of you have had your IALAC's torn since last week?
- How many of you have torn someone else's IALAC since last week? (This was a private vote and the students were asked to just think about their vote and not to visibly vote.)
Activity three. -- A value clarification strategy entitled "20 Things I Love to Do" was initiated. The investigator distributed a worksheet to each student for this exercise. (A copy of this worksheet is attached at the end of this session.)

The students were informed that the worksheets would not be collected so they could be as personal as they cared to be.

The students were instructed to list as many activities, up to twenty, that they really loved to do on the left column of the worksheet. As reflected on the sample worksheet that appears at the end of this session, there are ten vertical columns adjacent to the column where the students listed their activities. Six of these columns were utilized for coding purposes in this activity. After the students had listed the activities they loved to do, the investigator explained the headings for each of the six columns one at a time, allowing the students to code each activity before moving on to the next column. The six coding columns that were utilized represented the following definitions:

- A = Do it alone, without friends or family
- $ = Cost over $5.00 each time you do it
- L = Can do it the rest of your life
- W = Have done it within the last week
- B = Want to become better at doing it
- I = Was an activity that was mentioned in your "ideal day" that was completed several sessions ago

After the students had completed their lists of what they loved to do and had coded each activity with the appropriate symbol, they were requested to write on the bottom of their worksheet what they had learned about themselves. The investigator then asked for volunteers to share what they had learned about themselves and a sample of their I learned statements include: (1) I enjoy doing most of my activities alone, (2) none of my activities cost over $5.00 to do, (3) I don't like to do any of my activities alone, (4) I can do most of my activities the rest of my life, (5) I want to become better at all of my activities, (6) I didn't realize how many things I love to do, etc. At this point the activity was concluded.

Activity four. -- A value clarification strategy entitled "Rank-Order" was repeated during this session. The investigator wrote the following rank-order question on the blackboard and instructed the students to rank-order the responses on their papers:
1. What is hardest for you to do during class?

_____ be quiet
_____ speak in front of the class
_____ listen to what others are saying

The investigator then asked for volunteers to share how they ranked their responses, 1-3-2, 1-2-3, etc., and why they ranked them in that order. As several students gave their rank-orders and their reasons why, the investigator wrote their rankings on the blackboard beside the appropriate response. After the students had shared their responses, the investigator also shared his rank-order for the question. As in previous sessions that included the rank-order strategy, every combination of rank-order was listed on the blackboard at least once and a wide range of reasons for the rankings were given by the students. The investigator again pointed out the many different ways people feel and think about the same issue, and that there were no right or wrong answers to this exercise.

Activity five.--An activity entitled "Brainstorming" was initiated. The investigator explained that brainstorming was a technique or activity that can be utilized to find solutions to many problems. In order to demonstrate this technique the investigator wrote the statement "ways to make new friends" on the blackboard and invited the students to verbalize as many ways as they could think of to make new friends. The investigator also indicated that the students should say whatever "pops" into their minds and not to worry about it being a "silly" idea. As the students verbalized their ideas, the investigator wrote their ideas on the blackboard. The students quickly caught on to this idea, and in just a few minutes the blackboard was full of ideas on how to make new friends.

The investigator then wrote the statement "ways to beautify the school" on the blackboard and the same brainstorming session took place. Again, the students responded freely and rapidly and although a few of the ideas were inappropriate, the investigator did not evaluate any of the students' responses.

The students seemed to enjoy this activity and when the investigator asked the students if this activity (brainstorming) could be a helpful tool for solving problems, they raised their hands in agreement.
Activity six.--A value clarification activity entitled "Values Continuum" was repeated during this session. The investigator drew the following continuum on the blackboard, and instructed the students to draw the continuum on their papers.

How are you at taking chances?

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|   |   |   |   |   |   |   |   |   |   |   |   |
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"Risky Rick"  "Careful Carl"

As in the previous continuum strategies, the students were asked to mark an X on the continuum they had drawn that represented where they were on the continuum between Risky Rick and Careful Carl. As each student shared his continuum mark, and the reason why, the investigator wrote the student's name on the blackboard continuum. In concluding this activity the investigator also placed his X on the continuum and explained why he placed it where he did.

Activity seven.--The investigator collected the name cards, and then asked the students to "vote" as to how they felt about having more sessions with the investigator. Every student voted with a "strongly agree" vote.

Summary, Investigator's, and Classroom Teachers' Reaction to Session VII

Both classroom teachers, who always observed the sessions, again reacted favorably to the activities and they stated that they would like the investigator to continue the sessions.

The investigator's reaction to the session in both fifth grade classes was that the activities were successful, and that the students were involved in the process of clarifying what is important to them and the reasons why. Furthermore, the students seemed to be developing a better understanding of their own feelings as well as the feelings of their classmates.

In summary, the investigator believes that to some degree, the students were engaged in the processes of valuing, and that both objectives for the session had been attained.
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I learned _______
South Vienna Elementary School

Session VIII
Experimental Fifth Grade Classes
December 13, 1972

Objectives for Session Number VIII:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session VIII for Both Experimental Fifth Grade Classes

Activity one. -- The investigator distributed the students' name cards and asked them to write the title of their favorite popular song somewhere on the front of the name cards. The students then attached their name cards to their shirts, blouses, etc.

Activity two. -- A value clarification strategy entitled "Values Voting" was repeated during this session. The following voting questions were asked by the investigator:

- How many of you remember last week's "Brainstorming" exercise? (The investigator asked for volunteers to review what brainstorming was and what its purpose was--the students who responded explained the notion of brainstorming very well.)
- How many of you would like to be along with our astronauts who are now on the moon?
- How many of you feel strongly about some religion or religious beliefs?
- How many of you have your IALACs on today?
- How many of you would want to be told if you had bad breath?
- How many of you would be afraid to tell someone else that he or she had bad breath?
- How many of you enjoy playing a musical instrument?
- How many of you have hurt feelings when you are criticized?
- How many of you would be willing to donate your body to science when you die?
- How many of you would like to parachute jump from a plane?

Activity three.--A value clarification activity aimed at examining the relationship between professed values and actions taken in regard to these values was initiated. The intent of this activity was to enable the students to think about some of their values and to consider if their actions did reflect and affirm their values.

The investigator told the following "pretend" story to clarify the idea of the exercise:

Sarah, a pretend fifth grade student, who is not in this school, was instructed by her teacher to think about what values she has and to list four of these values on her paper. The investigator, playing the role of Sarah, listed the following values on the blackboard: (1) my dog, (2) my friends, (3) my parents, (4) my health. Next, the teacher asked Sarah to think about and write a few words that described some of her actions for each of the four values. The investigator, again playing the role of Sarah, thought about each of the values on the blackboard, and stated the following actions for each value: (1) my dog--I feed him every day--I make sure his water bowl is full--I comb the burrs out of his ears after he has been running in the fields--I take walks with him; (2) my friends--I am loyal and honest with my friends--I don't gossip about my friends--I don't share things with my friends--I'm usually nice to them--although last night when my mother asked me to help with the dishes, I said I had too much home work to do and I didn't help her. The truth is that I didn't have that much home work to do but just didn't want to help with the dishes--Also, last Saturday I had to babysit for my little brother when I wanted to go to the shopping mall with my friends. I was very angry and told my parents that I never get to do anything I want to do and I did not speak to my parents all evening; (3) my parents--I love them--I'm always get several orders of french fries instead of the balanced meal that is served in the school's cafeteria--often I have candy and pop after school and then I'm not hungry for supper--sometimes I play outdoors without my coat when it's really cold.
As the investigator told the preceding story, he wrote key words on the blackboard and at the end of the story the following items were written on the blackboard:

<table>
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<th>Values I have</th>
<th>Actions on my values</th>
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<tbody>
<tr>
<td>1. My dog</td>
<td>- feed, water, burrs, play with</td>
</tr>
<tr>
<td>2. My friends</td>
<td>- loyal, honest, share, don't gossip</td>
</tr>
<tr>
<td>3. My parents</td>
<td>- love, nice, dishes, babysit</td>
</tr>
<tr>
<td>4. My health</td>
<td>- french fries, candy, pop, no coat</td>
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The investigator then pointed out that the actions for values one, two, and for the most part three for Sarah seemed to support her values. However, Sarah's actions for her value of health did not seem to support that value.

The investigator then instructed the students to list on their papers values that they have (as Sarah did). After the students had completed their lists of values, the investigator asked the students to think about how they acted in regard to each of the values, and, as Sarah did, to write a few words beside each value that described their actions for each value. The students seemed to take this activity seriously and it took them approximately fifteen minutes to complete the exercise.

