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ABSTRACT

Traditionally-expressed American values include health, personal dignity, freedom of choice, respect for the rights and humanity of others, the right to love and be loved. A big gap exists, in many instances, between values professed and values actually lived in pursuit of "success." Our children know this, and the result has been a sense of confusion, of frustration, and of alienation, often resulting in embitterment and dropping out. This forum affirms these principles: (1) that society accept the right of persons to pursue life styles that differ from the American mainstream, so long as others are not hurt; and (2) that every child has the right to optimum development. To achieve these goals, general recommendations are made concerning family, media, school, religion, research, and the role of government. Institutions should judge the effects of their policies on the lives of children and correct any practices which belie the values they profess. An appendix comprising one half of the paper gives responses of 10- to 12-year-olds, from three sections of the country, to a Social Values Inventory. (NH)

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CRISIS IN VALUES

Report of Forum 4

1970 White House Conference on Children

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CURRENT STATUS

The forum believes that the continuing crises in American life are precipitated largely by the existing contradiction between the stated values of our institutions and the values implied by their actual behavior. Our children cannot escape being witness to institutions which are dehumanizing and which often allow injustices against the poor, the undefended, the unprepared. Indeed, the daily pattern of living in the American "success syndrome" often involves the compromise, contradiction, or denial of publicly espoused values. And life styles that conflict with the traditional American values are proliferating, often producing inner tension, deep-seated guilt feelings, or a multiple personality carefully guarding itself against exposure.

Through the communications media, direct experience, or the instruction of influential adults, children are involved in the conflict. They must react to the hypocrisy of adults. If they are the deprived victims of dehumanization, they may experience value distortion or become embittered. If they are the children of the affluent, they may become confused or frustrated because of sympathetic identification with the victims of dehumanization; they may adopt adult prejudices or practices, thereby perpetuating the crises; or they may become apathetic and withdrawn, eventually "dropping out" as teenagers and young adults.

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Whatever form the alienation takes, both the affluent "self-centered" child of suburbia and the "deprived-disturbed" child of the ghetto, for different reasons, may reach a similar conclusion -- that a socially suggested value structure which does not coincide with their life experience is irrelevant.*

The realities of our national situation and the need for continuing constructive evaluation of our value orientation are the basic concerns of this forum. The crisis in values will not be resolved by simply passing resolutions or improving a few laws, although these might be necessary reinforcements. The real solution requires a fundamental change in the conflicting value attitudes and actions at every level of our society. A truly free and responsible American society, uniting a variety of cultures, races, and classes in mutual respect, constitutes the American survival agenda. Our generation has the opportunity to achieve this. If we fail to develop an action commitment to social cohesion, individual creativity, and responsible participation, the broadening discontent of angry, disturbed, unhappy people can only lead to the demise of our constitutional democracy.

*In preparing this report and its recommendations, the forum committee sent a questionnaire to 500 elementary children in the Midwest, New England, and the marginal South to determine what particular values they espoused. The responses are included in Appendices A through C.

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Values are defined as principles or standards, explicit or implicit, considered by an individual or group to be worthwhile or desirable and capable of motivating thought and action. Value inspiration breeds a healthy tension between competing alternative choices and the value-motivated pattern of living. Value fulfillment requires effort! Even in primitive cultures man is value-seeking and value-driven. These basic values, however, depend wholly on which aspects of human potential his culture emphasizes.

In America, traditional values have been associated with three dominant influences:

1. Political commitment to constitutional democracy
2. Profit-oriented economy
3. Judeo-Christian religious affirmation.

The American conception of the family, the goals of educational institutions, and private and public agencies bear the impress of these molding forces. This value context is frequently expressed by the phrase "the American way of life."

Although we can identify the prevalent influences, the complexity of American ethnic and cultural influences makes it difficult to specify all the values relevant to the American life style and commitment. A partial list would certainly include:

- Being born physically and mentally healthy
- A sense of personal dignity

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- Freedom to choose among a wide range of options
- Respect for the rights and dignity of others
- The right to love and be loved.

We have chosen not to espouse a specific set of values.

Rather, this forum has adopted two general principles as a basis for solutions to the crisis in values facing our nation. We affirm:

1. The social acceptability of a pluralistic pattern of value orientation, which protects the right of individuals and cultural and ethnic groups to pursue complementary but not necessarily identical life styles, as long as these pursuits do not endanger the security, health, or dignity of other individuals or groups
2. The right of every child to optimum development, regardless of race, economic circumstances, or other superficial encumbrance. Optimum development includes developing healthy, functional identities as well as the judgmental resources necessary for value formation.

Children go through several growth and development sequences on their way toward maturity and integrated life styles. This concept is described by Anna Freud as "line of development" and by Erik Erikson as the "epigenetic principle." Value development is an integral part of this maturational schedule, beginning in the earliest stages of the child's growth. The child must,

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therefore, encounter circumstances and influences favorable to growth, or value formation will be seriously impaired. What happens to a child in any growth stage depends only in part upon his genetic endowment. Vitally important are the care and incentives provided by the adult society which supports and surrounds him.

Stages of Growth

Infancy. Even during their first month, infants differ greatly in their energy, vigor, and patterns of effort. As they perform autonomous, goal-oriented activities, the satisfaction they receive from repeated reinforcement and rewards forms a solid foundation for future efforts. They also develop the capacity for persistence and tolerance of delay -- precursors to commitment to work toward a goal.

Even in the first month, some infants master skills such as visual, motor, and oral-needs control. In addition to giving the infant satisfaction and delight in self-mastery, such achievements induce a favorable response from the mother, father, and others significant to the child.

Also developed in infancy is the capacity for decision-making; for example, choosing to terminate an experience. This skill paves the way for the ability to actively cope with the environment and the capacity for protest which manifests itself more obviously at the toddler stage.

