

A STUDY OF THE EFFECTS OF SIMON'S
VALUING PROCESS ON SEVENTH AND
EIGHTH GRADE STUDENTS

By

JACKIE LYNN GANGI BOYLE

Bachelor of Arts in Education
Wichita State University
Wichita, Kansas
1972

Master of Education
Wichita State University
Wichita, Kansas
1974

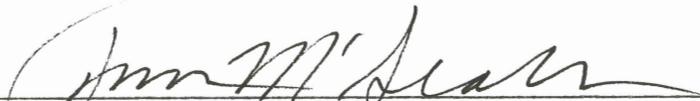
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1978

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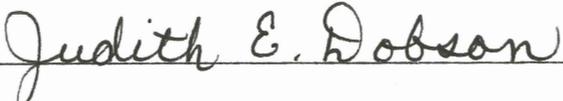


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EIGHTH GRADE STUDENTS

Thesis Approved:



Thesis Adviser











Dean of the Graduate College

1016544

ACKNOWLEDGMENTS

As I approach the completion of my doctoral degree, I am very aware of the many people in my life who helped me. Dr. James Seals, my adviser and committee chairperson, was not only a genius in advising me and guiding me each step of the way, but was also a true friend. He was a person I could turn to at any time for help, and he sincerely shared my happiness during times of success.

My committee members, Dr. Julia McHale, Dr. Judith Dobson, Dr. Joseph Pearl, and Dr. Bill Elsom, were all very supportive, offering good advice when it was needed and encouraging me at all times.

Stacey Harris, Principal, and Russel Thompson, Superintendent of Schools for Mulhall-Orlando High School, were very helpful. They were very enthusiastic of the work I was doing and gave me permission to conduct the values clarification groups at Mulhall-Orlando High School.

I greatly appreciate the time given by the three who observed, Marlynn Hays, Susan Jones, and Trish Blanchat. I am especially appreciative of the time given by Trish Blanchat. She traveled many miles to help me. She has been a dear friend for many years, one who has always encouraged me and believed in what I was doing.

At this time I feel very deep gratitude toward the three most important women in my life: my grandmother, my mother, and my sister. Each in her own way has helped me toward my goals and given me more than I can ever express in words.

Finally, I would like to thank my husband, Hal Boyle, for the help he gave me and for loving understanding he expressed as I worked through the years toward my doctoral degree.

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CHAPTER I

INTRODUCTION

With the pace and complexity of modern life, people are presented with more and more opportunities. Throughout his life, a person today is faced with many choices and decisions to make.

Sklare, Sklare, and Markman (1977) believe that all decisions must be based on values. They gave a very concise definition of values as the "internalized beliefs that we live by that give us direction in determining the course of action we would take in life situations." Morrison and Havens (1976) stated that if this is true, then perhaps no other single means of responding is as crucial as with the use of values. They added that the difficulty does not arise because values are too personal or private, but because many do not understand how to deal with values. Therefore, if we as educators are to be effective in guiding the youth in today's society, we need to examine new programs which propose to meet the needs of youth. Values clarification, a method of helping people to discover their values and act on them, is one method worthy of examination.

Statement of the Problem

This research proposed to investigate the effectiveness of values clarification strategies in teaching the valuing process to seventh and eighth grade students. It attempted to examine the following hypotheses:

1. There will be no significant differences in making value-related choices as a result of participation in values clarification strategies.
2. There will be no effect on value-related behavior as a result of participation in values clarification strategies.

Definition of Terms

Clarifying Response: A clarifying response as used in this study is any question or comment which encourages one to examine his life situation and reflect upon choices and their alternatives and consequences. The response is never moralizing or judging.

Value: A value as defined by Sklare, Sklare, and Markman (1977) is an "internalized belief that we live by that gives us direction in determining the course of action we would take in life situations." For the purposes of this study we will use this definition in conjunction with Simon, Howe, and Kirschenbaum's (1972) seven-point criteria of a value. To be a value it must have been:

1. Chosen.
2. Chosen from among alternatives.
3. Chosen after thoughtful consideration of the consequences.
4. Prized and cherished.
5. Publicly affirmed.
6. Acted upon.
7. Acted upon repeatedly, forming a pattern.

Value Indicator: As described by Simon (1972) and used in this study, a value indicator is a feeling or belief that does not meet all of

the seven-point criteria. It will be labeled a value only after it has met all seven points.

Values Clarification Strategy: A values clarification strategy is a technique used in group counseling. There are many different strategies. They are used in the form of a structured game whereby the group leader creates an unthreatening environment for self-search which is facilitated by clarifying responses.

Valuing Process: This study used the definition of Raths (1966) and others to define valuing process. It is to become aware of one's own needs, wishes, and feelings in relation to one's social and physical environment; comparing and testing to determine what choices will satisfy those needs, wishes, and feelings while giving direction to life situations and meeting all seven points of Simon's seven-point criteria.

Significance of the Study

The results of this study should have relevance and utility for counselors and educators working with juveniles. It can result in an increased understanding of the goals of Simon's values clarification process which are to provide people with criteria for selecting values and to help them to overcome value-related behavior problems. It can also facilitate increased knowledge of the actual implementation of values clarification in such settings as counseling, values clarification groups, and classrooms. Finally, this study could show a use of Simon's values clarification strategies in helping youth develop a valuing process of their own within the limitations of this study.

Assumptions and Limitations

One limitation of the study was the small sample size. The high school in which this study was conducted is a rural school of 140 students, with 30 eighth graders and 20 seventh graders. By taking half of each of the two classes, there were 25 subjects each in the experimental group and in the control group. Due to absences periodically during the study, the results of 8 students in each group were eliminated from the study, leaving 17 members in each group.

Organization of the Study

This chapter served to introduce the reader to the topic under investigation. In it we examined the statement of the problem, definition of terms, significance of the study, and assumptions and limitations. Chapter III, Design and Methodology, contains a description of variables, subjects, instrumentation, procedure, and statistical treatment. Chapter IV presents the results of the study. Chapter V contains the summary, conclusion, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Values clarification was developed by Raths, Simon, and Harmin (1966). They originally worked with students labeled as apathetic, flighty, and uncertain. Today values clarification is used with all levels of students. They believed that youth could be helped to understand their values through the use of clarifying responses that would give them the opportunity to think about and verbalize their values.

Goals of Values Clarification

The goal of values clarification is twofold. The first is to provide people with criteria for selecting values. Or in other words, for selecting "beliefs that we live by that give us direction in determining the course of action we would take in life situations" (Sklare, Sklare & Markman, 1977). The second is to help people to overcome value-related behavior problems.

One of the goals of values clarification is to provide one with the criteria for selecting values. This is called the valuing process (Kingman, 1974; Raths, 1966; Simon, 1972). To learn the valuing process means to learn to become aware of one's own needs, wishes, and feelings in relation to one's social and physical environment; comparing and testing to determine what choices will satisfy those needs, wishes, and feelings while giving direction to life situations and meeting all seven points of the previously mentioned criteria.

Rather than teaching the valuing process, the traditional approach has been to teach specific values of right and wrong by means of setting examples, persuading, limiting choices, and moralizing. While these methods may appear effective initially, they will not endure over time because, as Simon explained (Kirschenbaum & Simon, 1973; Simon, 1974), attempting the direct transference of values results in and often creates conflict between theory and practice. However, the valuing process can be taught, thereby creating an atmosphere conducive to the development of values.

Educators and counselors can best facilitate one in the valuing process by using clarifying responses and values clarification strategies. A clarifying response is a question or comment which encourages one to examine his life situation and reflect upon choices and their alternatives and consequences. The response is never moralizing or judging, but rather accepting of the other person's choice, putting the responsibility on him for the decision and consequences, while also accepting that he may not be ready to make a decision. A clarifying response that would help one in making free choices might be, "Was that something that you yourself chose?" or "What are the alternatives?" A response that would be beneficial in helping one to determine if he prizes a choice might be, "Are you glad you feel this way?" or "Is this something you feel you will want in the future?" Examples that would help in publicly affirming and acting would be, "Would you be willing to explain this to the class?" or "What plans have you made to carry this out?"

Clarifying responses can be used in unlimited places and situations, at any time one feels the need to help another to examine and reflect upon

choices. Values clarification strategies provide the ideal situation for using clarifying responses and teaching the valuing process.