Next, the investigator asked the students to raise their hands in response to the following questions: (1) how many of you have values where all of your actions support them? (2) how many of you have values that are sometimes not supported by your actions? (3) how many of you have a value that none of your actions support?

The students then shared comments about their values and how some of their actions did or did not support these values. When the investigator asked if any of the students had changed their minds about a value they had listed, one student stated that she wasn't sure about one of the values on her list but that she would think about it.

The investigator concluded this activity by sharing several of his values and some of his actions in regard to these values.
Activity four. --A value clarification strategy entitled "Unfinished Sentences" was repeated during this session. The investigator wrote parts of several sentences on the blackboard and the students were asked to finish each sentence with their own thoughts and feelings. The following unfinished sentences were written on the blackboard, one at a time, by the investigator:

1. When people trust me I __________
2. One of these days I __________
3. I'm afraid to ________________

Examples of how the students completed the sentences are as follows:

1. When people trust me I: (1) trust them, (2) am happy, (3) would like to be their friend, etc.
2. One of these days I: (1) will be an adult, (2) will do better in English, (3) will graduate, (4) will go to college, etc.
3. I'm afraid to: (1) take home a bad report card, (2) die, (3) be outside alone at night, etc.

As the students responded in this exercise, the investigator asked clarifying questions to help the students better understand their responses and the reasons behind these responses.

The investigator concluded this activity by finishing the sentences for himself, and pointing out how people have different thoughts and feelings and that there is no right or wrong answer to the unfinished sentences.

Activity five. --A value clarification activity entitled "Values Continuum" was repeated during this session. The investigator drew the following continuum on the blackboard, and instructed the students to draw the continuum on their papers.

How are you at trusting other people?

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<td>&quot;Trusting</td>
<td>&quot;Distrusting</td>
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<td>Tommy&quot;</td>
<td>Danny&quot;</td>
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"Trusting Tommy" was described as someone who trusts everyone, and "Distrusting Danny" was described as a person who didn't trust anyone.

As in the previous continuum strategies, the students were asked to mark an X on the continuum they had drawn that represented where they were on the continuum between Trusting Tommy and Distrusting Danny. As each student shared his continuum mark, and the reason why, the investigator wrote the student's name on the blackboard continuum. In concluding this activity, the investigator also placed his X on the continuum and explained why he placed it where he did.

Activity six.--An activity entitled "Describing Yourself to Others" was initiated. The investigator asked the students to pretend that they had just returned by plane from California and they were at the Dayton Airport. The students were also asked to pretend that their parents could not pick them up, and that there was a message for them to call a Mr. Covault (the investigator) and they were to describe themselves to him so that he could find them at the airport. Again, the students were asked to pretend that they didn't know Mr. Covault. Next, the students were instructed to write on their papers how they would describe themselves to Mr. Covault over the telephone.

The investigator then asked for volunteers to share how they would describe themselves. Virtually every student attempted to describe himself. In concluding this activity, the investigator also attempted to describe himself so that someone who did not know him could recognize him.

Activity seven.--The investigator collected the name cards, and the session was ended.

Summary, Investigator's and Classroom Teachers' Reaction to Session VIII

Both classroom teachers reacted favorably to the value clarification activities. One classroom teacher stated that she was especially pleased with activity three (the values and actions strategy) and felt that the students were really involved in considering their values and how they act in regard to them.
The school's principal observed one of the fifth grade sessions for approximately twenty minutes, and later commented that he was pleased with what he had observed.

The investigator's reaction to the session in both fifth grade classes was that the activities were successful and that activity three (the values and actions strategy) was very effective. The pretend story about Sarah seemed to be very important in helping the students understand the relationship between their values and their actions, and this appeared to assist them immensely in completing the exercise for themselves.

In summary, the investigator believes that the students were truly engaged in the seven processes of valuing during this session, and that both objectives for the session had been attained.
Objectives for Session Number IX:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session IX for Both Experimental Fifth Grade Classes

Activity one. — The investigator distributed the students' name cards and they attached them to their shirts, blouses, sweaters, etc.

Activity two. — A value clarification strategy entitled "Values Voting" was repeated during this session. The following voting questions were asked by the investigator:
- How many of you are looking forward to Christmas vacation?
- How many of you think that the religious part of Christmas has been greatly reduced?
- How many of you make some of the gifts you give at Christmas?
- How many of you enjoy receiving a Christmas gift that someone has made for you?
- How many of you belong to a Christmas savings club?
- How many of you have ever been skiing?
- How many of you have ever wanted to really hurt someone for something he or she did to you?
- How many of you think that most fifth graders have a clear idea of their values in life?
- How many of you have your IALAC's on today?
Activity three.--The investigator asked the students if they remembered the previous week's story about Sarah, which included some of her values as well as a sample of her actions related to her values. Most of the students indicated that they had remembered the story and also remembered their own list of values and actions for each value. Several students shared one or two of their values and their actions associated with the values.

This activity was intended to review the point that actions sometimes help to clarify what values we really have.

Activity four.--An activity entitled "Brainstorming" was repeated during this session. The investigator asked the students if they could remember what the word "Brainstorming" meant. Several students responded by saying that "brainstorming" was used to get a lot of different ideas to solve a problem or make a decision. The investigator then asked the class to "brainstorm" different presents that they could make for Christmas gifts. As the students responded with ideas, the investigator wrote them on the blackboard. In a very short time, the entire blackboard was full of ideas about Christmas gifts that could be made by the students. The students seemed to enjoy this activity and responded quickly and freely. The investigator encouraged quantity of ideas and did not evaluate the ideas the students presented.

Activity five.--A value clarification strategy entitled "Rank-Order" was repeated during this session. The investigator wrote the following rank-order questions on the blackboard and instructed the students to rank-order the responses on their papers:

1. What would hurt you the most?

   ___ telling on a best friend
   ___ changing schools
   ___ getting a bad report card

2. Which best describes the way you handle money?

   ___ spend it quickly
   ___ always look for bargains
   ___ save almost all of it

The investigator then asked for volunteers to share how they ranked their responses, 1-3-2, 3-2-1, etc., for each of the two
rank-order questions. The students also gave their reasons for the way they ranked the responses. The investigator asked clarifying questions when appropriate to help the students better understand why they rank-ordered the responses as they did. After the students had shared their responses, the investigator also shared his rank-orders for the two questions.

**Activity six.** —A value clarification activity entitled "Values Continuum" was repeated during this session. The investigator drew the following continuum on the blackboard, and requested the students to draw the continuum on their papers:

> **How do you feel about competition?**

| "Avoiding Ann" | "Trampler Tammy" |

"Avoiding Ann" was described as a person who avoids any situation where there is a chance to win or lose. "Trampler Tammy" was described as a person who loves to win and joins any game or activity where there is a chance to win.

The students were asked to mark an X on the continuum they had drawn that represented where they were on the continuum between Avoiding Ann and Trampler Tammy. As each student shared his continuum mark, and the reason why, the investigator wrote the student's name on the blackboard continuum where he wanted it to be placed. Again, every space on the continuum had at least one student's name on it. The investigator asked clarifying questions of a number of the students to help the students better understand the reasons behind their continuum marks. The investigator concluded this activity by placing his X on the continuum and explaining why he placed it where he did.

**Activity seven.** —A value clarification strategy entitled "Unfinished Sentences" was initiated. The investigator explained that he would write parts of sentences on the blackboard and the students were to finish the sentences with their own thoughts and feelings. The following unfinished sentences were written on the blackboard by the investigator:
1. I would be willing to die for _______
2. I have never liked ________________

Examples of how the students completed the sentences are as follows:

1. I would be willing to die for: (1) my parents, (2) my country, (3) Christ, (4) my baby sister, etc.
2. I have never liked: (1) school, (2) spinach, (3) carrots, (4) English, etc.

The investigator asked clarifying questions of a number of the students to help the students better understand the meanings of their unfinished sentence responses. The investigator also asked the students to consider if their responses in anyway represented values that they hold.

In concluding this activity the investigator finished the sentences for himself, and indicated the reasons behind his responses.

Activity eight.--A value clarification strategy entitled "Either-or-Forced Choice" was initiated. In this activity the investigator listed pairs of alternatives that the students were required to decide between. The alternatives were designed to permit the students to decide which characteristics they identified with the most. The students were urged to examine their feelings, values, and self-concepts as they made choices between the following alternatives:

1. Are you more of a leader or a follower?
2. Are you more like a turtle or a rabbit?
3. Are you more like a clothes line or a kite string?
4. Are you more yes or more no?