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The infant begins to develop a sense of reality from exerting effort toward a goal, delaying gratification, and perceiving and surmounting obstacles. By the end of his first year, he may be able to accept substitutes -- a prerequisite for channeling his aggressive energies into socially acceptable activities.

During these crucial early months, the child assimilates the value environment provided in the home. If rebuffed, mistreated, or neglected, he may suffer psychic and physical distortions which inhibit positive value orientation.

The Second Year. During his second year, the child further develops his sense of autonomy by dealing successfully with conflicts. The child learns to manage anxiety, handle deprivation and disappointment, and play. His achievements in these areas lay the foundation for pride in accomplishment and work. Severe conflicts over self-feeding or toilet-training, however, may lead to resistance and conflict about responsibility and work later in life.

During the second year, words begin to replace gestures as the child's mode of self-expression and adult vocabulary and meaning begin to play a larger role in his understanding of speech and action. More time is given to play and peer experiences and responsible cooperative efforts with adults increase. The adult living situation continues to make deep impressions on the emerging value judgments of the child.

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The Three- and Four-year-old. The development of a sense of responsibility becomes more evident. The child gains a feeling of achievement and importance if allowed to participate in small chores. If, by this phase, he has a firm foundation for positive work attitudes, he will begin to move into the competitive, aggressive-phallic phase. Through play, he will develop initiative and use aggressive energies constructively and creatively as he continues to clarify roles by identifying with significant adults.

School-age Child. In this period a child must be able to sustain efforts to achieve a goal and continue to learn. Success again leads to a good self image. The child must reconcile his inner character and logical outside demands. He needs home and community resources for sublimation. Unless society provides certain important experiences for the child at appropriate times in his development, some of his biologically rooted potentialities will fail to develop.

During adolescence, the child develops critical attitudes toward parent values and judgments and is greatly influenced by adults and peers outside the home. He manifests a growing interest in society, its problems and contradictions.

Major Influences on Value Formation

The family is the basic unit of influence throughout the early stages of the child's development. When the child begins

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school, the family setting either complements or contradicts the child's outside experience, contributing to his positive motivation or leading to personality conflicts and disturbances. The social consequences of parental failure are well known. If the child finds lack of love, patience, understanding as well as cultural deprivation and emotional frustration at home, he is likely to be apathetic, rebellious, or unfulfilled.

To prevent parental failure and its devastating consequences, we must direct our efforts at providing each family with the economic stability to build a firm base for the child's nurture, growth, and training in value formation during infancy and childhood. Either job opportunities or another form of economic assistance must ensure the economic well-being of every home.

Next to the parents, the schools and churches are the major influences on the growing child. The teacher's values, attitudes, and prejudices, restrictiveness or permissiveness, what and how he teaches, and the strong points and shortcomings of the school system itself profoundly affect a child's development. Our educational institutions must be examined and upgraded. Special emphasis should be placed on ethical reasoning, value formation, and individual ethical choice, rather than on teaching one specific set of values. To be able to provide this instruction teachers must be specially trained in child development and value formation.

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Still another important influence, television, has become a household necessity -- even agencies rendering assistance to dependent families no longer consider it a luxury. This penetrating educational and propaganda device plays a decisive role in shaping the attitudes and values of very young American children. Through television, and other audio-visual media, the outside world, its values and confusions, are brought directly into the child's dwelling place -- perhaps before the child can discriminate or adequately deal with the value kaleidoscope presented to him.

With the help of careful curriculum planning by the schools, children can learn to examine and evaluate the content of television programing and its value affirmations and negations. Special media courses can teach the child to distinguish between reality and fantasy, objectivity and bias, and learn about different life styles, and sets of values.

Our highly industrialized society of machines, technology, and assembly line production often obscures the worker's sense of personal importance, and work easily becomes boring, uninteresting, and unfulfilling. Productive and creative endeavors affirm the value of the individual and strengthen his personal feeling of adequacy and accomplishment. Contributing something of lasting worth to the home or community is a self-rewarding privilege. All child-serving institutions should interpret and assert the positive value of and the meaning of work in terms of our technological society.

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Children are the nation's greatest treasure. Our society's future depends on our children's mental and physical health, creative problem-solving ability, and commitment to superior values.

GOALS

To eradicate the conditions that have made this forum's theme -- Crisis in Values -- an important national issue, we must reach many goals before the next White House Conference on Children.

- All parents and children must be assured moderate -- not minimal -- food, clothing, shelter, and medical care.
- All institutions, including schools, churches, industry, and government, must correct their behavior if it differs from their stated values of respect for the individual, concern for the environment, and justice, equality, and opportunity for all.
- Educational, welfare, and health agencies, private concerns, and the media should also provide parents and children access to training programs in how best to ensure ethical reasoning and value formation in infancy and childhood.
- School curricula should incorporate specific material dealing with human development and ethical reasoning and value formation. Special emphasis should be placed on both individualization and socialization, and on cognitive skills used in reaching rational choices based on mutual respect. Teacher training programs and parent and community participation should be important facets of this program.

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- Teacher training institutes should develop curricula to prepare teachers for working with children in ethical reasoning and value formation.

These goals are intended to improve relationships between groups with differing or conflicting values -- to link young and old, students and university administrators, black and white, and other polarized groups striving for a better world.

RECOMMENDATIONS

The Family

To strengthen the family, the basic unit of positive influence on value formation, this forum fully supports the recommendations of other forums for assured economic well being, the development of preschool opportunities and day care centers, and programs involving value development and expression. We also endorse every effort made to increase the interracial contact of growing children through multi-racial educational, play, and work experiences.

Since a crisis in values is often precipitated by a breakdown in communications between peers or between parents and children, both children and parents could benefit by becoming aware of each other's values. We specifically recommend that communities develop video tapes of parents and children discussing value issues related to child experiences.