Raths first created value clarification strategies after studying and refining John Dewey's ideas in his Theory of Valuation (Simon, 1975). A value clarification strategy is a structured approach to group interaction. It is structured in the sense that each one has limited and designed purposes for creating the opportunity for one to make choices and test them against one or more specific criteria in Simon's (Simon, 1972) seven-point criteria of a value. For example, one strategy might encourage group members to choose from among alternatives. Another strategy might create an opportunity for public affirmation. It is structured also in the sense that it is group-oriented with an obvious leader who will ask some questions and expect some answers. However, it is unstructured in the sense that there are no specific questions and no right or wrong answers. A values clarification strategy creates an unthreatening environment for serious self-search in somewhat the form of a game. One example of a values clarification strategy is entitled "Coat of Arms" (Simon, 1974; p. 22). Each student is instructed to draw a picture of a coat of arms divided into six sections. In each section they are to draw a picture answering the following six questions: (1) What do you regard as your greatest personal achievement? (2) What do you regard as your family's greatest achievement? (3) What is the one thing that other people can do to make you most happy? (4) What do you regard as your own greatest personal failure? (5) What would you do if you had one year to live and were guaranteed success in whatever you attempted? (6) What three words would you most like to have said about you if you died today? Drawing is suggested rather than writing because it often allows us the

ability to think beyond words. The criterion points for a value covered in this strategy included choosing freely, choosing from among alternatives, and prizing. The other criterion points are somewhat inferred in this strategy, but these three are the ones centered upon. By working through various strategies over a period of time, one not only learns the valuing process but actually tries it out simultaneously.

The second goal, previously mentioned, is to help people to overcome behavior problems. When Rath, Harmin, and Simon (Rath, 1966) first developed this theory, they were working primarily with apathetic, flighty, and uncertain children. They found that after exposure to these strategies, the children appeared to show more interest in things around them, had longer spans of attention, and became more sure of their decisions. They theorized, therefore, that problem children often arise because of a lack of values (Rath, 1966). They created an instrument for measuring the degree of value-related behavior problems by means of pre-post observations (see Appendix A). Behavior problems measured by this instrument are apathy, flightiness, uncertainty, inconsistency, driftiness, conformity, dissension, and role-playing. Along with the instrument, he carefully defined each term (see Appendix A). Simon stated that children should participate in values clarification strategies weekly for at least three months before behavior change could become apparent (Rath, 1966; p. 185).

Howe (1972) discussed some common group dynamics problems often found in using values clarification strategies. The first problem incurred may be that of finding the appropriate group arrangement. He found that chairs placed in a circle was the most effective for facilitating discussion, because each person would feel like an equal member. Sitting in

desks or around tables is not as effective, because the desks and tables may become psychological barriers. Placing the students in rows is the least effective method, because the students cannot observe facial expressions and other nonverbal communications expressed by other students. Also, when the students are sitting in rows, all eyes face the teacher which puts her in control and limits feelings of equality.

Another possible problem that Howe (1972) pointed out was whether or not the teacher should take an equal and active part in the discussion. Howe felt that the teacher should actively participate. He stated that if we are to teach that values clarification is a lifelong process, we must be willing to participate, on an equal basis, in the search for values.

Implementation of Values Clarification

Values clarification strategies can be used in various settings. It is often used in counseling, values clarification groups, or it can be incorporated into subject matter classrooms. Carl Rogers (1964) stated that in psychotherapy, the best indication that a client has changed in a sound direction is to examine his value system. As clients develop a more stable valuing process, they will tend to move away from facades and oughts. Instead, they will tend to move toward being more real and making their own choices. They will begin to place more value on their own feelings while appreciating others for what they are.

Simon and Harmin (1968) explained that teaching can be done at any of three levels: the facts level, the concepts level, or the values level, using facts and concepts as a basis for the values. For example, a test over the United States Constitution might ask, on the facts level, for

information about where and when the Constitution was written. On the concepts level, the test might ask how the Constitution was a landmark in evolving a concept of democratic forms of government. On the values level, it might ask the student what rights and guarantees he has in his family and who serves as the "Supreme Court" in disputes.

Hopp (1974) carried out a study in which she used values clarification in a sixth grade health education class. Their study involved three schools, each with two sixth-grade classes. Sixth graders were chosen because, since they were completing their elementary school careers and were facing a new experience in another school, they were often faced for the first time with more individual decision-making without as much parental or teacher influence. Also, sixth graders are approaching their most rapid period of value growth which, according to Rath (Hopp, 1974), is between the ages of ten and sixteen. Finally, Hopp stated that Simon found that elementary teachers are more effective than high school teachers in the use of values clarification. Within each school, one class became the control group and the other became the experimental group. Each of the teachers in the experimental classes read Rath, Harman, and Simon's Values and Teaching (1976) and attended a one-day work shop on the use of values clarification strategies. Each teacher then selected 19 strategies to use in the classroom. The students in the study were pre and post tested using a multiple-choice instrument with a four-point Likert scale after each question. The researchers also held individual interviews with each student involved to determine his feelings of values clarification. Finally, each teacher was interviewed. On the basis of this evaluation, the researchers judged values clarification to be a very favorable technique to use in the classroom.

Pracejus (1974) conducted a study in which she used values clarification in an eighth grade reading class. Over a period covering 14 weekly sessions the experimental group read stories and discussed them using the values clarification approach. They tried to relate the stories to the students' own values and lives by asking such questions as "Have you ever been faced with a similar conflict?" rather than the more traditional question "What conflict did the main character in this story face?". The control group read the same stories but discussed them using a more traditional approach. Results showed that exposure to values clarification seemed to increase reading comprehension, indicating a positive relationship between knowledge of values clarification and reading comprehension.

Goldbecker (1976) reported that in one study, 851 students in grades five through ten showed a significant reduction in drug usage after participation in values clarification exercises. Of two other groups of fifth graders who participated in values clarification activities, one group showed a more favorable self-concept and the other group showed improved behavior after participation in the activities.

Criticism of Values Clarification

There has been strong criticism of Simon's values clarification theory. Kirschenbaum (1973) stated that basically he is highly in favor of values clarification procedures and he has done much to promote its use. However, he raised a question as to the use of public affirmation: "What happens when the values and benefits of public affirmation conflict with other values that need to be considered? Are there not times when it is inappropriate to publicly affirm one's values?" He stated, for example, that a person may value giving to charity but also hold to a

value of not identifying himself as the donor. He explained that at times in our history to publicly affirm one's religious belief or political belief could mean imprisonment or death.

Stewart (Goldbecker, 1976) stated that values clarification is based on methodology and reflects the values of the authors; therefore, it is not value-free. He and others (Stewart, 1975) felt that it dealt primarily with the content rather than the process of valuing. He pointed out that advocates of values clarification claim that values are personal and yet make lists of undesirable behaviors. He concluded by stating that public affirmation of values may leave students unnecessarily open to peer pressure and condemnation. Michale Scriven (1966) criticized values clarification by questioning the ethics of changing student values. John Stewart (1975) pointed out that people have many values that they never need or have the opportunity to act upon. Further, he criticized the methodology of past research on values clarification, calling it weak and seriously flawed.

This researcher believes that most of the criticism is invalid and indicates a misunderstanding of the original theory. Stewart's (1975) criticism was an example of this when he stated that people have many values that they never have the need or opportunity to act upon. Simon also pointed this out, explaining that by his definition of a value, these beliefs that people have not acted upon are not values but value indicators which may or may not become values at a later time. Stewart did, however, make one valid point when he criticized past research on values clarification. The literature reviewed for this research indicates that most of the past research on values clarification was based

on observation rather than standardized testing. It is hoped that the present research will help to correct this limitation.

Summary

The review of relevant literature presented the goals of values clarification, the implementation of values clarification in various settings, and criticism of values clarification.

There are two primary goals of values clarification: to provide people with criteria for selecting values and to help people overcome value-related behavior problems. To provide criteria for selecting values is to teach the valuing process which is best facilitated by the use of clarifying responses and values clarification strategies. This process is also beneficial in helping others to overcome value-related behavior problems. Rath, Harmin, and Simon (Rath, 1966) theorized that problems of this type arise because of a lack of values.

Values clarification can be implemented into individual counseling, values clarification groups, or incorporated into subject matter classrooms, depending primarily upon the use of the clarifying responses.

Much of the criticism of values clarification has been stated. It has been said of values clarification that it uses public affirmation which is questionable, it reflects the values of the authors, it changes student values which is unethical, and it is founded on weak research and methodology. The researcher found most of the criticism to be invalid and an indication of a misunderstanding of the original theory.

CHAPTER III

DESIGN AND METHODOLOGY

Variables

The purpose of this study was to determine if the participation in values clarification strategies led to ease in making value-related choices in seventh and eighth grade students (Simon, 1972). In addition, this investigation attempted to determine if participation in values clarification strategies would result in less acuteness of value-related behaviors of apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role-playing.

The internalization of values was measured by the "Differential Value Inventories" (see Appendix C). Value-related behavior problems were measured by observation and results were compiled on the "Form for Measuring the Degree of Value-Related Behavior Problems" (see Appendix B).

