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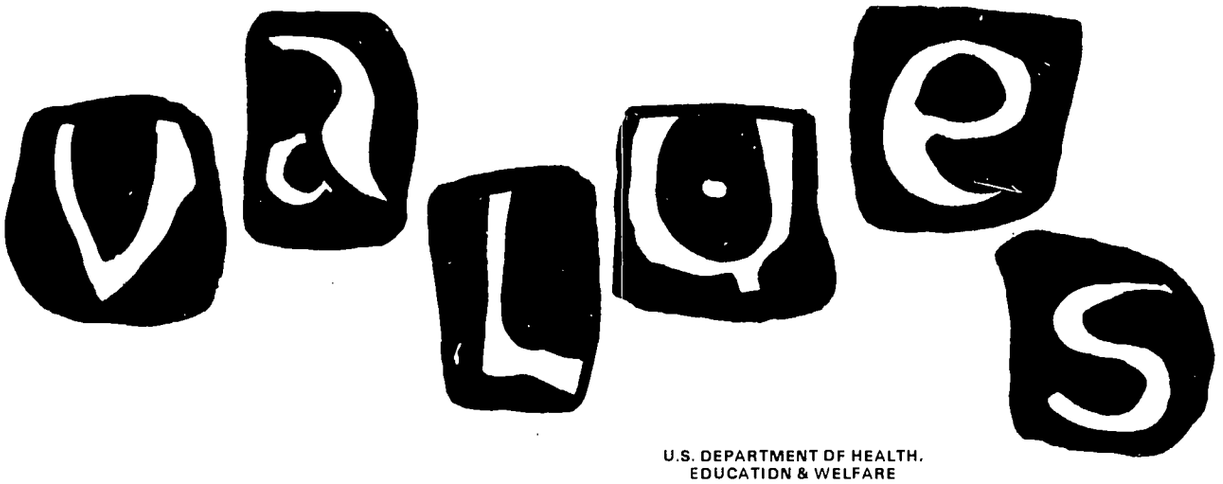
ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Values. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is intended to define the development of the valuing process and contains ideas for classroom teachers. It is not a conventional curriculum guide but is recommended for use with the guide on drug education (SP 007 318). It contains the following chapters: 1) The Difficulty of Developing Values, 2) What Do We Mean by Values? 3) A Process Approach, 4) Classroom Climate, 5) How Can a Teacher Apply the Valuing Process? 6) The Value Sheet, 7) Role-Playing, 8) The Filmstrip, 9) The Open-Ended Story, and 10) Other Value-Clarifying Methods. An appendix contains samples of values sheets and open-ended stories, a teacher's guide for a filmstrip, some common questions teachers ask, and a bibliography. The guide is mimeographed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: As this is not a formal curriculum guide, objectives are not detailed, but activities are suggested throughout the text. INSTRUCTIONAL MATERIALS: A list of filmstrips is provided together with a 35-item bibliography. STUDENT ASSESSMENT: No provision is made for evaluation. [Not available in hardcopy due to marginal legibility of original document.] (MBM)



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WE GRATEFULLY ACKNOWLEDGE THE ASSISTANCE OF DR. MARY TURNER LANE, ASSOCIATE PROFESSOR AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, WHOSE INTEREST AND ADVICE HAVE GUIDED US IN THIS STUDY.

DISCOVERY AND REDISCOVERY OF VALUES

BY

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American education has long been dedicated to values as one of the goals of the educative process and the topic of values has been found in educational literature for centuries. In recent years, the topic has been broadened to include the terms "valuing" and "value processes." As times have changed and as society is changing with increasing rapidity, thoughtful men have raised questions about how values are developed, how they are transmitted from one generation to another, and how the changing environment of each generation produces value patterns different from and often in conflict the the preceding generation. In an effort to help children understand what is meaningful and valuable to them, and how values influence their actions, the idea of aiding children in developing their own valuing process has merit today. The process is not easy to teach or to develop but it offers promise for teachers and children.