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One possible approach is to record children on video tape discussing their own values and problems. This tape could be played back to the parents whose comments could also be taped and shown to the children.

These video dialogues between parents and children could be shown to PTA groups to provoke discussions on value development and expression. Local school boards could make their equipment available for this purpose. The program could benefit parents as well as their children, since parents and potential parents are also often confused about their own values, and even when they have strong value convictions, they may be uncertain about the application of specific values.

The Media and the Schools

To help students develop vital skills for value formation, we recommend that schools use multi-media approaches which emphasize broadcast television, and motion pictures and also include radio, slides, tapes, illustrations, and sound and pictorial transmissions via telephone or computer. A comprehensive multi-media approach should:

- Help the child develop a realistic perception of himself and his relation to others and to his environment
- Make the child aware of the many human conflicts people face

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- Help the child develop empathy for people whose opinions and values differ from his own
- Develop the child's skills in communications media and humanistic criticism and increase his appreciation of media.

To sharpen the child's critical faculties and make him less susceptible to audio-visual images that may confuse his value sensitivities, we recommend that courses discussing the content and form of audio-visual media be developed for the primary and secondary grades. These courses could include popular audio-visual releases with study guides to lead students into a dialogue-type examination of the content and its value affirmations and negations.

We also recommend that curricula, including courses in film making, be developed to teach the child to distinguish between reality and fantasy, the substantial and the superficial, an unbiased documentary and a program slanted toward a particular viewpoint. These activities will require special teacher preparation and a greater expertise in designing curricula.

Community workshops might be designed in which parents and children share audio-visual experiences and discuss and evaluate the media's message. Such discussions could influence crucial decision making in the home.

Through television, children of different ethnic backgrounds can view the same program and, directed by a competent leader,

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discuss it with children in various classrooms via closed circuit TV. Or a student group from these classes could be invited to the studio for a taped discussion of the program just seen. The New York Times, April 2, 1969, reported on a new two-way closed circuit hook-up linking three campuses of the City University of New York, which allows students to witness broadcasts and ask questions of instructors.

We also recommend that television and films dealing with the humanities be used as teaching aids to help children develop values pertinent to contemporary society. The child could be exposed to classical responses to contemporary problems. For example, children studying the generation gap might read Shakespeare's Romeo and Juliet, or see Zeffirelli's film of the play. Those interested in reforming education might read Socrates' comments on education, or view the film To Sir, With Love.

This new approach to education would assist students, teachers, and parents in developing personal values and in respecting those of others. It is based on the belief that skills in value formation are vital throughout life and that these skills can help solve society's problems without critical complications, crisis, and destructiveness.

In brief, the specific guidelines for this recommendation are:

- A multi-media approach
- Production of learning resource materials for personalizing learning and instruction
- The creative process as a fundamental motivation in learning

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- Acquisition, evaluation, and dissemination of existing program materials, with new materials being produced to meet specific needs
- Classroom flexibility allowing a new kind of freedom for student and teacher to explore human values
- A systems approach to curricular development, including teacher training, research and evaluation, and parent participation
- Curriculum accenting current moral issues.

To integrate and consolidate a significant creative endeavor in education, we must develop more humane principles of educational planning. This recommendation is intended to fill this need in an intellectually challenging, but conservative program which, we believe, will contribute substantially to the humanization of man.

Religious Groups

Churches and synagogues have a primary responsibility in the cultivation and reinforcement of values. We recommend that they cultivate respect for different views and life styles by teaching children to appreciate the values expression in other religious or ethical structures as well as their own. Religious and moral education should emphasize that cooperation for the common good supersedes specific differences or disagreements. The teaching of tolerance must not, however, curtail personal

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conviction and courage. A democratic society is bankrupt if its citizens lack the strength of character to risk social disapproval in support of indispensable values such as freedom and respect for personal dignity.

Work and Creativity

We recommend that parents, schools, and all child-serving agencies give high priority to reinterpreting the meaning of work in our technological, industrialized economy so its value-strengthening consequences may be revitalized.

All children should be given opportunities for responsible, meaningful, and rewarding participation in the work required to ensure their own growth, health, and happiness as well as the welfare of others. Doing things for children that they could do themselves -- in whole or in part -- eliminates legitimate work opportunities and gives the child a false conception of normal adult responsibility.

Industrial and craft union organizations must insist upon worker education and involvement in industry decision making to ensure rewarding adult work experiences for our children.

Research

Although existing literature adequately treats the philosophical and historical aspect of values, empirical information is scarce, and new programs teaching children

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the value development and selection process must be based on valid data. We recommend therefore, that the President of the United States and the Congress design and fund a program for accelerated research in values and instruction techniques. This program should include detailed empirical research into value development in dissimilar circumstances and the factors facilitating or deterring the growth of constructive value attitudes and conduct in children.

Specifically, more data is needed on:

- How values facilitate a child's healthy growth and development
- How and why different value climates exist in different schools, homes, churches, and community settings
- How values and changing value structures influence the child's emotional and ethical development
- How and why professed and practised values differ
- How and why a child's value orientations change as he grows
- How child-developed values relate to the social problems of delinquency, school failure, unemployment, drug and alcohol addiction
- How values change in the growing process
- How values are measured
- How values relate to the highly emotional experiences of dissent and violence.

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Child Advocates

Children are the nation's greatest treasure. The future of our society will be determined by their mental and physical health, creative problem-solving ability, and commitment to superior values. We must give them the families which support and nurture them the highest priority. We recommend, therefore, that children be given advocates for their needs and rights at every level of society.