As the investigator wrote each pair of forced choice alternatives on the blackboard, he asked the students to raise their hands for the alternative they selected. The investigator then asked for volunteers to share the reasons behind their choices, and asked clarifying questions to help the students better understand why they selected the alternatives that they did. These clarifying questions were related to values, feelings, actions, behavior, etc. The investigator concluded this activity by making his own choices between the alternatives and explaining his reasons to the students.
Activity nine.--The investigator collected the name cards and the session was ended.

Summary, Investigator's, and Classroom Teachers' Reaction to Session IX

Both classroom teachers reacted favorably to the session. One classroom teacher made the observation that on the continuum exercise several students were responding in regard to what they would like to be rather than what they actually were.

The investigator's reaction to the session in both fifth grade classes was that the activities were successful. The "Forced-Choice" strategy, which included the clarifying questions, seemed to be very effective in that the students were urged to examine in depth the reasons behind their choices. This activity provided for considerable self-disclosure on the part of the students and the investigator. The investigator concurred with the classroom teacher who remarked that the continuum question (in regard to competition) evoked responses from several students that appeared to be what they desired rather than what they were.

In summary, the investigator believes that the students were engaged in the processes of valuing and that both objectives for the session had been attained.
South Vienna Elementary School

Session X
Experimental Fifth Grade Classes
January 2, 1973

Objectives for Session Number X:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session X for Both Experimental Fifth Grade Classes

Activity one. -- The investigator distributed the students' name cards and they attached them to their shirts, blouses, sweaters, etc.

Activity two. -- A value clarification strategy entitled "Values Voting" was repeated during this session. The following voting questions were asked by the investigator:
- How many of you enjoyed your Christmas vacation?
- How many of you watched the Rose Bowl game yesterday?
- How many of you get very angry sometimes?
- How many of you don't like to show that you are angry?
- How many of you would like a person to tell you in a nice way if he or she is angry with you?
- How many of you think that your parents are too strict with you?
- How many of you would like your parents to be more strict with you?
- How many of you ever dream about being famous?
- How many of you know what you would like to be when you finish school?
- How many of you think that school is fun?
Activity three. -- A value clarification strategy entitled "Unfinished Sentences" was initiated. The investigator explained that he would write parts of sentences on the blackboard and the students were to finish the sentences with their own thoughts and feelings. The following unfinished sentences were written on the blackboard by the investigator:

1. People who know me well think I am ________________
2. People I like always ______________________________
3. Right now I wonder ______________________________

Examples of how the students completed the sentences are as follows:

1. People who know me well think I am: (1) friendly, (2) a person who shares, (3) fair, (4) honest, (5) a wise guy, etc.
2. People I like always: (1) are nice to me, (2) like me, (3) want to play with me, etc.
3. Right now I wonder: (1) where my dog is, (2) how to finish this sentence, (4) what's happening on our farm, (4) nothing, etc.

The investigator asked clarifying questions of a number of the students to help them better understand the meanings of their unfinished sentence responses. The investigator also asked the students to consider if their responses in any way represented values that they hold.

In concluding this activity, the investigator finished the sentences for himself, and indicated the reasons behind his responses.

Activity four. -- A value clarification activity entitled "Alternative Action Search" was initiated. The investigator told the following vignette to the class:

You see a kid whom you know shoplifting at the local discount store. You are concerned that he will get into serious trouble if the store detective catches him. What would you do in this situation?
The investigator then asked for volunteers to share how they would act in the situation described in the vignette, and as the students responded he wrote their alternatives on the blackboard. In several instances, the investigator role played the parts of the vignette with the students to provide them an opportunity to see how their alternatives may or may not work, and to attain greater involvement from the students. The students were also urged to consider how their values, actions, and beliefs were reflected in the alternative actions they considered.

Activity five. --A value clarification strategy entitled "Either-or Forced Choice" was initiated. In this activity the investigator listed pairs of alternatives that the students were instructed to decide between. The alternatives were designed to permit the students to decide which characteristics they identified with the most. The students were urged to examine their feelings, values, and self-concepts as they made choices between the following alternatives:

1. Are you more like a bubbling brook or a calm lake?
2. Are you more like a mountain or a valley?
3. Are you more like a motorcycle or a tandem bicycle?

As the investigator wrote each pair of forced choice alternatives on the blackboard, he asked the students to raise their hands for the alternative they selected. The investigator then asked for volunteers to share the reasons behind their choices, and asked clarifying questions to help the students better understand why they selected the alternatives that they did. These clarifying questions were related to values, feelings, actions, behavior, etc. The investigator concluded this activity by making his own choices between the alternatives and explaining his reasons to the students.

Activity six. --A value clarification activity entitled "Values Continuum" was repeated during this session. The investigator drew the following continuum on the blackboard, and requested the students to draw the continuum on their papers:

How many friends do you need?

"Stuck-up Stanley"  "Friendly Frank"
"Stuck-up Stanley" was described as a person who needs no friends at all, and "Friendly Frank" was depicted as a person who wants everyone to be his friend.

The students were instructed to mark an X on the continuum they had drawn that represented where they were on the continuum between Stuck-up Stanley and Friendly Frank. As each student shared his continuum mark, and the reason why, the investigator wrote the student's name on the blackboard continuum where he wanted it to be placed. Again, every space on the continuum had at least one student's name on it. The investigator asked clarifying questions of a number of the students to assist them in understanding the reasons behind their continuum marks. The investigator concluded this activity by placing his X on the continuum and explaining why he placed it where he did.

Activity seven.--A value clarification activity entitled "The Interview Whip" was initiated. The investigator asked the following questions and "whipped" around the room asking the students to respond to the questions:

1. What is the happiest thing you can remember?
2. What is nice about you?

The students were permitted to "pass" if they wanted to in this activity (an option available to the students in all the activities), but most of the students responded freely to the questions. The investigator asked clarifying questions when appropriate in this activity. This activity permitted the students to seriously think about themselves and what makes them happy, as well as giving them a chance to publicly state their views and feelings. The investigator concluded this activity by answering the interview questions for himself.

Activity eight.--The investigator collected the name cards and the session was ended.

Summary, Investigator's and Classroom Teachers' Reaction to Session X

Both classroom teachers reacted very favorably to the session. The classroom teachers were especially pleased with the role playing aspect of activity four (alternative action search).
because of the involvement and serious consideration of alternatives that it generated from the students.

The investigator's reaction to the session in both fifth grade classes was that the activities were very successful. The alternative action search did appear to be very effective in helping the students to consider alternative ways of acting in a situation, and the role playing segment of the activity seemed to help the students consider their feelings, attitudes and values as they relate to their behavior.

In summary, the investigator believes that the students were engaged in the processes of valuing and that both objectives for the session had been attained.
Objectives for Session Number XI:

1. To continue efforts to establish a classroom climate which promotes mutual trust, acceptance, self-awareness, and cooperation.

2. To expose the students to a series of value clarification activities that promote the seven processes of valuing that are included in the Simon, et al., Theory of Values.

Activities and Procedures Utilized in Session XI for Both Experimental Fifth Grade Classes

Activity one. -- The investigator distributed the students' name cards and they attached them to their shirts, blouses, sweaters, etc. The students were informed that because this was the last session they would be able to keep their name cards at the end of the session.

Activity two. -- A value clarification strategy entitled "Values Voting" was repeated during this session. The following voting questions were asked by the investigator:
- How many of you have enjoyed our sessions together?
- How many of you know what a value is?
- How many of you think that you have a better understanding of your values and beliefs as a result of our sessions together?
- How many of you would like your teachers to once in a while continue the activities we shared together during these sessions?
- How many of you remember the IALAC story about Joe?
- How many of you have explained to your family what we have been doing during these sessions?
- How many of you can remember what year you were born in?
- How many of you think it would be OK for some black students to be in this class?

Activity three. — A value clarification strategy entitled "Life Line" was initiated. The investigator provided the students with the following instructions, and completed the exercise for himself on the blackboard as the students completed the exercise on their papers:

1. Draw a horizontal line across your paper and place a dot on each end of the line.

2. Under the left dot write the year in which you were born.

3. Under the right dot write the age you think you will be when you die. The students were instructed to seriously consider how old they thought they would live to be.

4. Now, place an X on the line between your birth date and the age you expect to live to that represents your age today. Under this X write your age today along with today's date.

The investigator asked the students to consider this drawing as their life line, and to look at it, study it, and to write down any thoughts or feelings that their life lines provided for them.