When Vermont C. Royster delivered the Weil Lecture at the University of North Carolina in Chapel Hill March 6, 1968, he spoke of the circumstances in a wilderness environment that produced a set of values in the American pioneer that enabled him to achieve the society he was seeking. Mr. Royster looked at changing values in this way:

> "With each succeeding generation the reasons for the social values fade, and the more so the more successful the society is in subdividing

> the wilderness and achieving prosperity, order, and civilization. Ultimately there may well come a generation so far removed from the necessity for the old values that it no longer values them. The lesson from this is that, since society is not a continuing institution but one with new individuals beginning each anew, there is no such thing as truth, wisdom, or moral values which, being once discovered are discovered forever. Ideas depend for their life on rediscovery." [1]

Such words as "discover" and "rediscover" then become the significant ones to guide our approach to a discussion of values and of valuing. They are the heart of the process approach developed in this study.

I commend the staff teachers of the Chapel Hill City Schools for undertaking this search for viable means of discovery and rediscovery on the part of teachers and children. Our dialogue together was both creative and faltering, stimulating and frustrating, exciting and hesitant. I am sure that teachers will experience the same feelings as they explore this provocative and difficult area of values. I am grateful for the opportunity to share ideas and experiences with the teachers who organized this study.

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[1] The Chapel Hill Weekly, March 10, 1968, p. 7.

PREFACE

Teachers help to shape the attitudes and behaviors of students. The Chapel Hill City Schools in attempting to fulfill this responsibility is confronted with two problems: 1) Rapid changes in the society result in changes in the values that individuals in the community believe to be essential and appropriate, 2) Serving a divergent community with varied beliefs and values makes it difficult, if not impossible, to determine the values which a school should impart to its students. Yet, we acknowledge that the school experience does and must - in concert with the home and church - provide situations in which students develop the values which guide their behavior.

Although the Governor's Study Commission on the Public School System of North Carolina asknowledged that schools in a democratic society should attempt to develop such values as respect for self, respect for others, respect for the human community, integrity, and democratic ideals, it recognized the difficulty of determining specifically what these mean and the difficulty of defining the teaching strategies to be used when they are taught. The Chapel Hill City Schools agrees with the Commission "that the development of a valuing process be an integral part of every course, activity, or experience in the curriculum of the public schools in North Carolina."

The information which follows defines the valuing process and contains ideas for classroom use which will be helpful to teachers who are genuinely concerned with creating a classroom climate and

and providing appropriate teaching situations which aid students in learning how to examine honestly issues and problems which affect their lives. This material has been developed by the "staff teachers" of the Chapel Hill City Schools. The staff teachers comprise a team of teachers whose responsiblity is to develop and disseminate innovative teaching techniques throughout the system which hold promise for alleviating problems related to school desegregation. This material and other materials developed by staff teachers and available for use by all Chapel Hill teachers is proof of the fact that teachers are the best source for teaching ideas.

Wilmer S. Cody, Superintendent

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C O N T E N T S

THE DIFFICULTY OF DEVELOPING VALUES

Until recently the stability of family and community life enabled young people to develop a clear understanding of value patterns. They were faced with few behavioral decisions because "acceptable" behavior had been carefully defined.

However, now that society has become so mobile, both vertically and horizontally, children and adults find themselves in new societal groups with new values, many of which have not been clearly defined.

As the values of the society have become more difficult to define, changes in family life patterns have made the family less effective as an agency for value clarification. The many social and economic pressures upon all members of the family have resulted in fewer contacts among family members. Members, then, are left with little help from the family in understanding the tremendous number of alternate values which confront them each day through television, newspapers, radio, magazines, books and their general exposure to a society often characterized by protest, crime, deprivation, unrest, drugs, and conflicting sexual behaviors.

Parents have reacted to the difficulty of fulfilling their responsibility to help children develop values in a variety of ways. Some have passed the responsibility on th churches, public schools, or the school of experience. Others have reacted by becoming very authoritative about their beliefs and have insisted that they be adopted by their children. Many children, feeling that the values advocated by their parents are inadequate for

today's society, "turn off" their parents, which further complicates the problem of building adequate values.

Also, the decreasing religious activity of many people indicates the diminishing effects of the church in shaping the values of our young people.

What, then, is the responsibility of the school for developing values? When all is considered, the most logical, immediate and permanent solution seems to be a learning experience whereby a child may learn a process of evaluating all of his experiences and putting them into some kind of personal and intelligent order. This experience is called the valuing process.

WHAT DO WE MEAN BY VALUES?

The society in which we live provides us innumerable technological pleasures. Advances make the "scene" so rapidly it is difficult to find the time to take advantage of all the latest achievements. Or social adjustment to this rocket-paced world seems for most of us to have remained in the horse and buggy era. For most who have seen this chasm in our existence, there emerges the question of values. The lips of every concerned person are hot with talk of values - lack of values, forced values, moral values, social values, political values, economic values, etc.