National Level. As recommended by the Joint Commission on the Mental Health of Children, a President's Advisory Council on Children should be implemented immediately. The Council, including representatives from racial/minority groups, should be appointed by the President and answer directly to him. The council should consider:

- Cultivating affirmative values in children
- Assessing all existing programs in the public and private sector
- Recommending legislation to the President and the Congress
- Serving as the continuing advocate for children and child-family welfare at the federal level.

State Level. Within federal guidelines, a State Child Development Agency should define program goals and operating guides for all services required to meet children's value needs. Federal funds should be provided for Child Advocate programs in each state.

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Local Level. Within federal guidelines, a local Child Development Authority would coordinate planning and policy setting for all human services in its political jurisdiction and would organize neighborhood Child Development Councils. At least one local Child Advocacy Council should be established.

Neighborhood Level. A network of Child Development Councils acting as direct child advocates should be federally funded.

Advocacy bodies at all levels -- national, state, local, and neighborhood -- should include professionals, laymen, and citizens. Funds would come directly from federal and state sources and generally be administered according to a state plan developed by the State Advocate Program.

In addition, we recommend that at least one hundred Child Advocate Councils and approximately ten Evaluation Centers be established throughout the nation. The evaluation centers, each in a different type of community, would study, test, and evaluate the goals set by the various Advocate Councils.

The Value Gap

Since the crisis in value stems largely from the discrepancy between espoused values and the actual behavior of our institutions, the following recommendation is the most vital of all. Although we do not discuss the means of implementing it, perhaps the conference in December will be able to do so.

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Since every institution and agency in the nation directly or indirectly affects the value orientation of children, we recommend:

- All public and private institutions should state their operating principles and judge the effect of their policies, image, and priorities on the lives of children.
- To resolve purposeful value contradictions, each institution should take decisive steps to detect and correct practices which belie the basic values they profess.

STATEMENT OF CONCERN

Children are born helpless and totally dependent; adults provide the foundation for their life and development. The first responsibility of the entire American community is to provide the shelter, security, and nurture needed for the full development of every child in the nation.

To children who cannot mature properly because of physical neglect, psychic disturbance, or spiritual depression resulting from poverty, mistreatment, or chronic disadvantage, values can have little meaning. Wholesome values are affirmed and pursued only by wholesome, healthy children. The energies of our nation must be redirected to give first priority to meeting the emotional and physical needs of our children so healthy value formation can become a possibility for all.

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WHITE HOUSE CONFERENCE ON CHILDREN
Crisis in Values Forum

October 9, 1970

APPENDIX A

Responses to Social Values Inventory
By 10-12 Year-Old Children
From New England, Midwest and Marginal South

Question Eliciting
Value Responses

Responses by Children

	<u>f</u>	<u>%</u>
1. Of all the people <u>you know</u> who is the person you most admire?		
Family		
father	45	10
mother	56	12
mother & father	58	12
relatives (sisters, brothers, aunts, uncles)	44	9
grandparents	22	5
Teachers	13	3
Friends		
friends (student, peer)	153	33
friends (adults)	28	6
God	5	1
Entertainers		
recording, movie, & TV stars	6	1
Black recording, movie & TV stars	9	2
Political figures	15	3
Bobby/John Kennedy	3	1
Black political figures	1	0
Sports		
Sports Stars	9	2
Black Sports Stars	1	0
Other	<u>0</u>	<u>0</u>
TOTAL	468	100

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Question Eliciting
Value Responses

Responses by Children

	<u>f</u>	<u>%</u>
2. Of all the people you have seen on TV and in the movies, who is your favorite?		
Movie Stars	42	9
John Wayne	34	7
Rock Hudson	5	1
Jerry Lewis	31	6
Doris Day	13	3
Raquel Welch	10	2
Jim Brown	4	1
Sidney Poitier	2	0
Clint Eastwood	1	0
Sammy Davis, Jr.	2	0
Singers	32	7
Elvis Presley	18	4
Johnny Cash	8	2
Glen Campbell	6	1
Jackson 5	18	4
Barbra Streisand	2	0
Tom Jones	6	1
Political Figures	1	0
Martin Luther King	0	0
Kennedy	0	0
Sports Stars	24	5
TV Stars & Comedians	79	16
Bobby Sherman	45	9
Flip Wilson	18	4
Red Skeleton	7	1
Clarence Williams	0	0
Bill Cosby	8	2
Lucille Ball	6	1
Bob Denver	7	1
Rowan & Martin	1	0
Other	<u>56</u>	<u>12</u>
TOTAL	486	100

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Question Eliciting
Value Responses

Responses by Children

		<u>f</u>	<u>%</u>
3. What kind of person would you want your own boy or girl to be like when he or she grows up?	friendly	17	3
	self-reliant, confident	8	2
	considerate, nice, kind, good, helpful	183	37
	honest	12	2
	loving	4	1
	happy	8	2
	religious	6	1
	polite	17	3
	clean cut, neat	26	5
	good education, smart	45	9
	work hard	11	2
	average	7	1
	career, job	61	12
	other (like _____)	<u>92</u>	<u>19</u>
	TOTAL	497	100
4. What things in life do you feel are most important?	money, job, occupation, career	41	8
	help people	19	4
	love of friends, family, & home	84	17
	education, school	122	25
	religion	18	4
	eliminate war, pollution, etc.	41	8
	good food, housing, health	38	8
	life	28	6
	recreation sports	16	3
	other	62	13
	happiness	12	2
	self	<u>12</u>	<u>2</u>
	TOTAL	495	100

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Question Eliciting
Value Responses