Next, the investigator asked for volunteers to share their thoughts and feelings with the class. Examples of the student responses include the following statements: (1) I have just started my life, (2) I have a lot of years to live, (3) I didn't think anything, (4) I didn't like to think about when I would die, etc.

When the investigator shared his life line feelings, it seemed to provide the students with a better understanding of how many years of life they had remaining as compared to the investigator's.

The investigator ended this activity by asking the students to consider what they would like to achieve or do during the remainder of their lives.
Activity four. -- A value clarification strategy entitled "Who Are You?" was initiated. The investigator selected a student and asked him "who are you?" and "who else are you?" The question "who are you," was repeated five times, with the student responding to each question before it was asked again. The student, although confused at first, answered with the statements: (1) I am me, (2) I'm a boy, (3) I'm a son, (4) I'm a student, (5) I'm a brother. Another student was selected and the same procedure was followed. The investigator then asked one of the students to ask him "who are you" five times. After the investigator had completed his responses, he pointed out how everyone is many different things in life, and by better understanding this point it may help us to better understand our behavior, beliefs, and the expectations that others place on us.

Activity five. -- An activity entitled the "Here and Now Wheel" was repeated during this session. The investigator drew a large circle on the blackboard and added one vertical and one horizontal line to divide the circle into four equal sections. The students were then instructed to draw the same "wheel" on their papers. The investigator then asked the students to write one word in each of the four sections of the wheel that described how they were "feeling" right then. The students were invited to share, if they wanted to, the words they had written on their "Here and Now Wheel." The following words represent a sample of what the students shared with the class: (1) sad, (2) hungry, (3) sorry, etc. The word sad was shared by many of the students and when asked why they were feeling sad, the students indicated that they were sad because this was the last session they would have with the investigator.

The investigator completed this activity by completing his "Here and Now Wheel" feelings and sharing the reasons for his feelings with the class.

Activity six. -- A value clarification strategy entitled "Rank-Order" was repeated during this session. The students were requested to rank-order the following possible responses:

1. Which is most important to you?
   ___ to work hard for the future
   ___ to love others
   ___ to really know yourself
The investigator then asked for volunteers to share how they ranked their responses, 1-3-2, 3-2-1, etc., for the rank-order question. The students also gave their reasons for the way they ranked the responses. The investigator asked clarifying questions when appropriate to help the students better understand why they rank-ordered the responses as they did. The investigator concluded this activity by completing the rank-order exercise for himself and giving the reasons for his rankings.

Activity seven. --A value clarification activity entitled "The Name of a Person You Would Most Like to Be" was initiated. The purpose of this activity is to help the students become clearer about their own values and goals in life by identifying with other people's achievements and characteristics. The investigator asked the students to pretend that they could not be themselves, but they could be anyone else they wanted to be, such as movie stars, rock stars, athletes, government leaders, etc. The students were instructed to write the name of the person they would most like to be on their papers. The investigator then asked for volunteers to share their responses with the class. As the students responded with the person they would like to be, the investigator asked clarifying questions such as: (1) why would you like to be that person? (2) what values do you think that person has? (3) are you doing anything to become more like that person? (4) is there something about that person you don't like? (5) do you still want to be that person if you could not be yourself? (6) does the fact that the person you want to be is black concern you?, etc.

The investigator concluded this activity by indicating the person he would like to be if he could not be himself and giving the reasons why.

Activity eight. --A value clarification strategy entitled "Unfinished Sentences" was repeated during this session. The investigator wrote parts of several sentences on the blackboard and the students were asked to finish each sentence with their own thoughts and feelings. The following unfinished sentences were written on the blackboard, one at a time, by the investigator:

1. What I want most out of school is
2. What I have enjoyed most during the sessions with Mr. Covault (the investigator) is
Examples of how the students completed the sentences are as follows:

1. What I want most out of school is: (1) an education, (2) to get a good job, (3) to have fun, (4) to get good grades, etc.

2. What I have enjoyed most during the sessions with Mr. Covault is: (1) everything, (2) the values voting questions, (3) that everyone participated, (4) the LALAC story, (5) Mr. Covault answering the questions with us, etc.

The investigator concluded this activity by finishing the sentences for himself.

Activity nine. -- The investigator thanked the children for their cooperation, honesty and trust during the eleven sessions we had spent together and concluded the final session.

Summary, Investigator's and Classroom Teachers' Reaction to the Final Session

Both classroom teachers expressed their happiness over what had occurred during all of the sessions, and indicated that they would in some way continue some of the value clarification strategies. Both teachers indicated that the value clarification sessions were well worth the time devoted to them.

Mr. Charles Stephens, Superintendent of Northeastern Local Schools, observed Session XI and commented on how pleased he was with the value clarification activities. Mr. Stephens also made the observation that he could sense the trust and openness that existed between the students and the investigator.

The investigator's reaction to the session in both fifth grade classes was that the activities were successful. The "Life Line" and "Who Are You" strategies were a little difficult for the students to grasp, but were successful enough that they seemed worthwhile.

In summary, the investigator believes that the students were engaged in the processes of valuing and that both objectives for the session had been achieved.
APPENDIX B
Objectives for Session Number I:

1. To become acquainted with the children in the two control fifth grade classes.

2. To be exposed to the children in the two control fifth grade classes for a period of time equal to the amount of time spent with the two experimental fifth grade classes.

3. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one. -- The classroom teachers had taped name cards on the shirts, sweaters, etc., for each child.

Activity two. -- The investigator led the class in a series of group calisthenics.

Activity three. -- The investigator organized the students into six squads and the students ran a series of relay races.

Activity four. -- The students were divided into two groups and a game of kickball was played.

Summary, Investigator's, and Classroom Teachers' Reaction to Session I

The physical education classes are usually conducted by the classroom teachers as the school has no physical education instructor. Although the teachers did not observe this session, the students seemed to enjoy themselves immensely. By the end of the session virtually every child had addressed the investigator by name.
In summary, the investigator believes that all three objectives had been attained for each of the two classes of control fifth grade students.
New Moorefield Elementary School

Session II
Control Fifth Grade Classes
October 31, 1972

Objectives for Session Number II:

1. To become better acquainted with the children in the two control fifth grade classes.

2. To be exposed to the children in the two control fifth grade classes for a period of time equal to the amount of time spent with the two experimental fifth grade classes.

3. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one.--The investigator led the students in a series of group calisthenics.

Activity two.--The investigator divided the students into two groups, with one group consisting of girls, and one group consisting of boys, and a game of kickball was played.

Summary, Investigator's and Classroom Teachers' Reaction to Session II

One classroom teacher observed approximately one-half of the class and later commented positively on the organization of the class, and how much the students seemed to enjoy the activities.

At the conclusion of the two classes, the investigator met with both classroom teachers to obtain additional feedback for the preceding week's session. Again, the feedback was positive with comments about how much the students were anticipating the "coach" to come for session II.
The investigator's reaction to Session II include the following statements: (1) that the students enjoyed themselves and experienced the importance of team work in their game, (2) that the students were addressing the investigator by name, (3) that the investigator was learning the names of the students, (4) that all three objectives for Session II had been achieved.
New Moorefield Elementary School

Session III
Control Fifth Grade Classes
November 7, 1972

Objectives for Session Number III:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the amount of time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one. -- The investigator set up the volleyball net which had not previously been used during the current school year.

Activity two. -- The investigator divided the students into two groups and introduced a lead up game to volleyball where the students must simply catch the ball and throw it over the net successfully. Gradually the procedures of rotating, serving (in this case throwing the ball over the net), and scoring was introduced to the students. In this game if a student dropped the ball when attempting to catch it, the opposing team received a point. Two spirited games were played in this lead up game to volleyball. Toward the end of the session, the investigator provided instructions in regulation serving and volleying, and a short game of regulation volleyball was played.

Summary, Investigator's and Classroom Teachers' Reaction to Session III

One classroom teacher observed approximately one-half of the class and later commented very positively on the organization, and instruction that she observed. Furthermore, this teacher stated that the students were really excited about and enjoying the sessions. The second classroom teacher, although not observing the class, also stated later that the students were continuing to enjoy the physical education classes.
The investigator's reaction to the session include the following statements: (1) that the students had learned some of the skills associated with volleyball, (2) that the students were very cooperative and enthusiastic, (3) that the objectives for Session III had been attained.
New Moorefield Elementary School

Session IV
Control Fifth Grade Classes
November 14, 1972

Objectives for Session Number IV:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one.--As a continuation of Session III, the investigator provided instruction in the fundamentals of volleyball such as serving, volleying, teamwork, scoring, and strategies of the game. The students then practiced these skills for approximately ten minutes.