Just what is a "value" or "values"? Some have defined a value as that which has meaning - that which is desirable - that which is important - that which is useful.

All of these phrases give weight to one's understanding of what is meant by the term "value". And, yet, the description seems to lack the phrase which binds all the others together!

Just for a moment let's think about how one arrives at the values he holds. All individuals have experiences. They may be good, bad, happy, sad, fair, lonely, trying, ad infinitum. But, all are meaningful because they affect an individual's behavior and his attitudes. From these experiences we learn to behave in a particular way- that way which seems to be most suitable in response to those experiences. Through a process (it may be trial and error, careful consideration, etc.) one learns which behavior is most desirable for him in a given situation. This behavior is desirable

because one has been able to pinpoint those related consequences which are important to him. Once one understands the possibilities and limitations of the world about him, this chosen behavior becomes useful to him in his adjustment.

Thinking through the means by which one arrives at his values, one phrase stands out as most clearly describing what we mean when we speak of a value. It is "that something which humans arrive at by use of an intelligent process of choosing, prizing and behaving". (Raths, Harmin and Simon, Values and Teaching, 1966 - page 10).

Most people are not conscious of having arrived at their values by this process. The more clearly defined values of the past resulted in little attention being given to choosing. Today, with so many alternatives from which to choose, it seems necessary to bring the use of this process to one's conscious mind. To do so would enable one to make wiser choices and, as a result, aid in the development of self-confidence. A logical place to begin provoking this awareness is in the classroom.

One point needs clarification. We are, in this paper, <u>focusing on the process of developing values and not on the specific values which children should be taught.</u> Our research in this area was motivated by requests from classroom teachers that solutions be sought for behavioral problems in the classroom which result from conflicting values among students, as well as between students and teachers.

We would like to emphasize that the valuing process, as defined and explained in this paper, is not offered as the solution to the behavioral problems found in the Chapel Hill schools. However, research by the staff teachers, as well as by Raths and many others, has indicated that the teaching of such a process is valuable and worthwhile, because children will be led to think of the relationships of their behavior to their goals and aspirations. As a result, we believe that a concerted effort should be made to incorporate the technique of teaching the process of valuing into the teacher's repertory of methods.

A PROCESS APPROACH

The report of the Governor's Commission on the Public School System of North Carolina made reference to an approach described in Values and Teaching by Raths, Harmin, and Simon and one which does help students develop a process of valuing. A summary of that valuing process was presented by Raths, et. al. in the October issue of the NEA Journal. The authors stated:

> "We see values based on three processes: choosing, prizing, and acting. From these we derive seven criteria, all of which must be satisfied if something is to be called a value. An adult who wants to help children develop values should, we believe:
>
> .Encourage children to make choices and allow them to choose freely.
>
> .Help them discover and examine available alternatives when faced with choices.
>
> .Help them weigh alternatives thoroughly, reflecting on the consequences of each.
>
> .Encourage them to consider what it is that they prize and cherish.
>
> .Give them opportunities to make public affirmations of their choices.
>
> .Help them to examine repeated behaviors or patterns in their life.

This valuing process is intended to help children clarify for themselves what they value. This process, though discussions, role-playing, and reflecting often leads to an awareness of how individuals might feel in unfamiliar situations and enables students to empathize with others. In addition, children will more accurately perceive the opinions of their peers. Children who are helped to use a valuing process will be more conscious of the values that they have and will likely develop values which are consistent one with another.

One may say simply that a valuing process is an honest attempt by an individual to look at his life and to think critically about it.

The basic strategy of the valuing process rests on how a teacher responds to students' statements and actions. This method of responding is called "a clarifying response" and is used to help a student consider what he prizes, what he chooses, and how he acts.

These responses are usually directed to a single student, in brief conversations, in and out of the classroom. They are frequently different from the customary responses one makes. An example of a typical classroom conversation might be:

> Student to his teacher: "I'm going to the beach with my family this weekend." Teacher might answer: "Have fun!" or "How nice." These responses do not help a child clarify his feelings.
>
> If a teacher were to respond in another way, for example: "Are you happy you're going?" the student now has the opportunity to respond, "Yes, we're going to have lots of fun," or "No, I'm not glad; I'll miss the Scout Jamboree on Saturday." This will help a student become aware of his feeling. It is a small step towards value clarity.