Responses by Children

		<u>f</u>	<u>%</u>
5. What are the most important things that parents can do for their children?	help them grow up to be important	30	6
	food & clothes (basic needs)	109	22
	discipline, habits, manners, teaching	51	10
	education	74	15
	spend time with them	8	2
	understanding & love	142	29
	moral guidance	36	7
	other	33	7
	let them do as they please	<u>10</u>	<u>2</u>
	TOTAL	493	100
6. What are the most important things that the school should do for the pupils?	teach them to be smart	251	51
	discipline, obedience, manners	43	9
	moral guidance	10	2
	better school conditions	89	18
	prepare for job, life	16	3
	other	<u>87</u>	<u>18</u>
	TOTAL	497	100
7. What do you like most about the boys and girls you know?	nice	250	52
	mutual interests	62	13
	because are friends	55	11
	"straight" types	9	2
	other	<u>105</u>	<u>22</u>
	TOTAL	481	100

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Question Eliciting Value Responses	Responses by Children		
	f	%	
8. What do you think are the main values of this country as a whole?	freedom	108	23
	people	48	10
	money, wealth	58	12
	war - peace	59	12
	education	11	2
	progress, inventions	8	2
	patriotism	6	1
	helping others, friendships	22	5
	government	24	5
	other	72	15
	opportunity, equality	2	0
	love/happiness	8	2
	environment, pollution	42	9
	industries	<u>8</u>	<u>2</u>
	TOTAL	476	100
9. What things do you think the teachers in your school believe are most important?	learning, education, teaching	286	64
	growing to adulthood	2	0
	cleanliness	6	1
	attention, discipline	31	7
	graduation	0	0
	intelligence, grade	18	4
	other	<u>101</u>	<u>23</u>
	TOTAL	447	100
10. What are the things that the church values most?	money	26	6
	religion	45	10
	love of God	187	43
	mission	5	1
	worship/Eucharist/Torah/ Bible/Sermon	84	19
	love	10	2
	singing	3	1
	good behavior	8	2
	other	67	15
	salvation	<u>5</u>	<u>1</u>
	TOTAL	440	100

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Question Eliciting
Value Responses

Responses by Children

		<u>f</u>	<u>%</u>
11. Do you think that what you believe is important in life is different from what your parents, teachers, older people think is important?	Yes	263	59
	No	157	35
	Yes & No	<u>23</u>	<u>5</u>
	TOTAL	443	100
12. In what kind of place or neighborhood would you like to live?	clean, pollution free	49	11
	quiet, peaceful	42	9
	country (in the)	76	17
	nice, friendly	102	23
	integrated, etc.	9	2
	like at home	56	12
	city	13	3
	other	80	18
	near friends, relatives, etc.	<u>24</u>	<u>5</u>
	TOTAL	451	100

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WHITE HOUSE CONFERENCE ON CHILDREN
Crisis in Values Forum

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APPENDIX B

TABLE 1

Person Most Admired by 10 to 12 Year Old Children by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
Father	3	5	28	11	7	9
Mother	6	9	35	14	11	13
Mother and Father	9	14	35	14	9	11
Relatives (sisters, brothers, aunts, uncles)	2	3	22	8	13	16
Grandparents	2	3	12	5	7	9
Teachers	0	0	8	3	2	2
Friends (student, peer)	37	57	75	29	19	23
Friends (adults)	2	3	23	9	3	4
God	0	0	3	1	0	0
Recording, Movie, & TV. Stars	1	2	2	1	0	0
Black Recording, Movie & TV Stars	0	0	1	0	8	10
Bobby/John Kennedy	0	0	0	0	1	1
Political Figures	0	0	13	5	0	0
Black Political Figures	0	0	0	0	1	1
Sports Stars	3	5	1	0	1	1
Black Sports Stars	0	0	1	0	0	0
Other	0	0	0	0	0	0
TOTAL	65	100	259	100	82	100

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TABLE 2

Entertainment Personalities Most Admired
by 10 to 12 Year Old Children by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
Movie stars (name unlisted)	9	13	26	10	3	3
John Wayne	5	7	18	7	6	7
Rock Hudson	0	0	5	2	0	0
Jerry Lewis	8	11	13	5	4	5
Doris Day	1	1	7	3	3	3
Raquel Welch	1	1	9	3	0	0
Jim Brown	2	3	0	0	2	2
Sidney Poitier	0	0	1	0	1	1
Clint Eastwood	1	1	0	0	0	0
Sammy Davis, Jr.	1	1	0	0	0	0
Singers (name unlisted)	4	6	19	7	0	0
Elvis Presley	0	0	10	4	5	6
Johnny Cash	0	0	8	3	0	0
Glen Campbell	0	0	4	2	2	2
Jackson 5	5	7	0	0	13	15
Barbra Streisand	0	0	1	0	1	1
Tom Jones	0	0	4	2	1	1
Political figures (name unlisted)	0	0	0	0	0	0
Martin Luther King	0	0	0	0	0	0
Kennedy	0	0	0	0	0	0
Sports Stars	7	10	14	5	0	0
TV Stars & Comedians	14	19	49	19	5	6
Bobby Sherman	4	6	29	11	5	6
Flip Wilson	5	7	8	3	4	5
Red Skelton	0	0	6	2	1	1
Clarence Williams	0	0	0	0	0	0
Bill Cosby	1	1	6	2	1	1
Lucille Ball	1	1	2	1	2	2
Bob Denver	0	0	7	3	0	0
Rowan & Martin	0	0	1	0	0	0
Other	3	4	13	5	27	31
TOTAL	72	100	260	100	86	100

(THIS IS A WORKING COPY - SUBJECT TO MODIFICATION.)