Activity two.--The investigator divided the students into two teams and two games of regulation volleyball were played by the students. During these games the investigator stopped the games for additional instructions and suggestions when they appeared necessary.

Activity three.--During the closing minutes of the session, the investigator had the students sit in a circle and provided additional instruction in the areas of teamwork and strategies of the game.

Summary, Investigator's and Classroom Teachers' Reaction to Session IV

One classroom teacher observed approximately one-half of the class and, after the class she stated how beneficial the sessions seemed to be and how much the students continued to enjoy the sessions. The second classroom teacher, although not observing the class, again commented on how happy she was that the students were experiencing the physical education classes.
The Superintendent of Schools observed approximately one-half of one of the classes and later commented positively on how much the students and the investigator were enjoying themselves.

The investigator's reaction to the sessions include the following statements: (1) that the students were progressing in their capacity to perform the skills associated with volleyball, (2) that the students were very cooperative in their behavior and enthusiastic about the game of volleyball.

In summary, the investigator believes that both objectives for Session IV had been attained.
Objectives for Session Number V:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one.--The investigator led the students in a series of group calisthenics.

Activity two.--The investigator divided the students into two teams and two games of volleyball were played by the students. During these games the investigator stopped the games for additional instructions and suggestions when they appeared necessary.

Activity three.--At the end of the session, the investigator had the students sit in a circle and provided additional instruction in the areas of volleying and serving. Also during this time, the investigator outlined the activities for the next several sessions which included tumbling and work with the trampoline.

Summary, Investigator's, and Classroom Teachers' Reaction to Session V

Although neither teacher observed the sessions, they both commented later on how happy the students were after the physical education activities.

The investigator's reaction to the sessions include the following statements: (1) that the students were continuing to progress in their capacity to perform the skills associated with volleyball, (2) that the students were truly enjoying the physical
education activities, (3) that more students were addressing the investigator by name, and (4) that the students were continuing to be very cooperative in their behavior.

In summary, the investigator believes that both objectives for Session V had been achieved.
New Moorefield Elementary School

Session VI
Control Fifth Grade Classes
November 28, 1972

Objectives for Session Number VI:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one. -- The investigator led the students in a series of group calisthenics.

Activity two. -- The investigator, utilizing tumbling mats that were available at the school, provided instruction in basic tumbling activities such as forward and backward rolls, and cartwheels. The investigator explained and demonstrated these tumbling activities, and then asked several students to attempt the activities providing instruction as needed.

Activity three. -- The students spent the remainder of the session practicing the skills associated with forward rolls, backward rolls, and cartwheels. Several students were already fairly skilled at these activities and practiced on their own while the investigator worked more intensively with those students who were beginners at these activities.

Summary, Investigator's and Classroom Teachers' Reaction to Session VI

Although neither teacher observed the sessions, they both commented later on how pleased they were that the students were getting the opportunity to experience instruction in tumbling.
The investigator's reaction to the sessions include the following: (1) that the students enjoyed the tumbling activities, (2) that most of the students were beginners at tumbling and more instruction was needed, (3) that the students did learn some of the skills associated with tumbling, and (4) that the investigator was becoming better acquainted with each student.

In summary, the investigator believes that both objectives for Session VI had been attained.
New Moorefield Elementary School

Session VII
Control Fifth Grade Classes
December 5, 1972

Objectives for Session Number VII:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one. -- The investigator led the students in a series of group calisthenics.

Activity two. -- The investigator divided the class into two groups. One group was given instructions in a basketball drill in which the students practiced shooting the basketball. The second group of students continued their tumbling activities that had been initiated during the previous week's session. The tumbling group practiced forward and backward rolls as well as cartwheels. The investigator provided instructions as needed for the tumbling group. The investigator then helped the tumbling group in forming several human pyramids which proved to be very successful.

Activity three. -- The two groups changed activities with the tumbling group moving to the basketball drill, and the basketball group moving to the tumbling activities, where the activities and instructions delineated in activity two were repeated. During activities one and two the investigator moved between the groups to offer instructions and directions as needed.

Summary, Investigator's and Classroom Teachers' Reaction to Session VII

Although neither teacher observed the sessions, they both commented later on how much the students were enjoying and looking forward to each session.
The investigator's reaction to the sessions include the following: (1) that the students were continuing to enjoy the tumbling activities, (2) that many of the students were demonstrating significant progress in their capabilities to perform the tumbling activities, (3) that separating the classes into two instructional groups provided for more participation by the students and better instruction by the investigator, and (4) at the end of the session when the investigator asked the students to raise their hands if they were enjoying the sessions, all of the students enthusiastically raised their hands.

In summary, the investigator believes that both objectives for Session VII had been attained.
New Moorefield Elementary School

Session VIII
Control Fifth Grade Classes
December 14, 1972

Objectives for Session Number VIII:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one.--The investigator led the students in a series of group calisthenics.

Activity two.--The investigator divided the class into two groups. One group was given instructions in a basketball drill in which the students practiced shooting and dribbling the basketball. The second group of students continued their tumbling activities that had been included in the two previous sessions. The tumbling group continued to practice forward and backward rolls, cartwheels, round-offs, and round-off backrolls. The investigator also helped the tumbling group in forming several human pyramids. During this session, the investigator also helped the students in performing head-stands.

Activity three.--The two groups changed activities with the tumbling group moving to the basketball drill, and the basketball group moving to the tumbling activities, where the activities and instructions delineated in activity two were repeated. During activities one and two, the investigator moved between the groups to offer instructions and directions as needed.
Summary, Investigator's and Classroom Teachers' Reaction to Session VIII

Although neither teacher observed the sessions, they both commented later on how much the students were continuing to enjoy the physical education sessions. One classroom teacher also stated that it was important for the students to have a physical education teacher who was not their regular classroom teacher.

The investigator's reaction to the sessions with both fifth grade classes include the following: (1) that the students were continuing to enjoy and also improve on their tumbling and basketball activities, and (2) that the physical education classes were well planned and effectively taught.

In summary, the investigator believes that both objectives for Session VIII had been attained.
Objectives for Session Number IX:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one.--The investigator led the students in a series of group calisthenics.

Activity two.--The investigator divided the class into two groups. One group worked on their tumbling skills that had been initiated during the previous sessions. The second group of students was introduced to several basic activities on the trampoline. The trampoline group received instruction in spotting, knee-drops, seat-drops, and general body control on the trampoline.

Activity three.--The two groups changed activities with the tumbling group moving to the trampoline, and the trampoline group moving to the tumbling activities, where the activities and instructions delineated in activity two were repeated.

Summary, Investigator's and Classroom Teachers' Reaction to Session IX

Although neither teacher observed the sessions, they both commented later on how well the physical education classes seemed to be going. Both teachers were pleased that the trampoline was being utilized because they did not feel qualified to offer instruction with it.
The investigator's reaction to the sessions with both fifth grade classes include the following: (1) that the students were excited about the trampoline activities and performed the basic activities very well, (2) that the students were continuing to enjoy and also improve on their tumbling skills, (3) that the physical education classes were well planned and effectively taught, and (4) that after observing the trampoline itself when the students were using it, the investigator decided that the trampoline was not in the best possible physical condition (although probably adequate) and he felt it would be wise to alert the principal to this fact and recommended that the trampoline be professionally inspected before it was used again.

In summary, the investigator believes that both objectives for Session IX had been attained.
New Moorefield Elementary School

Session X
Control Fifth Grade Students
January 8, 1973

Objectives for Session Number X:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one.--The investigator led the students in a series of group calisthenics.

Activity two.--The investigator divided the students into two teams and two games of volleyball were played by the students. During these games, the investigator stopped the games for additional instructions and suggestions when they appeared necessary. The investigator also participated in the volleyball games along with the students.

Activity three.--At the end of the session, the investigator had the students sit in a circle and provided additional instruction in the areas of playing strategies and floor position.

Summary, Investigator's and Classroom Teachers' Reaction to Session X

Both classroom teachers commented on how much the students were enjoying the physical education classes, and that the students were expressing their sadness because the sessions with the investigator would soon end.

The investigator's reaction to the sessions include the following: (1) that the students were showing a marked improvement in their volleyball skills, (2) that the physical education
sessions were well planned and the students were continuing to enjoy the sessions very much, and (3) that the students were very cooperative in their behavior.