A clarifying response avoids moralizing or giving values. There is no mention of "right" or "wrong". A student may be led to look at his ideas and decide for himself what it is he wants; however, there is also the possibility that he will not look at his ideas at this time. A clarifying response sets a mood for thought. It is not the beginning of a long discussion with the student. It leads a student to think by himself. However, if a student wishes to carry the conversation further and time permits, there is no reason not

to do so.

It is important to note that a teacher doesn't have an answer in mind nor does she attempt to lead a student to a "right" answer. You, the reader, may then ask, "Well if there are no right answers, what are you working for?" In answering, we might simply say, that this is an attempt to help a student look at his life's pattern, consider what he says and does, and get to know himself better.

Some responses which lead to clarification are listed in Values and Teaching by Raths, Harmin and Simon. A few of these responses are:

1. Is that something you prize?
2. How did you feel when that happened?
3. Did you consider any alternatives?
4. Was this a free choice?
5. Where would this idea lead, what would be its consequences?
6. Would you really do that or are you just talking?
7. What other possibilities are there?
8. Would you do the same thing over again?
9. Would you like to tell others about your ideas?
10. How do you know it's right?

A teacher would not use a clarifying response with all students' behaviors and statements. Nor are these responses used in teaching subject matter. Areas in which a teacher might use clarifying responses are those which deal with a student's attitude, interest, aspirations, activities, worries and opinions.

The teacher will have to talk less and listen more and the questions asked will be different from those asked in the past. Probably the most inportant criterion for a teacher who wishes to help children clarify values is to display an honest respect for the students and to create an atmosphere in the classroom where positive acceptance exists.

CLASSROOM CLIMATE

As in any process oriented toward individual development, whether it be inquiry, critical thinking, creativity, or value clarification, the proper classroom climate is essential. Freedom of choice, the major premise of the valuing process, can only exist in a climate that supports acceptance and respect on the part of the teacher. An atmosphere in which a student feels stifled, threatened, or hesitant to express his feelings will not encourage self-direction and decision-making.

For the classroom teacher to achieve such a climate, she must feel, as well as express, respect and concern for each student. Teacher direction, rather than permissiveness, is necessary for value development.

The teacher should also be very clear and definite that there are areas in which choice is not possible, and should let a child know what is not within the realm of choice. An example of this is that we do not let children take part in activities which might result in serious harm - we say to children that because the consequences might be very dangerous, they cannot choose. What we do leave open to the child are those issues where alternatives or consequences can be understood well enough to make a choice meaningful and those whose alternatives are freely available for selection.

As we speak of the classroom climate there are many questions which come to mind: "What if I lose control of the class?" "How can I do this with my crowded schedule?" "Should we not moralize

about anything?" "What will people say if I start raising unusual and controversial issues in my classroom?" Answers to these questions and several others were found in chapter eight of Values and Teaching by Raths, Harmin and Simon and may be found in the appendix of this paper as "Some Common Questions Teachers Ask."

THE VALUE SHEET

The value sheet is one method of teaching the value theory developed by Raths. One purpose of the sheet is to help the student (reader) better understand himself and his relationship to his world. It differs from the clarifying response in that the strategy is focused on the group rather than on the individual.

The simplest value sheet consists of a provocative statement followed by a series of questions. The provocative statement is designed to present an issue which may have value implication for the students who receive the value sheet. Other forms which help students to clarify their values may be used-such as poetry, music and cartoons.

Each member of the class receives his copy of the value sheet to respond to individually. His response may be recorded during a class period, study time, or as homework (any occasion when he is not pressed for time). The important thing to remember in assigning value sheets is that each student needs time to think about the topic presented and arrive at some answer to the questions before the topic is open to class discussion. (Too often the student is tempted to quietly accept the opinions of others without having thought for himself.)

Any topic is suitable for use on a value sheet if the child has knowledge of the topic or has access to enough information to allow intelligent examination of the alternatives. Children of all ages can handle sophisticated problems (race prejudice, religion, marriage, government policy); teachers should provide the experiences for her students and trust them with important choices.