TABLE 3

Kind of Adult 10 to 12 Year Old Children Most Admire by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
Friendly	2	3	10	4	3	3
Self-reliant, confident	1	1	6	2	0	0
Considerate, nice, kind, good, helpful	23	32	112	42	20	23
Honest	2	3	7	3	2	2
Loving	1	1	1	0	1	1
Happy	1	1	4	2	0	0
Religious	0	0	2	1	3	3
Polite	2	3	8	3	5	6
Clean cut, neat	2	3	14	5	5	6
Good education, smart	4	6	19	7	15	17
Work hard	2	3	4	2	2	2
Average	0	0	6	2	1	1
Career, job	16	22	20	8	18	20
Other (like ___)	16	22	51	19	13	15
TOTAL	72	100	264	100	88	100

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TABLE 4

Things in Life Most Valued by 10 to 12 Year Old Children By Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
money, job, occupation, career	6	8	24	9	6	7
help people	2	3	10	4	2	2
love of friends and family, home	17	23	40	15	12	14
education, school	18	25	56	21	33	38
religion	1	1	14	5	3	3
eliminate war, pollution, etc.	7	10	22	8	4	5
good food, housing, health life	3	4	22	8	8	9
recreation, sports	7	10	11	4	6	7
other	1	1	10	4	2	2
happiness	8	11	41	16	7	8
self	2	3	7	3	1	1
	0	0	6	2	4	5
TOTAL	73	100	263	100	88	100

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TABLE 5

Things Considered by 10 to 12 Year Old Children
As Most Important for Parents by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
Help them grow up to be important	4	6	12	5	5	6
Food and clothes (basic needs)	25	35	55	21	11	13
Discipline, habits, manners, teaching	3	4	35	13	7	8
Education	5	7	25	9	26	31
Spend time with them	1	1	1	0	2	2
Understanding and love	21	30	79	30	29	34
Moral guidance	2	3	30	11	2	2
Other	9	13	19	7	2	2
Let them do as they please	1	1	8	3	1	1
TOTAL	71	100	264	100	85	100

TABLE 6

Things Considered by 10 to 12 Year Old Children
As Most Important for Schools by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
Teach them to be smart	37	49	144	55	28	33
Discipline, obedience, manners	4	5	20	8	17	20
Moral guidance	1	1	5	2	3	3
Better school conditions	10	13	53	20	8	9
Prepare for job, life	0	0	9	3	7	8
Other	23	31	31	12	23	27
TOTAL	75	100	264	100	86	100

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TABLE 7

Things Considered Most Important about Boys and Girls in the Peer Group
by 10 to 12 Year Old Children by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
nice	19	29	157	60	40	49
mutal interests	9	14	33	13	8	10
because are friends	14	21	8	3	16	20
"straight" types	1	2	4	2	3	4
other	23	35	58	22	15	18
TOTAL	66	100	260	100	82	100

TABLE 8

Main Values of the Country as Perceived
by 10 to 12 Year Old Children by Region

	New England		Midwest		Marginal South	
	f	%	f	%	f	%
freedom	14	22	78	30	3	4
people	0	0	32	12	6	7
money, wealth	3	5	38	15	10	12
war - peace	11	17	29	11	8	10
education	2	3	4	2	3	4
progress, inventions	0	0	4	2	3	4
patriotism	0	0	2	1	3	4
helping others, friendship	4	6	5	2	11	13
government	4	6	13	5	3	4
other	7	27	23	9	22	27
opportunity, equality	1	2	0	0	1	1
love, happiness	4	6	4	2	0	0
environment, pollution	2	3	22	9	10	12
industries	2	3	4	2	0	0
TOTAL	64	100	258	100	83	100

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TABLE 9

Main Values of the Teachers as Perceived
by 10 to 12 Year Old Children by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
learning, education teaching	37	58	153	65	52	64
growing to adulthood	1	2	1	0	0	0
cleanliness	0	0	5	2	0	0
attention, discipline	3	5	23	10	4	5
graduation	0	0	0	0	0	0
intelligence, grade	1	2	12	5	4	5
other (clothes, cars, be mean)	22	34	39	17	20	25
TOTAL	64	100	234	100	81	100

TABLE 10

Main Values of the Church or Synagogue as Perceived
by 10 to 12 Year Old Children by Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
money	1	2	16	7	7	9
religion	8	14	29	13	4	5
love of God	20	34	86	38	52	65
mission	1	2	5	2	0	0
worship/Eucharist/Torah/ Bible/sermon	12	20	41	18	3	4
love	3	5	5	2	1	1
singing	1	2	1	0	1	1
good behavior	6	10	1	0	1	1
other	7	12	39	17	11	14
salvation	0	0	5	2	0	0
TOTAL	59	100	228	100	80	100

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TABLE 11

Gap in Values Between Children and Adults According
to 10 to 12 Year Old Children By Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
yes	48	80	126	54	42	55
no	12	20	91	39	33	43
yes and no	0	0	16	7	1	1
TOTAL	60	100	233	100	76	100

TABLE 12

Kind of Neighborhood In Which 10 to 12 Year Old Children
Would Like to Live By Region

Responses	New England		Midwest		Marginal South	
	f	%	f	%	f	%
clean, pollution free	3	4	29	12	9	11
quiet, peaceful	1	1	21	9	9	11
country (in the)	14	21	38	16	15	19
nice, friendly	8	12	58	25	22	28
integrated, etc.	0	0	8	3	1	1
like at home	21	31	14	6	12	15
city	2	3	7	3	2	3
other	18	26	43	18	8	10
near friends, relatives, etc.	1	1	15	6	2	3
TOTAL	68	100	233	100	80	100

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WHITE HOUSE CONFERENCE ON CHILDREN
Crisis in Values Forum

October 9, 1970

APPENDIX C

VALUE-RELATED COMMENTS OF CHILDREN AGES 10 TO 12

TOPIC 1. WHO IS THE PERSON YOU ADMIRE MOST? WHY?

GENERAL REACTION: Children generally admired friends, parents, and relatives. The reasons given most frequently were, "they love me," "they understand me," "they are good to me," and "they are fair."