In summary, the investigator believes that both objectives for Session X had been achieved.
New Moorefield Elementary School

Session XI
Control Fifth Grade Classes
January 9, 1973

Objectives for Session Number XI:

1. To be exposed to the children in the two control fifth grade classes for a period of time equal to the time spent with the two experimental fifth grade classes.

2. To teach a well organized and enjoyable physical education class for each of the two control fifth grade classes.

Activity one. -- The investigator led the students in a series of group calisthenics.

Activity two. -- The students were divided into two teams and a game of kickball was played. The investigator participated with the students in the game.

Activity three. -- As this was the last session of the study, the investigator took a few minutes at the end of the session to thank the students for their cooperation and enthusiasm throughout all eleven sessions.

Summary, Investigator's and Classroom Teachers' Reaction to Session XI

Although neither classroom teacher observed the session, they later expressed their appreciation for the investigator's efforts in providing their students with a series of enjoyable physical education classes. Both teachers also indicated that the students were sorry the sessions could not continue.

The investigator's reaction to the session include the following: (1) that the students thoroughly enjoyed the session, (2) that the students enjoyed having the investigator participate in the games, and (3) that the students were truly sorry the sessions were ending.
In summary, the investigator believes that both of the objectives for the session had been achieved.
Directions: Some boys and girls are good at certain things. Other boys and girls are better at doing other types of things. Here is a list of different kinds of things that boys and girls do. Read each one and then decide how do you rate as compared to other boys and girls of your age. Mark an X in one of the boxes to show your answer.

<table>
<thead>
<tr>
<th>Compared with Other Boys and Girls My Age, How Do I Rate Now?</th>
<th>One of the best</th>
<th>Better than average</th>
<th>About average</th>
<th>Only so-so</th>
<th>Not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Playing outdoor games after school.</td>
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<td>2. Learning things rapidly.</td>
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<td>3. Getting along well with boys.</td>
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<td>4. Getting along well with girls.</td>
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<td>5. Being attractive, good-looking.</td>
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<td>6. Getting along well with teachers.</td>
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<td>7. Getting my school work in on time, and not getting behind.</td>
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<td>8. Being sensitive to what other people are feeling.</td>
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<td>9. Being comical or humorous.</td>
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<tr>
<th></th>
<th>One of the</th>
<th>Better than</th>
<th>About most</th>
<th>Not age</th>
<th>so-so</th>
<th>Good</th>
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<tbody>
<tr>
<td>10</td>
<td>Doing science projects.</td>
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<td>11</td>
<td>Being good at sports.</td>
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<td>12</td>
<td>Remembering what I've learned.</td>
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<td>13</td>
<td>Controlling my temper with boys</td>
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<td>14</td>
<td>Controlling my temper with girls</td>
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<td>15</td>
<td>Being a good size and build for my age.</td>
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<td>16</td>
<td>Controlling my temper with teachers</td>
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<td>17</td>
<td>Getting assignments straight the first time.</td>
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<td>18</td>
<td>Being willing to help others.</td>
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<td>19</td>
<td>Being confident, not shy or timid.</td>
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<td>20</td>
<td>Doing art work.</td>
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<td>21</td>
<td>Being good at things that require physical skill.</td>
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<td>22</td>
<td>Being a good student.</td>
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<td>23</td>
<td>Making friends easily, with boys.</td>
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<tr>
<td>24</td>
<td>Making friends easily, with girls.</td>
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<tr>
<td>25. Being neat and clean in appearance.</td>
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<td>26. Being able to take orders from teachers without resenting it.</td>
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<td>27. Being able to concentrate.</td>
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<td>28. Being courteous, having good manners.</td>
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<td>29. Getting a lot of fun out of life.</td>
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<td>30. Doing arithmetic work.</td>
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<td>31. Being built for sports.</td>
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<td>32. Being smart.</td>
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<td>33. Being a leader--the one to get things started, with boys.</td>
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<td>34. Being a leader--the one to get things started, with girls.</td>
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<tr>
<td>35. Being not too skinny, not too fat.</td>
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<td>36. Paying attention to teachers, not closing my ears to them.</td>
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<td>37. Studying hard, not wasting time.</td>
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<td>38. Being willing for others to have their way sometimes.</td>
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<tr>
<td>39. Not expecting everything I do to be perfect.</td>
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<th>Only Average</th>
<th>Not so-good</th>
<th>Very poor</th>
</tr>
</thead>
</table>

40. Getting good grades in school.
41. Being good at physical educ.
42. Having new, original ideas.
43. Having plenty of friends, among the boys.
44. Having plenty of friends, among the girls.
45. Being not too tall, not too short.
46. Being able to talk to teachers easily.
47. Going ahead with school work on my own.
48. Making other people feel at ease.
49. Having lots of pep & energy.
50. Doing social studies projects.
51. Being a good athlete.
52. Being able to apply what I've learned.
53. Being active in social affairs with the boys.
54. Being active in social affairs with the girls.
Compared with Other Boys and Girls My Age, How Do I Rate Now?

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<th>One of the best</th>
<th>Better than average</th>
<th>About average</th>
<th>Only so-so</th>
<th>Not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.</td>
<td>Having nice skin.</td>
<td></td>
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<tr>
<td>56.</td>
<td>Feeling comfortable with teachers.</td>
<td></td>
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<tr>
<td>57.</td>
<td>Spending most of my time on my work, not goofing off.</td>
<td></td>
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<tr>
<td>58.</td>
<td>Getting others in class to like me.</td>
<td></td>
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<tr>
<td>59.</td>
<td>Enjoying myself in school.</td>
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<tr>
<td>60.</td>
<td>Reading on my own for a research project.</td>
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<tr>
<td>61.</td>
<td>Being good at playground activities.</td>
<td></td>
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<tr>
<td>62.</td>
<td>Having brains.</td>
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<tr>
<td>63.</td>
<td>Being popular, with boys.</td>
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<tr>
<td>64.</td>
<td>Being popular, with girls.</td>
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<tr>
<td>65.</td>
<td>Having nice features (nose, eyes).</td>
<td></td>
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<tr>
<td>66.</td>
<td>Feeling that teachers have confidence in me.</td>
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<tr>
<td>67.</td>
<td>Well organized, having materials ready when they're needed.</td>
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<tr>
<td>68.</td>
<td>Liking others in class.</td>
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<tr>
<td>69.</td>
<td>Being able to change things when they don't suit me.</td>
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</tbody>
</table>
Compared with Other Boys and Girls My Age, How Do I Rate Now?

<table>
<thead>
<tr>
<th></th>
<th>One of the best</th>
<th>Better than average</th>
<th>About average</th>
<th>Only so-so</th>
<th>Not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>70. Doing library reading at home.</td>
<td></td>
<td></td>
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<tr>
<td>71. Doing outdoor activities, hiking, riding, or swimming.</td>
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<tr>
<td>72. Interested in new things, excited about all there is to learn.</td>
<td></td>
<td></td>
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<tr>
<td>73. Having fun with boys in the class.</td>
<td></td>
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</tr>
<tr>
<td>74. Having fun with girls in the class.</td>
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</tr>
<tr>
<td>75. Having nice clothes, right for my age.</td>
<td></td>
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<tr>
<td>76. Having fun at school with teachers.</td>
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<tr>
<td>77. Sticking to things, not giving up easily.</td>
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<tr>
<td>78. Being easy to get along with.</td>
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<tr>
<td>79. Getting along without worrying too much.</td>
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<tr>
<td>80. Doing spelling work.</td>
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<tr>
<td>81. Having athletic skills.</td>
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<tr>
<td>82. Being challenged by hard things.</td>
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<tr>
<td>83. Being cooperative, with boys.</td>
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</tr>
<tr>
<td>84. Being cooperative, with girls.</td>
<td></td>
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</tr>
</tbody>
</table>
Compared with Other Boys and Girls My Age, How Do I Rate Now?