Subjects

Subjects consisted of 34 students selected from Mulhall-Orlando High School, a rural school of 140 students from grades seven through twelve. Of the 30 eighth-grade students attending this school, 15 were randomly assigned to a control group and the remaining 15 to an experimental group. Of the 20 seventh-grade students, 10 were randomly assigned to a control group and 10 to the experimental group. Randomization consisted of writing each student's name on a 1 x 1 inch card,

folding it, and inserting it into a box. The first 15 names from the eighth grade and the first 10 names from the seventh grade, drawn by the experimenter, went into the control group and the remaining names went to the experimental group. Due to periodic absences from the values clarification group and during testing, the results of several students were eliminated from the study. Results were used only from those students present at all values clarification meetings and testing. This change resulted in a total of 17 students in each group whose test results remained in the study. The experimental group consisted of 11 eighth-grade students and 6 seventh-grade students. The control group consisted of 9 eighth-grade students and 8 seventh-grade students. The students were told that all students would eventually participate in a values clarification group. However, not all seventh and eighth graders could participate at one time because of unavailable space. Therefore, those to participate first were chosen randomly. The randomization procedure was explained to the students. The importance of attendance at all of the meetings was stressed. Meetings were held once a week and were one hour in length. There were sixteen meetings for the values clarification strategies and one final meeting for testing. The control group was also tested at that time.

Instrumentation

Ease in making the value-related choices was measured by the "Differential Value Inventories" (see Appendix C) which was administered by the experimenter to each of the two groups using a post test design. Using the forced choice technique, this scale determined a student's values along a traditional-emergent continuum. Traditional values are

categorized as Puritan Morality, Individualism, Work-Success Ethic, and Future-Time Orientation. Emergent values are Sociability, Conformity, Relativism, and Present-Time Orientation. The ease or difficulty of selection is determined for each statement with a 5-point Likert scale ranging from very difficult to very easy, with 1 indicating greater ease in making value-related choices and 5 indicating difficulty in making value-related choices. This test was taken from an earlier study by Sklare, Sklare, and Markman (1977).

The "Form for Measuring the Degree of Value-Related Behavior Problems" (see Appendix B) was used to compile the findings of three trained observers using the post test design. Observation took place on three consecutive days following administration of the "Differential Values Inventory." The observers rated each student on the acuteness of apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role-playing, as defined by Simon (Raths, 1966) (see Appendix B). The 30 students in the eighth grade were divided into groups of 10 according to their assigned seat in the classroom. Within each group all students were seated close together so that the observer was observing in only one section of the classroom. Groups were numbered one through three and were assigned to an observer randomly.

The three trained observers observed 10 students each in the eighth grade science class for one hour while the teacher was conducting class. The observers rated the students on the acuteness of apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role-playing. The observers used a tally sheet while rating (see Appendix A). Using the Observation Tally Sheet, each time a behavior was observed, the observer made one tally mark in the box beside the behavior name. One

behavior problem was defined as diverting one's cooperative attention away from classroom activities, regardless of the length of time the attention was diverted, and then returning his attention to the class. The observer then estimated, individually for each behavior, the average length of time the student's cooperative attention was diverted. This was indicated by the acuteness scale (see Appendix A). The observers then looked at 6 students each in the seventh grade science class using the same rating scale and randomization procedure.

The observers followed the same procedure for the next two days in the seventh and eighth grade math classes and again in the seventh grade current events class and eighth grade history class (current events and history are taught by the same teacher).

Findings of the observers were compiled by adding the acuteness ratings for each behavior over the three days, resulting in one acuteness score for each subject for each behavior (see Appendix B). Finally, the experimenter added the tally marks for each student (see Appendix A) and compiled the results (see Appendix B).

Training of Observers

The three observers were selected from volunteer university students. The observers were first asked to memorize Simon's definitions of the eight behavior categories (see Appendix B). The observers then met with the experimenter to discuss the categories and talk about examples of the categorization. The observers observed and rated a group of 11 students. To establish the reliability of the observers' ratings of the subjects, Kendall's Coefficient of Concordance: W was utilized as a test statistic.

Such a test as suggested by Siegel (1956) is particularly useful in statistics of interjudge reliability.

The researcher wanted to establish whether the ratings on value-related behavior problems by the observers were more than chance observation. A significant value of W may be taken to indicate that the observers are applying basically the same standard in ranking the subjects in the observational situation.

Following Siegel, a value of W was found to be .6118. This value of W was corrected for a large number of ties. In order to determine whether this value would have occurred by chance, the critical value of 26.296 was established under the χ^2 distribution with 16 degrees of freedom. The formula of $\chi^2 = K(N - 1)W$ was utilized to transform W to a chi square distribution. Under chi square the value of W becomes 29.3664. At the .05 level of significance we may conclude that the ratings of the three trained observers could not have occurred by chance.

Procedure

The experimental group met with the experimenter for one hour a week over a period of sixteen weeks with an additional meeting for testing at the end. Students sat in chairs placed in a circle with the experimenter part of that circle. Each week the group participated in one or more values clarification strategies, with time as the contributing factor. Strategies were selected from Meeting Yourself Halfway (Simon, 1974). The group participated in the strategies listed sequentially by group meeting in Appendix D.

At the completion of 16 group meetings, the "Differential Values Inventory" was administered by the experimenter to all subjects. (For

purposes of this study, the experimenter was not concerned with that section of the instrument which indicates whether the students possess more traditional values versus more emergent values. The experimenter was only concerned with scores on the Likert scale.) If students in the experimental group scored lower than those in the control group, it would indicate that participation in values clarification exercises leads to ease in making value-related choices. If the students in the control group scored lower than those in the experimental group, it would be assumed that participation in values clarification exercises did not necessarily lead to ease in making value-related choices.

At this time all students were rated by trained observers using the Observation Tally Sheet (see Appendix A) and scores compiled (see Appendix B). If students in the experimental group scored lower than those in the control group, it would indicate that there were fewer occurrences of value-related behavior problems among students having participated in values clarification strategies than among those who did not participate. If students in the control group scored lower than or equal to those in the experimental group, it would be assumed that there were not necessarily fewer occurrences of value-related behavior problems among students having participated in values clarification strategies than among those who did not participate.

Statistical Treatment

To analytically determine whether there was a significant difference between the experimental and control groups, group means were compared by the students' t-test on the "Differential Values Inventory" and the "Form for Measuring the Degree of Value-Related Behavior Problems."

Summary

Chapter III described the procedure used in the present investigation. Subjects consisted of 34 seventh and eighth grade students: 17 students in an experimental group and 17 in a control group. The experimental group met once a week for 16 weeks and participated in values clarification strategies. Appropriate instruments were used to determine if the participation in values clarification strategies lead to ease in making value-related choices and to determine if participation in values clarification strategies resulted in fewer occurrences of value-related behavior problems as judged by three trained observers.

CHAPTER IV

RESULTS OF THE STUDY

The present study was carried out, and data collected, as outlined in the procedures presented in Chapter III. The purpose of Chapter IV is to report the results of the study. The numerical results of this study were often observable without statistical treatment. However, in each case an analysis was applied in order to meet the stated conditions of this research.

Results Related to Hypothesis I

Table I lists the raw scores and compares the mean scores on the "Differential Values Inventory" using the student's t-test. The variance of the two samples was first compared by the F ratio. Using 30 degrees of freedom, a critical value of 2.31 was needed to reject equal variances. An F value of 1.03 was determined; therefore, a student's t was computed for equal population variances.

A critical value of 2.43 is required to reject a null hypothesis at the .01 level of significance for a one-tailed test of the t-distribution. The t-test was computed and a value of .6143 resulted with 30 degrees of freedom. Therefore, we cannot reject the null hypothesis which states that, for this sample, there will be no significant differences in making value-related choices as a result of participation in values clarification strategies.

TABLE I
DISTRIBUTION OF SCORES ON THE DIFFERENTIAL
VALUES INVENTORY

Student	Raw Scores	
	Experimental Group	Control Group
1	226	145
2	162	144
3	134	248
4	188	128
5	157	184
6	192	187
7	216	162
8	189	212
9	258	224
10	154	196
11	218	197
12	274	170
13	197	190
14	195	135
15	248	156
16	173	136
17	<u>186</u>	<u>212</u>
	Σx	3367
	Σx^2	13,320
	\bar{X}	3.470
	SD	1.359
		3026
		11,221
		3.120
		1.401

N = 17 per group; F = 1.03; t = .6143.

Results Related to Hypothesis II

This study was concerned with eight value-related behaviors: apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role-playing. Of these eight, three were not indicated by the trained observers for either group. Of the remaining five (Table VII), the difference between groups was not statistically significant. Following are the results for the five value-related behaviors.

Results Related to Observed Apathy

In Table II the rating scores of the acuteness of observed apathy in the classroom are listed. The mean rating scores of the two groups are compared using the student's *t* statistic. The variance of the two samples was first compared by the *F* ratio. Using 30 for the degrees of freedom, a critical value of 2.31 was needed to reject equal variances. An *F* value of 1.3702 was computed. Therefore, a student's *t* was computed for equal population variances.