Comments:

A friend . . . because she is good.
My next door neighbor because she is always so good and kind to me.
(name) . . . because he is good.
A friend . . . because he is very smart.
(name) . . . because he is very intelligent.
(name of friend) . . . because she helps me with my problems.
My mother because I can trust her.
My mother and father because they are kind and love me.
My mother because she helps me and take care of me and gives me proper food.
My father because he has his own business and I think he is smart.
(Friend) because I can trust him.
(Friend) because she understands me.
My mother because she loves me, takes care of me, and feeds me.

TOPIC 2. WHO IS THE ENTERTAINMENT PERSONALITY MOST ADMIRER?

GENERAL REACTION: The personality most frequently selected was Bobby Sherman, with Flip Wilson second choice. The reasons for the choices of children generally were related to "being funny," "being a good guy," and "being fair."

Comments:

He is a nice man.
He is nice.
He is funny.
He is cool.
He is tall, strong, and fights well.
He has good taste. He always chooses nice people for his show. He dresses nice, and is a nice guy, and has a nice personality.
He is nice, cute, and kind.

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TOPIC 3. WHAT KIND OF PERSON WOULD YOU LIKE A BOY OR GIRL OF YOURS TO BE WHEN HE OR SHE GROWS UP?

GENERAL REACTION: The characteristic most frequently given was concerned with being considerate, nice, kind, good, and helpful.

Comments:

- I want her to be lovable and unselfish.
- I want him to have a good education and get a good job.
- I want him to be considerate.
- I want a considerate well-mannered person who knows who he is.
- A polite person and clean.
- A very sensible child.
- I want her to be
 - ... kind, intelligent and healthy.
 - ... kind and generous, who does not get into trouble.
 - ... strong worshipper and believer; healthy and clean.
 - ... nice, courteous and successful.
- I want him to be
 - ... ambitious, toward a goal and doing his own thing.
 - ... kind, healthy and intelligent
 - ... kind, brave, respectful.
 - ... unselfish and kind.
 - ... a kind person who does things for others.
 - ... kind, obedient and trustful.
 - ... a kind, intelligent person who thinks about other people.

TOPIC 4. WHAT DO YOU FEEL IS MOST IMPORTANT IN LIFE?

GENERAL REACTION: The important things in life were generally given as education, good health, elimination of war and pollution, love of family and friends, money, and work.

Comments:

- The most important thing in life is
 - ... being able to get an education and having food.
 - ... nature, caring for people and especially learning stuff from school and sending your own children to school to learn.
 - ... being healthy.
 - ... getting men out of Viet Nam.
 - ... just to stay healthy and go to college.
 - ... going to church and reading your Bible.
 - ... love. Without it, it would be horrible.
 - ... having a good education.
 - ... getting through school so I can get a good job.
 - ... being healthy and well dressed and clean every day.
 - ... food and clean air.
 - ... a good education so I can get a good job.
 - ... education, to have knowledge, training the body and get good values.
 - ... health and going to college.
 - ... love, and honesty, and getting an education. Everyone should love each other and a good education will give you a good job.

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TOPIC 4. WHAT DO YOU FEEL IS MOST IMPORTANT IN LIFE?

Comments: (Continued)

The most important thing in life is

- ... eating, sleeping and drinking
- ... my education, because I need it to get a job.
- ... my parents, my home, my country and my religion.
- ... friends. I know since moving here how much they mean to me.
- ... peace because if you have peace you can take care of the other problems.
- ... life. I thank God I am alive.
- ... having parents that understand you.
- ... getting rid of air pollution.
- ... stopping the war.

TOPIC 5. WHAT ARE THE MOST IMPORTANT THINGS PARENTS CAN DO FOR THEIR CHILDREN?

GENERAL REACTION: The most important things parents could do for their children were felt to be giving of love; understanding and meeting basic needs; and teaching or providing an education.

Comments:

The most important things for parents are to

- ... give them an education.
- ... help with their problems.
- ... teach them.
- ... give the child an education.
- ... teach them to be kind, but firm. That makes a good child.
- ... protect them and love them.
- ... love them and make them good children.
- ... play and do things with the children; love them.
- ... teach them to face the world.

It is most important for parents not to spoil them.

Parents should school them, love them, and discipline them, because these are the key ways to raise a child well.

Parents should teach them manners and discipline. Teach them how to be clean and so they will know how to act when they grow up.

Parent should

- ... take proper care of them, clothe them, and make sure they eat proper food.
- ... love and comfort the children.
- ... understand your child's feelings.
- ... make them eat proper food to be healthy.
- ... help them with problems. Give them love and attention.
- ... educate them and care for them. Otherwise the children are liable to take drugs.

A good family is one where there is love, loyalty, honesty, harmony and enough money to care for the children.

The most important thing is for parents to let us learn to do things for ourselves--not give us everything.

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TOPIC 6. WHAT IS THE MOST IMPORTANT THING THE SCHOOL CAN DO FOR THE PUPILS?

GENERAL REACTION: The most important factor of the school was teaching, including the teaching of manners, discipline, obedience.

Comments:

The most important thing for the school to do is

... to teach them to work and play together.

... to teach them, help them learn more.

... teaching what they need to know.

School makes it fun to learn.

School helps people learn.

Teachers should

... teach us the rights and wrongs.

... teach politeness, so we won't be pigs.

... help the pupils learn so we will not be dumb.

... help us learn so we will not be stupid.

... teach them so they can get a good job.

... teach them how to get along with other people.

... help them learn things, so their future will be bright.

... trust them. Not have everybody looking down your shoulder. You need to feel like a human.

TOPIC 7. WHAT DO YOU LIKE MOST ABOUT BOYS AND GIRLS YOU KNOW?

GENERAL REACTION: Most of the replies referred to "being nice."

Comments:

It is easy to talk to the boys and girls I know.