<table>
<thead>
<tr>
<th></th>
<th>One of the best</th>
<th>About most age</th>
<th>Only so-so</th>
<th>Not Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>85. Having nice hair.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>86. Being cooperative, with teachers.</td>
<td></td>
<td></td>
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<tr>
<td>87. Not making excuses for work which I have not completed.</td>
<td></td>
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<tr>
<td>88. Being fair.</td>
<td></td>
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<tr>
<td>89. Liking to live as I please.</td>
<td></td>
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<tr>
<td>90. Taking part in class discussions.</td>
<td></td>
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<tr>
<td>91. Enjoying games and sports.</td>
<td></td>
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<tr>
<td>92. Having the brains for college.</td>
<td></td>
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<tr>
<td>93. Understanding boys' feelings.</td>
<td></td>
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</tr>
<tr>
<td>94. Understanding girls' feelings.</td>
<td></td>
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<tr>
<td>95. Having nice teeth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>96. Understanding teachers' feelings.</td>
<td></td>
<td></td>
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<tr>
<td>97. Budgeting time spent with TV, outside activities and study.</td>
<td></td>
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<tr>
<td>98. Understanding other people.</td>
<td></td>
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<tr>
<td>99. Being able to live my own life.</td>
<td></td>
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<tr>
<td>100. Doing creative writing activities.</td>
<td></td>
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</tbody>
</table>
STUDENT CLASSROOM BEHAVIOR RATING SCALE

Student Name ________________________________

Directions: Please rate the above student on the classroom behavior
he (she) exhibits in the areas provided on the following
rating scale. Mark an "X" on the line above the number
that represents your rating of the student.

Item 1. Raising of relevant questions and alternatives:

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"very often"     "almost never"

Item 2. Initiation and self-direction of classroom activity:

<p>| | | | | | |</p>
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</table>

"very often"     "almost never"

Item 3. Perseverance in learning tasks:

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</table>

"very often"     "almost never"

Item 4. Active participation in school environment:

<p>| | | | | | |</p>
<table>
<thead>
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</table>

"very often"     "almost never"

Item 5. Positive attitude toward learning:

<p>| | | | | | |</p>
<table>
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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

"very often"     "almost never"

Teacher's name ___________________________ Grade level _______
School ___________________________ Date ___________

*This instrument has been adapted from the study reported by
James Raths, "Clarifying Childrens Values," which appeared in the
National Elementary Principal, XLIII, No. 2 (November, 1962),
pp. 35-39.
STUDENT VALUE RELATED BEHAVIOR RATING FORM

Student name

Directions: Please rate the above student on the frequency and acuteness exhibited for each of the behaviors listed on the next page. Please use the scales provided for your ratings. A more precise definition of each type of behavior is provided on the sheet attached to the back of this rating form. Please read these definitions before responding to this rating form.

Thank you.

Teacher's name

Grade

School

Date
Apathetic: frequency this student exhibits this trait    __________
acuteness of this behavior for this student    __________

Flighty: frequency    __________
acuteness    __________

Uncertain: frequency    __________
acuteness    __________

Inconsistent: frequency    __________
acuteness    __________

Drifting: frequency    __________
acuteness    __________

Overconforming: frequency    __________
acuteness    __________

Overdissenting: frequency    __________
acuteness    __________

Role playing: frequency    __________
acuteness    __________
DEFINITION OF BEHAVIORAL TERMS LISTED ON RATING FORM

1. **Apathetic child** - lacks interest in almost everything. He often goes through the motions expected of him, but he just doesn't care. He is passive and indifferent. He looks out the windows, fools with things in his pockets, daydreams frequently, and gets excited about almost nothing. He is difficult to motivate and often a school dropout.

2. **Flighty child** - is interested in almost everything, but just for a fleeting moment. The flighty child is characterized by quickly shifting interests. He wants to be the star in the play, soon changes to the person in charge of scenery, but before work is begun asks for the job of publicity director and, promptly, leaves that for the make-up kit. He flits from this to that. He seems to have no stable interests. His attention span is short, and he rarely follows through with something begun.

3. **Uncertain child** - seems unable to make up his mind, not sometimes, but almost always. Simple choices throw this child into a quandry. He takes a long time with decisions, and seems to be in doubt about what he wants and what he likes. He often prefers that others make decisions for him and he almost always is reluctant to be involved in decision-making situations.

4. **Inconsistent child** - supports one thing today and supports just the opposite tomorrow. Now he is for integration; later he will likely be for segregation. He talks for peace in this context and war in that context. He blows hot and cold. He seems regularly and persistently to take positions and engage in behavior that is inconsistent. Sometimes he says this but does that. Sometimes it is just that nothing is repeated.

5. **Drifting child** - seems to drift through life and no purposes guide him. He seems not even to be bothered by worries. Nothing seems important. He takes what comes without trying to change things or himself. He responds, but not with gusto. He almost never gets deeply involved. He doesn't seem to expect much and doesn't seem to give much. His manner is typically lackadaisical.
6. **Overconforming child** - will expend great efforts to conform to what he perceives as the norm or the power position. Sometimes he will say or write what the teacher or other grownups want him to say or write, but sometimes he does just the opposite when the peer group is perceived as dominant. This child seems to have no positions or ideas of his own. He takes his cue from others. Left alone he often feels lost and anxious. He needs to get direction from others.

7. **Overdissenting child** - although most children dissent sometimes, this child seems to be a persistent, nagging dissenter, finding fault whenever he can. This child does not seem to be a rational dissenter, although he will oftentimes be very skillful at making up arguments when he needs them. It almost seems as if he likes to be different and thrives on contention. It's as if, not having a value pattern of his own, he gets his identity by opposing others, and especially those in authority.

8. **Role-playing child** - this child is a poseur who searches for his identity by pretending to be someone else. He may be the class fool. He may be the stoic, or the romantic lover, or use an ever-changing variety of roles. He often seems to be acting, and in an unreal and immature way. His roles seem contrived, not really him at all.

*This evaluation instrument and the definition of terms has been adopted and partially adapted from: Raths, Louis; Harmin, Merrill; Simon, Sidney: Values and Teaching (Charles E. Merrill, Columbus, Ohio, 1966), pp. 175-178.*
APPENDIX F
ITEM RELIABILITIES, TEST-RETEST, "SELF-CONCEPT SCALE," PRETEST-POSTTEST CONTROL GROUP