We have indicated that topics for value sheets are chosen because they seem to be important for most students. The following list by Raths (1966) is included as areas from which ideas may be taken:

1. Money - how it is apportioned and treated
2. Friendship - how one relates to those around him
3. Love and sex - how one deals with intimate relationships
4. Religion and morals - what one holds as fundamental beliefs
5. Leisure - how it is used
6. Politics and Social Organization - especially as it affects the individual
7. Work - vocational choices, attitudes toward work
8. Family - how one behaves within it
9. Maturity - what one strives for
10. Character traits - especially as they affect one's behavior

The value sheet may be related to subject matter and used to initiate or culminate a unit of study. However, it can stand completely unrelated to any subject matter. Raths in his study found that the most effective use of the value sheet begins with the individual responding to questions privately and deliberately. The act of writing rather than verbalizing responses elicits more careful thought. The students may wish to discuss their responses without the presence of the teacher. The teacher may read the responses and select several for class discussion without identifying the writer - (The student also should have the option of signing his name.)

Perhaps the teacher prefers to make comments in the margins of the paper, remembering to comment in the style of the value theory - free choice of alternatives after examination of consequences of each.

Another choice of follow-up might be a general classroom discussion. In some cases it may be effective to have a student committee select the responses to be read to the class. In other cases responses may be posted where all may read. Finally, students may wish to write their own value sheets to be shared with the class.

Since problems relating to groups vary with the group, you as a teacher will probably wish to write your own value sheets. Some guidelines for this writing follow:

1. Ask many questions about actual behavior (what do you do or intend to do today about your choice).
2. Include many "you" questions (this brings the answer directly to the student).
3. Make sure that value sheets contain a choice to be made, alternatives to consider, and consequences of each alternative identification.
4. Get into sensitive areas (these are the areas children need and want to discuss).
5. Don't moralize (it doesn't work).
6. Avoid "yes-no" and "either-or" questions (they limit value-related thinking).
7. Avoid "why" questions (students may feel pressured into creating a reason without meaning).
8. Don't ask too many questions (you will want each answer to be carefully considered).

Some examples of value sheets (adapted from Raths) which may be used for grades 3, 4, 5, and 6 may be found in the appendix on pages 36-40.

ROLE-PLAYING

Role-playing is one of the most dynamic methods of teaching the valuing process because it involves the members of the class in acting out their ideas as they seek to clarify their values. All that has been mentioned about the valuing process is applicable to role-playing. For example, it permits "discovery" learning and is a process approach where the class is more oriented in a method of thinking about his individual values than in learning specific values. It is different from the other approaches where alternatives and consequences are discussed or written. Through role-playing, alternatives and consequences are acted out by the children for deeper involvment and to provoke further discussion.

The model situation or provocative story for role-playing purposes should provide stimulus for an investigation of feelings and values. A brief description of some of the properties of an effective model may prove helpful to interested teachers:

1. The story should have a high degree of reality for your particular class.
2. Conflict of interest and number of alternatives should be embodied in the model.
3. Consequences should be fairly evident.
4. The outcome of the situation presented should not be determined.

Role-playing should be introduced very informally to maintain the highest level of spontaneity. When the class is deeply involved in a discussion about the contents of the story, the teacher might

suggest role-playing in a way typical of the following example: "Johnny, would you come up and be Dan and show us what you think would happen next?" "What other characters are needed to help you?"

At this point the audience should be prepared to be critical listeners for future discussion based upon their observations of the role-players. It has been found successful to divide the audience into three groups which rotate in their function for the different enactments. Some may be called upon to be reality testers. Their task would be to evaluate the entire enactment and after it is completed to point out what parts were most realistic and which were highly improbable. They would help keep the role-playing on a reality level. Others may be asked to think of the many possible consequences of the scene being presented. The third group may consider other possible alternatives, perhaps in light of the most recent discussion and enactment. In this manner the entire class will be actively involved in the role-playing.

An outline of a role-playing lesson, including several suggestions for appropriate clarifying responses, will be expounded below in the hope that it will further clarify how role-playing may be incorporated into teaching the valuing process.

A. Introduction - Warm up

1. Create a relaxed classroom environment by explaining that there are situations in which one does not always know what to do.

2. Motivate class involvement by helping the children identify with the main character who is caught in this predicament by elaborating upon the situation and his way of thinking.

3. Prepare the children for listening carefully. Stress that there is no ending to the

story and refer them to life situations; make evident to them that our intention is to practice endings.