A critical value of 2.430 is required to reject a null hypothesis at the .01 level of significance for a one-tailed test of the *t*-distribution. The *t*-test was computed and a value of .2386 resulted with 30 degrees of freedom. Therefore, for this sample, we cannot reject the null hypothesis which states that there will be no effect on value-related behavior as a result of participation in values clarification strategies. This indicates that Simon's values clarification strategies, over a sixteen-week period, did not show an experimental effect on the value-related behavior of apathy as measured by trained, external observers for this study.

TABLE II
 DISTRIBUTION OF SCORES FOR THE ACUTENESS
 OF OBSERVED APATHY

Student	Experimental Group	Control Group
1	5	16
2	11	19
3	0	0
4	3	7
5	7	1
6	7	0
7	1	1
8	0	0
9	0	3
10	13	0
11	13	0
12	18	0
13	0	2
14	13	27
15	0	0
16	0	3
17	<u>0</u>	<u>0</u>
	Σx	82
	Σx^2	1428
	\bar{X}	4.8235
	SD	7.7931

N = 17 per group; F = 1.3702; t = .2386.

Results Related to Observed Flightiness

In Table III the rating scores of the acuteness of observed flightiness in the classroom are listed. The mean rating scores of the two groups are compared using the student's t statistic. The variance of the two samples was first compared by the F ratio. Using 30 degrees of freedom, a critical value of 2.80 was needed to reject equal variances. An F value of 0.000 was computed. Therefore, a student's t was computed for equal population variances.

A critical value of 2.430 is required to reject a null hypothesis at the .01 level of significance for a one-tailed test of the t -distribution. The t -test was computed and a value of 1.0307 resulted with 30 degrees of freedom. Therefore, for this sample, we cannot reject the null hypothesis which states that there will be no effect on value-related behavior as a result of participation in values clarification strategies. Simon's values clarification strategies, over a sixteen-week period, do not show an experimental effect on the value-related behavior of flightiness as measured by trained, external observers for this study.

Results Related to Observed Drifting

In Table IV the rating scores of the acuteness of observed drifting in the classroom are listed. The mean rating scores of the two groups are compared using the student's t statistic. The variance of the two samples was first compared by the F ratio. Using 30 for the degrees of freedom, a critical value of 2.31 was needed to reject equal variances. An F value of 1.0487 was computed. Therefore, a student's t was computed for equal population variances.

TABLE III
 DISTRIBUTION OF SCORES FOR THE ACUTENESS
 OF OBSERVED FLIGHTINESS

Student	Experimental Group	Control Group
1	0	2
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
15	0	0
16	0	0
17	0	0
	Σx	2
	Σx^2	4
	\bar{X}	.1175
	SD	.4705

N = 17 per group; F = 0; t = 1.0307.

TABLE IV
 DISTRIBUTION OF SCORES FOR THE ACUTENESS
 OF OBSERVED DRIFTING

Student	Experimental Group	Control Group
1	1	1
2	1	1
3	0	0
4	9	1
5	1	0
6	0	1
7	0	0
8	1	0
9	1	1
10	0	0
11	0	1
12	0	0
13	0	1
14	0	0
15	0	0
16	0	0
17	0	0
	Σx	Σx
	5	6
	Σx^2	Σx^2
	5	6
	\bar{X}	\bar{X}
	0.2941	0.3529
	SD	SD
	0.4556	0.4778

N = 17 per group; F = 1.0487; t = .3675

A critical value of 2.430 is required to reject a null hypothesis at the .01 level of significance for a one-tailed test of the t-distribution. The t-test was computed and a value of .3675 resulted with 30 degrees of freedom. Therefore, for this sample, we cannot reject the null hypothesis. Simon's values clarification strategies, over a sixteen-week period, did not show an experimental effect on the value-related behavior of drifting as measured by trained, external observers.

Results Related to Observed Conformity

In Table V the rating scores of the acuteness of observed conformity in the classroom are listed. The mean rating scores of the two groups are compared using the student's t statistic. The variance of the two samples was first compared by the F ratio. Using 30 for the degrees of freedom, a critical value of 2.31 was needed to reject equal variances. An F value of 0.000 was computed. Therefore, a student's t was computed for equal population variances.

A critical value of 2.430 is required to reject a null hypothesis at the .01 level of significance for a one-tailed test of the t-distribution. The t-test was computed and a value of 1.0407 resulted with 30 degrees of freedom. Therefore, for this sample, we cannot reject the null hypothesis. Simon's values clarification strategies, over a sixteen-week period, did not show an experimental effect on the value-oriented behavior of conformity as measured by trained, external observers.

Results Related to Observed Dissension

In Table VI the rating scores of the acuteness of observed dissension in the classroom are listed. The mean rating scores of the two groups are

TABLE V
 DISTRIBUTION OF SCORES FOR THE ACUTENESS
 OF OBSERVED CONFORMITY

Student	Experimental Group	Control Group
1	0	0
2	0	0
3	0	3
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
15	0	0
16	0	0
17	<u>0</u>	<u>0</u>
	Σx	1
	Σx^2	1
	\bar{X}	0.0588
	SD	0.2352

N = 17 per group; F = 0; t = 1.0407.

TABLE VI
 DISTRIBUTION OF SCORES FOR THE ACUTENESS
 OF OBSERVED DISSENSION

Student	Experimental Group	Control Group
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	1
9	0	0
10	0	0
11	0	0
12	0	0
13	0	0
14	0	0
15	0	0
16	0	0
17	<u>0</u>	<u>0</u>
	Σx	1
	Σx^2	1
	\bar{X}	0.0588
	SD	0.2352

N = 17 per group; F = 0; t = 1.0407.

TABLE VII
DISTRIBUTION OF SCORES FOR THE ACUTENESS OF OBSERVED
VALUE-RELATED BEHAVIOR PROBLEMS

Behavior	Experimental Group	Control Group
Apathy	79	82
Flightiness	0	2
Uncertainty	0	0
Inconsistency	0	0
Drifting	5	6
Conformity	0	1
Dissension	0	1
Role-Playing	0	0

compared using the student's t statistic. The variance of the two samples was first compared by the F ratio. Using 30 degrees of freedom, a critical value of 2.80 was needed to reject equal variances. An F value of 0.000 was computed. Therefore, a student's t was computed for equal population variances.

A critical value of 2.430 is required to reject a null hypothesis at the .01 level of significance for a one-tailed test of the t-distribution. The t-test was computed and a value of 1.0407 resulted with 30 degrees of freedom. Therefore, for this sample we cannot reject the null hypothesis. Simon's values clarification strategies, over a sixteen-week period, did not show an experimental effect on the value-related behavior of dissension as measured by trained, external observers.

Discussion

A reason for expecting ease in making value-related choices to result after values clarification strategies over sixteen weeks is that the participation gave the students the opportunity to voice their opinions and make choices. It has appeared throughout the year (by observation and by talking to students) that they were seldom if ever given this opportunity in other classes or at home. Class discussions centered more on subject matter or the factual level, rather than on opinions or the values level. At school and at home certain rules are stressed and the students know exactly what is expected of them, leaving little room for decisions at this age (as expressed by students in this study). Therefore, they did not have the opportunity to learn or practice the decision-making process regularly until they participated in the values clarification strategies. However, participation in the group did not have a statistically

significant effect on ease in making value-related choices at the .01 level. The researcher believes that further study is needed as is explained in the recommendations section.

Participation in the group did not have a significant effect on value-related behaviors. However, several factors must be considered. In the past direct observation of students has not been used at this school. The students, therefore, often appeared uncomfortable. They watched the observers and many openly complained about that situation. It cannot be known at this point how this affected their behavior.

It also appeared that the teachers were uncomfortable with the observers. One of the three asked repeatedly why the observers had come, even though he had previously been given a detailed explanation. Two of the three teachers involved cut the class short and gave the students a study period toward the end of the hour. If the teachers were in fact nervous, their behavior may have affected the performance of the students.

Finally, there appeared to be three factors that may account for the findings reported earlier. Failure to find statistical significance could be a result of difficulty within Simon's theory of the valuing process. However, these results could be due to a fault with the design of this study. The findings could be due to inappropriate instrumentation. Caution should be taken in interpreting the results until further study has been completed.

Summary of the Findings

Participation for sixteen weeks in a group using Simon's values clarification strategies did not have a significant effect at the .01 level of significance on ease in making value-related choices.

Participation in this group did not have a significant effect at the .01 level on the observed occurrence of the value-related behaviors of apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role-playing.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if the participation in values clarification strategies over 16 weeks would lead to ease in making value-related choices in seventh and eighth grade students, and to determine if participation in values clarification strategies over 16 weeks would result in less acute value-related behaviors of apathy, flightiness, uncertainty, inconsistency, drifting, conformity, dissension, and role-playing, as observed by trained observers.