<table>
<thead>
<tr>
<th>Item</th>
<th>Reliability</th>
<th>p*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Playing outdoor games after school</td>
<td>+0.435</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>2. Learning things rapidly.</td>
<td>+0.394</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>3. Getting along well with boys.</td>
<td>+0.670</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>4. Getting along well with girls.</td>
<td>+0.535</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>5. Being attractive, good-looking.</td>
<td>+0.574</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>6. Getting along well with teachers.</td>
<td>+0.302</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>7. Getting my school work in on time, and not getting behind.</td>
<td>+0.659</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>8. Being sensitive to what other people are feeling.</td>
<td>+0.301</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>9. Being comical or humorous.</td>
<td>+0.731</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>10. Doing science projects.</td>
<td>+0.414</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>11. Being good at sports.</td>
<td>+0.487</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>12. Remembering what I've learned.</td>
<td>+0.299</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>13. Controlling my temper with boys.</td>
<td>+0.523</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>14. Controlling my temper with girls.</td>
<td>+0.368</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>15. Being a good size and build for my age.</td>
<td>+0.637</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>16. Controlling my temper with teachers.</td>
<td>+0.447</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>17. Getting assignments straight the first time.</td>
<td>+0.207</td>
<td>n.s.</td>
</tr>
<tr>
<td>18. Being willing to help others.</td>
<td>+0.358</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>19. Being confident, not shy or timid.</td>
<td>+0.430</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Item</td>
<td>Reliability</td>
<td>p*</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>20. Doing art work.</td>
<td>+0.379</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>21. Being good at things that require physical skill.</td>
<td>+0.230</td>
<td>n.s.</td>
</tr>
<tr>
<td>22. Being a good student.</td>
<td>+0.111</td>
<td>n.s.</td>
</tr>
<tr>
<td>23. Making friends easily, with boys.</td>
<td>+0.569</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>24. Making friends easily, with girls.</td>
<td>+0.560</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>25. Being neat and clean in appearance.</td>
<td>+0.399</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>26. Being able to take orders from teachers without resenting it.</td>
<td>+0.344</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>27. Being able to concentrate.</td>
<td>+0.246</td>
<td>n.s.</td>
</tr>
<tr>
<td>28. Being courteous, having good manners.</td>
<td>+0.299</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>29. Getting a lot of fun out of life.</td>
<td>+0.299</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>30. Doing arithmetic work.</td>
<td>+0.288</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>31. Being built for sports.</td>
<td>+0.219</td>
<td>n.s.</td>
</tr>
<tr>
<td>32. Being smart.</td>
<td>+0.433</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>33. Being a leader--the one to get things started, with boys.</td>
<td>+0.449</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>34. Being a leader--the one to get things started, with girls.</td>
<td>+0.480</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>35. Being not too skinny, not too fat.</td>
<td>-0.022</td>
<td>n.s.</td>
</tr>
<tr>
<td>36. Paying attention to teachers, not closing my ears to them.</td>
<td>+0.128</td>
<td>n.s.</td>
</tr>
<tr>
<td>37. Studying hard, not wasting time.</td>
<td>+0.454</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Item</td>
<td>Reliability</td>
<td>p</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>38. Being willing for others to have their way sometimes.</td>
<td>+0.206</td>
<td>n.s.</td>
</tr>
<tr>
<td>39. Not expecting everything I do to be perfect.</td>
<td>+0.500</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>40. Getting good grades in school.</td>
<td>+0.421</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>41. Being good at physical education.</td>
<td>+0.134</td>
<td>n.s.</td>
</tr>
<tr>
<td>42. Having new, original ideas.</td>
<td>+0.263</td>
<td>n.s.</td>
</tr>
<tr>
<td>43. Having plenty of friends, among the boys.</td>
<td>+0.352</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>44. Having plenty of friends, among the girls.</td>
<td>+0.481</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>45. Being not too tall, not too short.</td>
<td>+0.435</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>46. Being able to talk to teachers easily.</td>
<td>+0.056</td>
<td>n.s.</td>
</tr>
<tr>
<td>47. Going ahead with school work on my own.</td>
<td>+0.154</td>
<td>n.s.</td>
</tr>
<tr>
<td>48. Making other people feel at ease.</td>
<td>+0.461</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>49. Having lots of pep and energy.</td>
<td>+0.095</td>
<td>n.s.</td>
</tr>
<tr>
<td>50. Doing social studies projects.</td>
<td>+0.107</td>
<td>n.s.</td>
</tr>
<tr>
<td>51. Being a good athlete.</td>
<td>+0.224</td>
<td>n.s.</td>
</tr>
<tr>
<td>52. Being able to apply what I've learned.</td>
<td>+0.274</td>
<td>n.s.</td>
</tr>
<tr>
<td>53. Being active in social affairs with the boys.</td>
<td>+0.540</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>54. Being active in social affairs with the girls.</td>
<td>+0.411</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>55. Having nice skin.</td>
<td>+0.378</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>56. Feeling comfortable with teachers.</td>
<td>+0.296</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Item</td>
<td>Reliability</td>
<td>p</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>57. Spending most of my time on my work, not goofing off.</td>
<td>+0.382</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>58. Getting others in class to like me.</td>
<td>+0.501</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>59. Enjoying myself in school.</td>
<td>+0.233</td>
<td>n.s.</td>
</tr>
<tr>
<td>60. Reading on my own for a research project.</td>
<td>+0.411</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>61. Being good at playground activities.</td>
<td>+0.482</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>62. Having brains.</td>
<td>+0.566</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>63. Being popular, with boys.</td>
<td>+0.720</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>64. Being popular, with girls.</td>
<td>+0.453</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>65. Having nice features (nose, eyes).</td>
<td>+0.560</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>66. Feeling that teachers have confidence in me.</td>
<td>+0.235</td>
<td>n.s.</td>
</tr>
<tr>
<td>67. Well organized, having materials ready when they're needed.</td>
<td>+0.425</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>68. Liking others in class.</td>
<td>+0.500</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>69. Being able to change things when they don't suit me.</td>
<td>+0.294</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>70. Doing library reading at home.</td>
<td>+0.581</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>71. Doing outdoor activities, hiking, riding, or swimming.</td>
<td>+0.153</td>
<td>n.s.</td>
</tr>
<tr>
<td>72. Interested in new things, excited about all there is to learn.</td>
<td>+0.290</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>73. Having fun with boys in the class.</td>
<td>+0.379</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>74. Having fun with girls in the class.</td>
<td>+0.415</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Item</td>
<td>Reliability</td>
<td>p</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>75. Having nice clothes, right for my age.</td>
<td>+0.402</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>76. Having fun at school with teachers.</td>
<td>+0.178</td>
<td>n.s.</td>
</tr>
<tr>
<td>77. Sticking to things, not giving up easily.</td>
<td>+0.270</td>
<td>n.s.</td>
</tr>
<tr>
<td>78. Being easy to get along with.</td>
<td>+0.391</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>79. Getting along without worrying too much.</td>
<td>-0.070</td>
<td>n.s.</td>
</tr>
<tr>
<td>80. Doing spelling work.</td>
<td>+0.416</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>81. Having athletic skills.</td>
<td>+0.168</td>
<td>n.s.</td>
</tr>
<tr>
<td>82. Being challenged by hard things.</td>
<td>+0.373</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>83. Being cooperative, with boys.</td>
<td>+0.663</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>84. Being cooperative, with girls.</td>
<td>+0.420</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>85. Having nice hair.</td>
<td>+0.590</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>86. Being cooperative, with teachers.</td>
<td>+0.271</td>
<td>n.s.</td>
</tr>
<tr>
<td>87. Not making excuses for work which I have not completed.</td>
<td>+0.433</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>88. Being fair.</td>
<td>+0.334</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>89. Liking to live as I please.</td>
<td>+0.542</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>90. Taking part in class discussions.</td>
<td>+0.483</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>91. Enjoying games and sports.</td>
<td>+0.443</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>92. Having the brains for college.</td>
<td>+0.456</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>93. Understanding boys' feelings.</td>
<td>+0.433</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>94. Understanding girls' feelings.</td>
<td>+0.309</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Item</td>
<td>Reliability</td>
<td>p</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>95. Having nice teeth.</td>
<td>+0.630</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>96. Understanding teachers' feelings</td>
<td>+0.208</td>
<td>n.s.</td>
</tr>
<tr>
<td>97. Budgeting time spent with TV, outside activities and study.</td>
<td>+0.569</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>98. Understanding other people.</td>
<td>+0.239</td>
<td>n.s.</td>
</tr>
<tr>
<td>99. Being able to live my own life.</td>
<td>+0.204</td>
<td>n.s.</td>
</tr>
<tr>
<td>100. Doing creative writing activities.</td>
<td>+0.292</td>
<td>&lt;0.05</td>
</tr>
</tbody>
</table>

*p < 0.05 (df = 45), r ≥ 0.288

p < 0.01 (df = 45), r ≥ 0.372
ITEM RELIABILITIES, TEST-RETEST, "STUDENT CLASSROOM BEHAVIOR RATING SCALE,"
PRETEST-POSTTEST, CONTROL GROUP

<table>
<thead>
<tr>
<th>Item</th>
<th>Reliability</th>
<th>p*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raising of relevant questions and alternatives.</td>
<td>+0.634</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>2. Initiation and self-direction of classroom activity.</td>
<td>+0.639</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>3. Perseverance in learning tasks.</td>
<td>+0.743</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>4. Active participation in school environment.</td>
<td>+0.694</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>5. Positive attitude toward learning.</td>
<td>+0.767</td>
<td>&lt;0.01</td>
</tr>
</tbody>
</table>

*p < 0.05 (df = 45), r ≥ 0.288

p < 0.01 (df = 45), r ≥ 0.372
**ITEM RELIABILITIES, TEST-RETEST, "STUDENT VALUE RELATED BEHAVIOR RATING FORM," PRETEST-POSTTEST, CONTROL GROUP**

<table>
<thead>
<tr>
<th>Item</th>
<th>Reliability</th>
<th>p*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apathetic, Frequency</td>
<td>+0.697</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Apathetic, Acuteness</td>
<td>+0.688</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Flighty, Frequency</td>
<td>+0.465</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Flighty, Acuteness</td>
<td>+0.519</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Uncertain, Frequency</td>
<td>+0.617</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Uncertain, Acuteness</td>
<td>+0.654</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Inconsistent, Frequency</td>
<td>+0.465</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Inconsistent, Acuteness</td>
<td>+0.471</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Drifting, Frequency</td>
<td>+0.585</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Drifting, Acuteness</td>
<td>+0.672</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Overconforming, Frequency</td>
<td>+0.628</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Overconforming, Acuteness</td>
<td>+0.641</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Overdissenting, Frequency</td>
<td>+0.482</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Overdissenting, Acuteness</td>
<td>+0.484</td>
<td>&lt;0.01</td>
</tr>
<tr>
<td>Role Playing, Frequency</td>
<td>+0.311</td>
<td>&lt;0.05</td>
</tr>
<tr>
<td>Role Playing, Acuteness</td>
<td>+0.166</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

*p < 0.05 (df = 45), r ≥ 0.288

p < 0.01 (df = 45), r ≥ 0.372
БИБЛИОГРАФИЯ
BIBLIOGRAPHY