They are good friends.

We help each other.

They are nice kids.

They help me understand and we exchange ideas.

They give me answers when I ask for them.

They are friendly and kind.

TOPIC 8. WHAT ARE THE MAIN VALUES OF THIS COUNTRY?

GENERAL REACTION: Freedom, peace, wealth, clean pollution-free environment were considered most important values.

Comments:

Peace and truth are the most important values of the country.

The main values are

... life, safety, liberty for everybody.

... freedom.

Our country has friendly people.

The country values

... freedom of speech, religion, and life. The people--they are willing to stand up for the country.

... money

... clean land, clean air, and clean water.

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TOPIC 9. WHAT THINGS ARE VALUED MOST BY THE SCHOOLS?

GENERAL REACTION: The most important item was learning. Discipline was considered next most important.

Comments:

School values being quiet.
Schools value helping students learn.
Teachers think it is most important that kids listen.
Teachers are most interested in getting kids to learn.
Teachers are interested in what their pupils grades are.
Teachers should not yell because it frightens children.
Teaching the pupils is the most important thing teachers can do.
Teachers help children to learn things they will need to know when they are older.
Teachers help us learn and help the unfortunate.
Teachers value strictness.
The values of the teachers is their understanding.
My best teacher is a believer in freedom.
Teachers value being good and working hard.

TOPIC 10. WHAT ARE THE VALUES OF RELIGION?

GENERAL REACTION: The main value of religion was love of God, with next most frequently chosen value relating to worship, the Eucharist, Torah, the Bible, the sermons.

Comments:

The church values good behavior, learning about God and the Bible.
The church values teaching you good manners, not to swear.
The church values prayer, and Sunday school.
The church values God, love, peace and Jesus.
The most important value of the church is freedom.
The church values most the priests.
The church values most love and understanding.
The church values the word of God.
The church most values money and the people who go to church.
The religion values most learning about God.
Religion thinks love and God are most important.
The most important thing to the church is to teach about God.

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TOPIC 11. ARE VALUES OF CHILDREN DIFFERENT FROM VALUES OF ADULTS?

GENERAL REACTION: Nearly sixty percent of the children felt that their values differed from the values of their parents, teachers or other adults.

Comments:

I think adults values are important too, but not exactly the same as ours.
Like a person said an education is more important than going to church. I think the opposite. We have different opinions, but that is normal.
Older people think differently than what younger people do.
Older people say one thing but do another.
I think they like short hair; I like long hair.
Older people feel the way people look at you is important.
We think of what is going to happen tomorrow; they don't.
The things I believe I think are different from older people. Because I believe in peace and if they believe in peace they wouldn't always be fighting and starting wars. It isn't the kids that start the wars. It is the grownups, but I don't think every adult is crazy about war.
I think what my parents think; but I have new ideas.
Our values are different. We learned differently; think differently; and feel differently.
I think that what my parents value are important, but mine are too.
They have different ideas. They worry about cars and politics.
Sometimes older people will be honest and sometimes they won't.

TOPIC 12. IN WHAT KIND OF PLACE WOULD YOU LIKE TO LIVE?

GENERAL REACTION: The general response was in favor of a nice, friendly place, clean, free of pollution, quiet and peaceful.

Comments:

I want a place that is kind to people.
I want to live in a modern, pretty, nice neighborhood.
Where it is peaceful and quiet in the country with fresh air.
I want to live in the country because of the freedom and fresh air.
I want to live in a place where the people are friendly, kind and thoughtful.
I want to be in the country where it is peaceful.
I would like to live in a mixed neighborhood with lots of space so I could learn to like other kinds of people like Negroes and Chinese.
I would like to live in a neighborhood where it is peaceful, where there are young and old people, where the people are polite and happy.
I would like to live in a neat, clean neighborhood.
I would like to live in a pretty house with lovely furniture and beautiful things.
I want to live somewhere where it is peaceful; no factories, good schools, good churches, a clean, sanitary swimming pool.
I want to live in a clean place where people are friendly, where there are churches and schools.
I want to live in a place where there is no pollution.

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TOPIC 12. IN WHAT KIND OF PLACE WOULD YOU LIKE TO LIVE?

Comments: (Continued)

I want to live in a neighborhood where everybody gets along.

I want to live in a quiet, clean little neighborhood in the country because I don't like to have polluted air and water.

I would like to live in a neighborhood of all colors where people get along and respect one another.

I want to live in a friendly neighborhood with clean streets.

I want to live in the country where the air is fresh and healthy.

I want to live in the wide open spaces where there aren't traffic jams or people to frustrate you.

I want to live in a nice quiet neighborhood where people do not fight.

I want to live in a nice and quiet neighborhood, because you will have a better life and maybe a longer one.

I want to live in the country near a library, so I can have a quiet place to read books.

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Additional Resource Experiences

Child-Adult Value Discussion. A film discussion arranged and conducted by Forum members, Hirschberg, Ryan and Williams, with an inter-racial group of Washington, D.C. school children. Replayed and discussed by Forum members.

Sean. A film of the 4-year-old son of a San Francisco "hippie" couple, showing the effect of environment on child values.

Questionnaire-Interview. Formulated by Dr. T. Antoinette Ryan and used with public and parochial school children in Boston, the Mid-west and Washington, D.C. Findings discussed by Forum members.

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FORUM #4 MEMBERS

Roy Nichols (Chairman)

Neil V. Sullivan (Vice Chairman)

Joseph Coleman

Michael Connors

Allison Davis

James Cotter Hirschberg

Woodrow Kennell

T. Antoinette Ryan

John F. Tomayko

Margaret Wheeler

Mary Kay Williams

Sheldon Zimmerman

Elizabeth Roberts (Coordinator)

Dave Morrow (Coordinator)