Each subject was administered the "Differential Value Inventory" by the experimenter before observed value-related behaviors were measured by observation and scores compiled with the use of the "Form for Measuring the Degree of Value-Related Behavior Problems."

A statistically significant effect was not found between participation and nonparticipation over 16 weeks with values clarification strategies and ease in making value-related choices. Also, the observed occurrence of value-related behaviors was not found to be statistically significant for this sample.

Conclusions

The conclusions are:

1. Results of the "Differential Values Inventory" did not show

significantly higher scores for the experimental group than for the control group, indicating that there was not a significant relationship between participation with values clarification strategies and ease in making value-related choices at the .01 level of significance for this study. Administering this instrument, the researcher noted that members of the experimental group appeared to have a more serious attitude toward the test. They were less frequently distracted by noises and they appeared to take longer with each question, often looking up as if in deep thought. Even though no statistical significance was found in this study, it is possible that the values clarification group did accomplish the goal of aiding students in the decision-making process. Taking a longer period of time to answer the questions could indicate that the students in the experimental group weighed the consequences of a decision more seriously as compared to students who rushed through the test.

2. Findings of the three trained observers showed that the observed occurrences of apathy, flightiness, drifting, conformity, and dissension were not statistically significant. The observers did not note an observed occurrence of uncertainty, inconsistency, or role-playing for either group. Observation of value-related behaviors was done by trained observers rather than by the experimenter in order to lessen the possibility of subjectivity due to researcher bias. The lack of a displayed behavior defined as apathy does not necessarily mean that the feeling of apathy does not exist at that time for that subject. The lack of a significant difference between the two groups related to value-related behaviors has implications only for displayed behavior and not for internal feelings.

Recommendations

With the pace and complexity of modern life, people are presented with more and more opportunities. Throughout his life a person today is faced with many more choices and decisions to make. The review of literature in this study points out several researchers who believe that decisions are based on values. The review of literature also indicates that there is a significant relationship between participation in values clarification strategies and ease in making value-related choices.

1. It is recommended that educators seek out new programs which propose to meet the needs of youth in today's society related to the strong focus on the decision-making process. As one method of meeting this goal, it is recommended that valuing processes be further studied in the public schools. As the literature review indicates, this could be done by implementing values clarification strategies into subject matter classrooms or as a separate unit.

2. The review of literature indicates that participation in values clarification strategies leads to greater ease in making value-related choices. It is recommended that further research be conducted to determine if there is a statistically significant effect on the relationship between values clarification strategies and ease in making value-related choices when participation takes place for more than 16 weeks, when smaller groups are used, or when comparing such factors as age, sex, or geographical location.

3. While the literature review indicated that participation in values clarification strategies would have an effect on value-related behavior, the present study showed that there was not a significant relationship between the two for this sample as reported by trained observers.

It is recommended that further research be conducted to determine if participation in values clarification strategies has an experimental effect on value-related behavior when observation takes place over a longer period of time.

4. It is recommended that further research be conducted to determine if participation in values clarification strategies has a significant experimental effect on value-related behavior when participation in values clarification groups takes place for more than 16 weeks.

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APPENDIX A

OBSERVATION TALLY SHEET

Grade _____

Date _____

	Student	Student	Student	Student	Student	Student
Apathy Acuteness						
Flightiness Acuteness						
Uncertainty Acuteness						
Inconsistency Acuteness						
Drifting Acuteness						
Conformity Acuteness						
Dissension Acuteness						
Role-Playing Acuteness						

Please indicate each student's name at the top of each column. Each time a behavior is observed, make a tally mark in the box beside the behavior name. At the end of the hour, judge the overall acuteness by the following scale and indicate the appropriate number for each student in the box beside the behavior name.

Acuteness Scale

- 0--Not at all
- 1--Extremely mild (15 sec)
- 2--Mild (30 sec)
- 3--Medium (45 sec)

- 4--Relatively acute (1 min)
- 5--Acute (1½ min)
- 6--Extremely acute (2 min)

APPENDIX B

FORM FOR MEASURING THE DEGREE OF VALUE-
RELATED BEHAVIOR PROBLEMS

Student Name _____

DIRECTIONS: Please rate the above student on the acuteness with which he exhibits each of the eight types of behaviors listed below. Use the scale provided for your ratings. An elaboration of the meaning of each type of behavior is available if you would like.

Apathetic:	Mean Acuteness _____	Drifting:	Mean Acuteness _____
Flightiness:	Mean Acuteness _____	Conformity:	Mean Acuteness _____
Uncertainty:	Mean Acuteness _____	Dissension:	Mean Acuteness _____
Inconsistency:	Mean Acuteness _____	Role-Playing:	Mean Acuteness _____

Acuteness Scale

- 0--Not at all
- 1--Extremely mild (15 sec)
- 2--Mild (30 sec)
- 3--Medium (45 sec)
- 4--Relatively acute (1 min)
- 5--Acute (1½ min)
- 6--Extremely acute (2 min)

1. The apathetic, listless, disinterested child

This child lacks interest in almost everything. He often goes through the motions expected of him, but he just does not care. He is passive and indifferent. He looks out windows, fools with things in his pockets, daydreams frequently, and gets excited about almost nothing. He is difficult to motivate and often a school drop-out. The words "apathetic" and "disinterested" suit him well.

2. The flighty child

This 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. The very uncertain child

Some children seem unable to make up their minds--not sometimes, but almost always. Simple choices throw such a child into a quandary. He takes a long time with decisions. He 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. The very inconsistent child

This type of child supports one thing today and supports just the opposite tomorrow. Now he is for integration; later he will likely be for segregation. Or 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. The drifting child

Some people seem to drift through life. No purposes seem to guide them. They seem not even bothered by worries. Nothing seems very important. They take what comes without trying to change things or themselves. They respond, but not with gusto. They almost never get deeply involved. They do not seem to expect much and they do not seem to give much. Their manner is typically lackadaisical and it seems appropriate to refer to them as "drifters."

6. The overconforming child

This type of child will expend great efforts in trying 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. The overconforming 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. The overdissenting child

Most children dissent sometimes, but some children seem to be persistent, nagging dissenters, finding fault whenever they can, picking and complaining at all but invisible stimuli. This type of child does not seem to be a rational dissenter, although he will oftentimes be very skillfull at making up arguments when he needs them. The dissension seems irrational. It almost seems as if he likes to be different and thrives on contention. It is as if, not having a value pattern of his own, he gets his identity by opposing others, and especially those in authority. This kind of nagging dissenter is not a very pleasant person with whom to deal.

8. The role-playing child

Finally we note the poseur, the child 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. We call this type of child a poseur or a role-player.

APPENDIX C

D-V INVENTORY

INSTRUCTIONS: This questionnaire consists of a number of statements about things which you may think you ought or ought not do and feel. These statements are arranged in pairs as in the example below.

1. A. Be reliable.
B. Be friendly.
2. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

There are really two parts to each question. First, you are to choose between A and B in the first part. Second, you are to choose between a, b, c, d, or e in the second part of the question, indicating whether the choice you made between A and B was very difficult, somewhat difficult, neither difficult nor easy, somewhat easy, or very easy for you to make.

You are to choose between A or B. Depending on your choice, you will mark A or B on the separate answer sheet. You do not use column "C," "D" or "E" for the first part of the paired questions.

Here is another example:

3. A. Work on a project with others.
B. Work on a project alone.
4. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

To help you make the required choice, when reading the item to yourself, precede each statement with the phrase, "I ought to..." That is, in the example given above, you choose the item which is most desirable for you. If you feel that you ought to work on a project with others, you should mark A on the separate answer sheet, thus:

3. A B C D E
 : : : : : : : : : : : : : : : : : : : :

If you feel more strongly about B than A, mark B, thus:

3. A B C D E
 : : : : : : : : : : : : : : : : : : : :

For example, if you choose A but the choice was somewhat easy to make, you mark A for question 3 and D for question 4 on the answer sheet.

4. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

A B C D E
 :::: :::: :::: ~~::::~~ ::::

Be sure to blacken the space between the two dotted lines under each letter you choose using the special pencil which has been given to you. If you must erase, do so completely.

This is not a test. There are no right or wrong answers. Your choices should be a description of how you think you ought to act or feel. Do not skip any items. Write only on the answer sheet.

Choose A or B. Then mark in the next question A, B, C, D, or E, so it corresponds to the previous choice. Precede each statement with the phrase, "I ought to. . . ."

1. A. Work harder than most of those in my class.
B. Work at least as hard as most of those in my class.
2. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
3. A. Do things which most other people do.
B. Do things which are out-of-the-ordinary.
4. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
5. A. Have my own ideas about politics and religion.
B. Try to agree with others on these matters.
6. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
7. A. Enjoy myself doing things with others.
B. Enjoy myself doing many things alone.
8. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
9. A. Attain a higher position than my father or mother attained.
B. Enjoy more of the good things of life than my father and mother enjoyed.

10. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
11. A. Feel that the future is uncertain and unpredictable.
B. Feel that the future is full of opportunities for me.
12. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
13. A. Feel that happiness is the most important thing in life to me.
B. Feel that enduring suffering and pain is important for me in the long run.
14. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
15. A. Rely on the advice of others in making decisions.
B. Be independent of others in making decisions.
16. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
17. A. Feel it is my duty to save as much money as I can.
B. Feel that saving is good but not to the extent that I must deprive myself of all present enjoyment.
18. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
19. A. Put ten dollars in the bank.
B. Spend five of the ten dollars enjoying myself with my friends.
20. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
21. A. Spend enough on clothes to dress as well as my friends.
B. Spend less on clothes in order to save for future needs.
22. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
23. A. Put in long hours of work without distraction.
B. Feel that I can't work long hours without distraction but I'll get the job done anyway.

24. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
25. A. Feel that it is important to live for the future.
B. Feel that today is important and I should live each day to the fullest.
26. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
27. A. Feel that "right" and "wrong" are relative terms.
B. Feel that I should have strong convictions about what is right or wrong.
28. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
29. A. Work hard to do most things better than others.
B. Work hard at some things and leave others to those who are more qualified than I.
30. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
31. A. Feel that everybody misbehaves once in a while, but the important thing is not to make the same mistake over again.
B. Feel that the most important thing in life is to strive for peace with God.
32. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
33. A. Feel that work is important; fun is not important.
B. Feel that all work and no play makes Jack a dull boy.
34. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
35. A. Feel that what others think about right and wrong should influence my thinking.
B. Feel that my convictions about right and wrong are most important.
36. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

37. A. Defend my ideas about right and wrong.
B. Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.
38. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
39. A. Make as many social contacts as possible.
B. Be willing to sacrifice myself for the sake of a better world.
40. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
41. A. Get all my work done on my own.
B. Get my work done with the help of others if I am allowed to and this saves time.
42. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
43. A. Wear clothes similar to those of my friends.
B. Dress modestly even though this makes me different than my friends.
44. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
45. A. Work hard only if I am paid accordingly.
B. Work hard at doing something original regardless of pay.
46. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
47. A. Get a job which will allow me to enjoy some of the luxuries of life.
B. Get a job which will make me a success in life.
48. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
49. A. Be able to solve difficult problems and puzzles.
B. Feel that difficult problems and puzzles are good for some people but are not for everybody.

50. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
51. A. Feel that style is more important than quality in clothes.
B. Feel that quality is more important than style in clothes.
52. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
53. A. Say what I think is right about things.
B. Think of the effect on others before I speak.
54. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
55. A. Feel comfortable getting the same grades as most of the people in my class.
B. Feel comfortable near the head of the class.
56. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
57. A. Have my own firm ideas about correct behavior.
B. Look to others for the kind of behavior which is approved by the group.
58. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
59. A. Feel that discipline in the modern school is not as strict as it should be.
B. Feel that the change from strict discipline in the modern school is a good one.
60. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
61. A. Feel that the most important thing in school is to gain knowledge useful to me in the future.
B. Feel that the most important thing in school is to learn to get along well with people.
62. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

63. A. Do things without regard to what others may think.
B. Do things which allow me to have fun and be happy.
64. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
65. A. Register for a course which is very interesting to me, whether or not it will do me some good later on.
B. Register for a course which is uninteresting to me but which will do me some good later on.
66. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
67. A. Go to a school affair to enjoy myself being with people.
B. Go to a school affair because it is my duty to be loyal to my school.
68. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
69. A. Feel it is right to spend less for clothes in order to save for the future.
B. Feel that whether one wants to spend more for clothes and save less or vice versa is a matter of opinion.
70. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
71. A. Do things which very few others can do.
B. Do things cooperatively with others.
72. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
73. A. Use the same expressions my friends use so that they won't think I'm odd.
B. Speak in the most proper way.
74. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
75. A. Feel that it is right to save for the future.
B. Feel that whether or not it is right to save for the future is up to the individual.

76. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
77. A. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as I would like it to be.
B. Choose a job in which I can work with many interesting people.
78. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
79. A. Mix in a little pleasure with my work so that I don't get bored.
B. Keep at a job until it is finished.
80. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
81. A. Get as much pleasure as I can out of life now.
B. Stand by my convictions.
82. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
83. A. Feel that everybody misbehaves once in a while, but the important thing is not to make the same mistake over again.
B. Feel guilty when I misbehave and misbehave and expect to be punished.
84. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
85. A. Have less freedom in the classroom.
B. Have more freedom in the classroom.
86. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
87. A. Be very ambitious.
B. Be very sociable.
88. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

89. A. Choose a job in which I'll earn as much as most of my friends.
B. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.
90. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
91. A. Feel that happiness is the most important thing in life.
B. Feel that being respected is the most important thing in life.
92. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
93. A. Feel that more "old-fashioned whippings" are needed today.
B. Feel that "old-fashioned whippings" do the child more harm than good.
94. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
95. A. Exert every effort to be more successful this year than I was last year.
B. Be content with a reasonable amount of success and live longer.
96. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
97. A. Try very hard to overcome my emotions.
B. Get as much pleasure as I can out of life.
98. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
99. A. Feel it is important to be more successful this year than I was last year.
B. Feel it is important to get along well with others.
100. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
101. A. Feel that children are born good.
A. Feel that children are born sinful.

102. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
103. A. Spend as much time as I can in working independently.
B. Spend as much time as I can in having fun.
104. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
105. A. Deny myself enjoyment for the present for better things in the future.
B. Be able to have as much enjoyment as my friends have.
106. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
107. A. Feel that it is right to be very ambitious.
B. Feel that it may or may not be right to be very ambitious depending on the individual.
108. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
109. A. Choose to work with people I like in a job I don't like.
B. Choose to work with people I don't like in a job I like.
110. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
111. A. Work as hard as I can in order to be successful.
B. Work as hard as I can in order to enjoy some of the luxuries of life.
112. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.
113. A. Strive to be an expert in something.
B. Do many things quite well but not be an expert in anything.
114. This choice was (a) Very difficult for me to make; (b) Somewhat difficult for me to make; (c) Neither difficult nor easy for me to make; (d) Somewhat easy for me to make; (e) Very easy for me to make.

APPENDIX D

VALUES CLARIFICATION STRATEGIES LISTED BY SEQUENCE

Meeting Number	Strategy Name	Purpose
1	A Long Life and A Merry One	1,2,3
	R.I.P.	1,4
2	Days of Delight	1,2,4,5
3	A High Score: Two Dozen Things I Love to Do	1,2,3,4,5,6,7
	Discoveries	4,6,7
4	Reflections	1,2,3,4,6
5	Priorities	2,3
6	Priorities	2,3
7	A Matter of Pride	3,4
8	Interacting Opposites	1,2,3,4,6
9	A Christmas Gift of Love	4
10	I Resolve . . .	1,2,3,4
11	Contracts With Myself	5,6,7
12	Take Shelter	1,2,3,4,5
13	Slice of Life	1,6,7
14	Priorities	2,3
15	Coat of Arms	4,5
16	Telegrams for Action	1,2,3,4,6

Appendix E contains a description of each strategy taken from Sidney Simon, Meeting Yourself Halfway, Niles, Ill.: Argus Communications, 1974.

APPENDIX E

DESCRIPTION OF VALUES CLARIFICATION STRATEGIES

Meeting One--A Long Life and A Merry One

The intent of "A Long Life and A Merry One" was to emphasize that the reality of death is not as important as the reality of life and how we live. Students were given the opportunity to publicly affirm values that were chosen freely from alternatives.

The group members took a piece of paper and drew a line across the face of it. The researcher demonstrated this and following steps on the blackboard. The students then placed dots at each end of the line. The student's birth date was written under the dot at the left and the student's estimated date of death was written under the dot at the right. A dot representing the present date was placed between. The students were asked to write down their accomplishments between the birth date and the present date. Between the present date and the death date they were asked to write what they would like to accomplish. The researcher emphasized that accomplishment here meant making the most of oneself. The students took a few minutes to think and to do the exercise. The researcher then asked if anyone would like to share his life line with the group. Three students volunteered. Many others insisted that they had accomplished nothing. After hearing from the three volunteers and discussing their accomplishments, the group went on to the next strategy, "Rest in Peace."

Rest in Peace

The purpose of "Rest in Peace" was to give students the opportunity to examine the quality of their lives, noting how much they prized the choices they made. The group members imagined that they were on the obituary staff of a newspaper where obituaries of famous people were often written before their death so that it would be ready to print in a moment's notice when the person died. The group members then imagined that they had been called on to write their own obituaries. They used the following formula:

Henry Jones, age ____, died today from _____.

He is survived by _____.

At the time of his death, his principle endeavor was _____.

He will be honored for _____.

He will be remembered by _____ because _____.

He made contributions in the areas of _____.

He always hoped that he would _____.

The interment will be _____.

Flowers may be sent _____.

In lieu of flowers _____.

After taking a proper length of time to write the obituaries, the group members volunteered to publicly affirm what they had written. Many of the students volunteered. The remainder of the hour was spent listening to and discussing various obituary notices.

Meeting Two--Days of Delight

The purpose of "Days of Delight" was to give the group members the

opportunity to clarify what they wanted out of life. They were then able to publicly affirm the values they prized after choosing freely from among alternatives.

The group members imagined two ideal days. They then wrote a brief account or outline of these 48 hours. When they completed the writing, several students volunteered to describe to the group their ideal 48 hours. This stimulated questions and discussion from other group members. The group then proceeded to "A High Score: Two Dozen Things I Love to Do."

Meeting Three--A High Score: Two Dozen

Things I Love to Do

The purpose of this strategy was to encourage group members to examine what they were getting out of life. This involved examining values and behavior that they prized to determine if it had been chosen freely, from alternatives and after due reflection. If so, they were asked if they could publicly affirm it and act on it repeatedly.

The researcher passed out papers and pencils and the group wrote the numbers 1 through 24 down the middle of the paper. To the left of the numbers they were asked to draw vertical lines dividing that part into seven columns. To the right of the numbers they listed 24 things that they most liked to do. On the left side of the numbers they gave the following information which was written on the blackboard.

1. Put an M (for me) by those things you like to do alone.
Put an O (for others) by the things you like to do with others.
Put M-O if you can go either way.
2. Put a \$ by an activity that costs more than \$5.

3. Put an NP (not previously) by those situations that would not have been important to you a few years ago.
4. Put an S by those things that tend to be spontaneous and a PA by those things you most plan ahead for.
5. Number the five most important things in order of preference.
6. Write the approximate date of the last time you did each of the 24 activities.
7. Write VO by each activity you do very often. Write S by each activity you do sometimes. Write HE by each activity you do hardly ever.
8. Put an X by those activities that you want someone you love to love doing.
9. Place the letter V by those activities that you know you are admired for.
10. Put the number 52 by those activities that you would want to do at least once each week for the rest of your life.

After completing this coding the group got into small groups of two or three to discuss what they had learned about the type of activities they like. The researcher emphasized questions 6 and 7 by asking how many students found that there were a lot of activities they liked that they seldom did. Of those who answered "Yes" the researcher asked each to think about why this was the case and what could be done to change it. This strategy easily carried on to "Discoveries."

Discoveries

The purpose of "Discoveries" was to compliment "A High Score: Two

Dozen Things I Love to Do" by giving students a chance to look for trends and patterns in their behavior that they prize and could publicly affirm.

The researcher wrote the following sentences on the blackboard and asked the group members to answer them on paper and discuss them in their small groups.

I learned that I. . . .

I was surprised that I. . . .

I remembered. . . .

I found it hard to believe. . . .

I was saddened that I. . . .

I enjoyed. . . .

I never knew. . . .

I plan to change. . . .

Meeting Four--Reflections

The purpose of "Reflections" was to create a method of reviewing the events of the week. This created a good opportunity to determine which events had been chosen freely, from alternatives, after due reflection, and to determine which were prized and would be acted upon. The strategy had four parts directed at the present and future but based on the past. The group members took a standard size sheet of paper and folded it into quarters. The researcher demonstrated. In the first section or Highpoints quarter, the group wrote where they were at that time the previous week. They then listed eight or nine high points of the entire week, starring the two highest. Following this there was lively discussion among group members. The researcher asked the group to think about what they could do to increase the high points of the next week.

In the second quarter the group wrote first names of people in answering the question, "Who was I in emphatic agreement with this week?" The researcher then asked the group to analyze who these people were, such as people we depend on or who depend on us, superiors, friends, family, etc.

In the third quarter the group answered the question, "What plans did I make for the future this week?" The researcher then asked the group what they had done to meet those plans.

In the fourth quarter the group listed ways they could have made their week better.

After each quarter group members took time to write their answers and share their thoughts with the group voluntarily.

Meeting Five--Priorities

The purpose of "Priorities" was to give the group members the opportunity to rank choices that they had made freely from alternatives and to defend those choices. This strategy illustrated the need to be able to establish priorities and it gave group members experience in making decisions.

The researcher made a list of six questions and possible answers. These were Xeroxed and distributed to the group members. Each question had three possible answers. The members were to rank order a first, second, and third choice for each question. They did this individually after giving thought to the consequences. After each group member had finished ranking all six questions, the group went back together, discussing each one and giving reasons for different answers and possible

consequences. This stimulated a great deal of lively discussion. Following are the questions used:

1. Your parents are going to celebrate their twenty-fifth wedding anniversary. What would you do for them?
 - Invite them to dinner at a fancy restaurant and get tickets for a movie or a show.
 - Make plans to throw a big party for them and all of their friends.
 - Give them an expensive gift (something they have always wanted).

2. You have only one parent and he or she is getting very old and somewhat senile. You have your personal responsibilities toward your own family and spouse. What would you do?
 - Make arrangements to have your parent transferred to a nursing home nearby.
 - Provide a small apartment or some other independent living situation.
 - Make provision in your own home and invite your parent to share your living arrangement.

3. Your brother and sister-in-law are having serious marital problems, problems which neither of them can resolve. What would you like for them to do?
 - Initiate legal action for a divorce.
 - Mutually agree to a separation and take responsibility for the children on a rotating basis.
 - In spite of the estranged nature of their relationship, stay together for the good of the children.

4. Your birthday is coming up next week. What would you like your husband/wife to give you on this occasion?
 - \$15.00 to purchase your own gift.
 - A \$15.00 present of his or her own selection.
 - A gift that was specially made by him or her for you.

5. Your best friend has spent a great deal of time selecting a present for you. He or she personally gave it to you. You realize all this but really do not like the present. What would you do?
 - Take the present back to the store and establish credit for the future without telling your friend.
 - Say thank you and keep the present without giving any indication of your real feelings.

- Tell your friend that you appreciate his or her thoughtfulness, but that you honestly don't like it.
6. You are scanning the job market for employment. Which of the following positions would you prefer?
- Easy but physically exhausting and dirty work for a \$300.00 a week salary, no challenge involved.
- Difficult, long hours of dirty work for a \$400.00 a week salary.
- Pleasant, simple work for a \$200.00 a week salary.

Meeting Six--Priorities

The strategy used here was identical to the strategy used in meeting five except that a different list of questions was used. Following are the questions.

1. A close relative just surprised you by giving you a \$50.00 gift. What would you do with it?
- Deposit it in your savings account immediately.
- Take a much desired trip.
- Throw a big party for your friends.
2. You consider yourself a good, religious person. It is Sunday morning. What would you do that would most express your religious beliefs?
- Play some of your classical, religious music on the record player.
- Go to church to hear a moving sermon by the minister.
- Prepare for a big noon brunch for the whole family.
4. The population problem is very serious and involves every country on this planet. What steps would you encourage to help resolve the problem?
- Volunteer to organize birth-control information centers throughout the country.
- Join a pro-abortion lobbying group.
- Encourage the limitation of two children per family and have the parents sterilized to prevent future births.
5. Pretend that for half a year you have been a guest with a family that has very strong religious beliefs. They go to church every Sunday morning without fail. Their religious affiliation is different from yours. Which would you do?

- Go with them to their church service.
 - Go to a church of your religious affiliation.
 - Stay at home and not go to church.
5. Imagine that you are all alone on an island in the South Pacific. Which would you want to have along?
- The Encyclopaedia Britannica.
 - The Holy Bible.
 - The writings of William Shakespeare.
6. Most of us find it difficult to accept the death of a parent or a close friend. Which would you find most painful to accept?
- The death of your father or mother.
 - The death of your husband or wife.
 - The death of your closest friend.

Meeting Seven--A Matter of Pride

The purpose of this strategy was to encourage group members to think about what they have to be proud of and to give them the opportunity to publicly affirm it after careful consideration. The researcher made a check list to help the members remember things they have to be proud of. This was Xeroxed and passed to the group members. The members filled in as many items as they could. After some time for due reflection and writing, the members discussed with the group those things they were most proud of. Following is the check list:

Something that I recently made as a gift for someone special.

My ability to organize my work.

Some aspects of my last year's vacation.

My response to the energy crisis.

My savings account.

My family.

What I can accomplish independently of others.

My many good and loyal friendships.

My difficult decision within the last year that required a risk.

A sports accomplishment.

The way I responded to a friend who was in need.

My nationality and family customs.

Something I did that is a source of satisfaction.

Meeting Eight--Interacting Opposites

The purpose of this strategy was to give group members the opportunity to look at some opposing forces in their lives while going through the process of choosing freely, choosing from among alternatives and after due reflection, prizing, and acting.

The group members divided a sheet of paper into four quarters. The researcher then demonstrated this. The group then listed, in the first quarter, ten people they liked to be with. In the next quarter they listed ten places they liked to go. In the third quarter they listed ten people they didn't like to be with. In the fourth quarter they listed ten places they didn't like to go. In initiating discussion, the researcher then asked for volunteers to respond to the group on the following questions:

What would happen if you took the ten people you like to the ten places you don't like?

If you took the people you don't like to the places you do like, would it ruin those places?

What changes would you have to make in the places you don't like to make them places you do like? Is that possible?

How often have you taken the people you like to be with to the places you like to be in? What more do you know about yourself, other people, and places?

Meeting Nine--A Christmas Gift of Love

The purpose of "A Christmas Gift of Love" was to help the group to look at the way they give gifts at any time of the year and to look at what they prize.

The researcher led the group by demonstrating how to divide a sheet of paper into four columns from top to bottom. The students then listed five close friends and three family members in the first column. In the second column they listed the gifts they gave to those people last Christmas or the gifts they would give this Christmas. In the third column they listed a gift of the spirit for each person, such as love or kindness, that would most help that person. In the fourth column they listed intangible gifts that each of these people might give them.

The exercise took the group longer than the previous ones. As they filled the columns, they shared ideas. The researcher then asked them to think about how and when they might go about giving these intangible gifts.

Meeting Ten--I Resolve

The purpose of this strategy was to help the group members make a better plan of action for the future after careful consideration.

The researcher demonstrated while the group members divided a sheet of paper into three vertical columns. In the first column they listed all the resolutions they plan to make or need to make. In the second column they listed what they thought they would gain if the resolution was accomplished. In the third column they listed the five most valuable resolution in rank order. The group members discussed why they chose

their resolutions. The researcher asked if these were resolutions that could really be achieved. At this point they went on to the next strategy, "Contracts With Myself."

Meeting Eleven--Contracts With Myself

The purpose of this strategy was to give the group members the opportunity to publicly affirm the resolutions made the previous meeting while making plans to act upon them in a repeated pattern.

The researcher gave them two copies of a contract to fill out concerning their resolutions. They kept one copy and returned the other to the researcher with the idea that on the last group meeting, six weeks away, the researcher would read the contracts and reward the student if he could say he kept his contract. As the students made their contracts, the researcher asked how they would meet those resolutions and what time of day or with whom these promises would be kept. The group members read their contracts to the group, asking for ideas and stating how, if at all, others could help with the resolution. A copy of the contract follows.

Meeting Twelve--Take Shelter

The purpose of this strategy was to give the group members the opportunity to get in touch with the values of others while choosing freely, from alternatives, and after due reflection. It also gave group members the opportunity to think about what they prize and publicly affirm it.

The group members divided into small groups of five. The researcher then described an imaginary situation. The groups were told to imagine that they were responsible for the welfare of Human Ecology Communes

I,

make this contract, that by

I will live by the following resolution:

I will give a copy of this to the group leader who will contact me by the due date to celebrate with me the completion of this contract and at which time we will all celebrate the completion of a successful nine weeks.

Your Signature

throughout the world. These communes brought together a variety of different kinds of people from all areas of life to see if humans of widely differing backgrounds and outlooks could live together peaceably and productively. Suddenly the "life balance" at one of these communes was dangerously upset because of unauthorized nuclear experimentation. The lives of all commune members were imperiled by radioactivity. There were ten people at the commune, but enough water, food, air, and space in their anti-radiation shelter for only six of the people for three months, the length of time they will have to spend in the shelter. The group imagined it was their responsibility to decide which six people would to into the shelter and live.

The researcher gave each person a Xeroxed copy of a description of the ten people in the commune. The group members were told that within each group they had only 30 minutes to come to an agreement on six people. At that time the groups came together and each group explained their reasoning. A description of the ten people follows:

1. Nuclear scientist; age 47; his careless experiments caused the dangerous radioactivity
2. His wife; four months pregnant
3. Marxist revolutionary; third-year medical student
4. Famous psychologist-author; 60 years old
5. Television celebrity; host of innumerable talk shows
6. Brilliant female statistician; 25 years old
7. Alcoholic priest; 50 years old
8. Professional football player; very low IQ
9. High school sophomore and majorette
10. Former presidential assistant; disbarred lawyer; clever but shifty.

Meeting Thirteen--Slice of Life

The purpose of this strategy was to give group members the opportunity to look at a pattern of action in their lives and reflect on the ultimate purposes in life.

The researcher demonstrated on the blackboard while the group members drew a large circle or pie on a piece of paper representing one day. They then divided the pie into four quarters using dotted lines. Each slice represented six hours. They thought about a typical day and decided how many hours they spend sleeping, working, with friends, alone, doing chores, or other activities. They indicated this on the pie, indicating the time spent on each activity so that the time added up to 24 hours. After doing this there was a little discussion. They then drew another pie indicating ideally how they would spend 24 hours. After this section of the strategy there was much discussion as to the differences in the two pies and methods each could use to make their day more ideal.

Meeting Fourteen--Priorities

The strategy used here was identical to the strategy used in Meeting Five except that a different list of questions was used. Following are the questions:

1. If you had to make a choice, which of the following would you most not want to be?
 - Paraplegic
 - Deaf and dumb
 - Blind

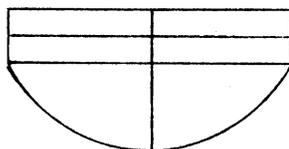
2. Which of the following categories would you not want to associate with?
 - Shoplifters

- Drug pushers
- Confidence men
3. What would you feel most capable of doing?
- Being a community organizer in an urban inner-city neighborhood
- Spending at least two years in the U.S. Peace Corps
- Donating 5 percent of your income to charitable causes
4. What group of people carries the greatest stigma in today's society?
- Junkies
- Unwed mothers
- Interracial married couples
5. What personal qualities would you like your best friend to have?
- Ability to listen with compassion and understanding of your problem
- Always tell you what you want to hear
- Tells you the truth no matter how much it hurts

Meeting Fifteen--Coat of Arms

The purpose of this strategy was to give the group members the opportunity to reflect upon desirable qualities which they prize and with which they would like to be associated.

The researcher demonstrated on the blackboard while the group drew a coat of arms divided into six sections as follows:



In the sections they answered six questions in order. On all but the last question they used pictures instead of words to answer the questions. In this way the picture more closely resembled a coat of arms and

this forced the group to think in more abstract terms. When the task was finished, the group members took turns showing their pictures and explaining the values they represented. Following are the questions:

1. What do you regard as your greatest personal achievement?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people can do to make you most happy?
4. What do you regard as your own greatest personal failure?
5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?
6. What three words would you most like to have said about you if you died today?

Meeting Sixteen--Telegrams for Action

The purpose of this strategy was to give the group members the opportunity to clearly and concisely state beliefs that are important to them. In doing this they were able to reflect on values that they prize while choosing freely, from among alternatives, and after due reflection. Some made a plan for action.

The group members each took several cards and chose five people to write telegrams to beginning with the words, "I urge that you. . . ." Then they each wrote themselves an "I urge you" telegram. The researcher reminded them that when urging someone toward a decision, this implies accepting the responsibility for that action so the decision must be chosen after careful consideration of the consequences. The group discussed their telegrams and the possibility and consequences of actually sending them.

Toward the end of the meeting the group discussed their success in keeping the resolutions that they had made during meeting ten. They explained their resolutions and what they had done to keep them. All stated that they had kept their resolutions. We then celebrated our success by sharing candy bars.

VITA²

Jackie Lynn Gangi Boyle

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE EFFECTS OF SIMON'S VALUING PROCESS ON
SEVENTH AND EIGHTH GRADE STUDENTS

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Wichita, Kansas, February 21, 1949, the
daughter of Joseph and Marie Gangi.

Education: Graduated from Wichita High School East, Wichita, Kansas,
in May, 1967; received the Bachelor of Arts in Education degree
from Wichita State University, Wichita, Kansas, in May, 1972;
received the Master of Education degree from Wichita State
University, Wichita, Kansas, in May, 1974; completed require-
ments for the Doctor of Education degree at Oklahoma State
University, Stillwater, Oklahoma, in July, 1978.

Professional Experience: Lecturer in Reading Improvement, January,
1974 to August, 1974; promoted to Instructor in Reading Improve-
ment, 1974-1975, at Wichita State University; Reading Special-
ist-Counselor, 1975-1978, Mulhall-Orlando High School.