4. Direct children to think about possible endings or alternatives in the story they are to hear, and to think about how the children in the story would feel if they were faced with the situation.

5. Tell the story (tape, filmstrip, script, etc. See the examples in the appendix) up until the critical point where the character in they story has to make a decision.

6. Encourage children to share their suggestions about how the story could end.

B. Selecting Participants

1. Choose a child who offers an idea to the class to come up and show what it would be like for a character to do what he suggests.

2. If an anti-social or fantasy suggestion is offered, it should be role-played before positive alternatives. (Positive alternatives are more conclusive.)

3. Help child clarify the character he is to portray.

4. Ask main character what other characters are necessary to act out the story. The teacher should choose children who feel the character. This information may be revealed through a discussion of the qualities of the individual characters.

5. As role-playing proceeds, encourage students to express the feelings of the characters they are portraying.

C. Setting

Establish time, place, props and the beginning episode for further clarification of the event.

D. Preparation of the audience

Prepare class for observing the role-playing and assign the following tasks:

a. Group I to be reality testers
b. Group II to determine consequences
c. Group III to consider possible alternatives - "Are you happy about the consequences?" "If you were faced with this situation, what would you do?"

E. Role-playing Enactment

1. No play-acting should be evaluated for dramatic purposes.

2. Avoid "good" or "bad" judgments.

F. Discussions and Evaluation

1. Help children summarize the events in the story. "What is happening here?"

2. Explore feeling exhibited in the enactment. "How is Mary feeling?" "Do you think that is the way most people feel?"

3. Request direct responses from the audience.

   a. "Does it pass the reality test?"
   b. "What are some of the consequences?"
   c. "What is going to happen next?"
   d. "What are some other alternatives or things he might have done in the light of what we just said?"

G. Further Enactments

1. Act out consequences, revisions or new alternatives.
   "How do you feel about the way it was solved?"

2. Guide the class by asking questions of the players.
   "What kind of person are you?" "How are you feeling now?"

H. Concluding Discussion

1. Generalize upon each of the ideas of the discussion for the children.

2. Help children become aware that their problems are shared by others.

3. Discuss children's own experiences outside of school.

4. Discuss: "Was this a realistic problem?"

5. Summarize experience by implying "You are responsible for your own choice and your own feelings."

The preceding outline is more detailed than necessary. After guiding a role-playing session the teacher will become more aware of how to better adapt it to her particular classroom situation. It is perhaps helpful to note that the teacher should remain aware that she is to serve as a guide, and in doing so she should use discretion in ending the role-playing when the purpose has been achieved or when the enactment becomes aimless or extremely disorderly.

The main role of the teacher is to create an environment in which the students feel free to express their feelings - even those ideas which are in opposition to the majority of the class.

It is important that the teacher not moralize, but that she develop sensitivity toward the students' point of view. She must encourage frank expression for ideas and feelings. When faced with a definite need to reply to the role-playing enactments, the teacher must remember to respond with a non-evaluative summary.

Through role-playing "children can discover for themselves the challenge of the unresolved, can develop a zest for the search for solutions, and can experience the tremendous sense of achievement felt when a difficult problem has been intelligently explored and resolved." (Shaftel and Shaftel, 1967)

THE FILMSTRIP

A filmstrip series, Exploring Moral Values* by Louis E. Raths, William J. Van Ness and Charles Bergwall, depicts 44 situations which involve children in making decisions about down-to-earth problems. The series contains a teacher's guide, 15 color filmstrips, and a recording by Dr. Raths introducing the filmstrips to the pupils. In each picture story, discussion questions will be raised which will involve students in value-related thinking, i.e., what are the choices available and what are the results of these choices? The class discussion also enables the child to understand the diversity of life situations by hearing the wide range of responses by his classmates.

The personal nature of decision-making is stressed in all of the filmstrips. Part of realizing the personal nature of decisions is to understand ones personal responsibility to oneself and to others. Meeting a broad range of model situations and thinking about what is important and what should be done in a particular situation help clarify values and aid in making personal decisions. Among the areas covered are situations involving cheating, stealing, discrimination, respect for others and witnessing a crime.

An outline of a model lesson for "Finding a $1.00 on the Sidewalk", one of Rath's filmstrips, appears in the appendix as further guide in clarifying the procedure recommended in utilizing the filmstrips in general. (We have adapted Rath's lesson procedure to suit out special needs as staff teachers.)

* The filmstrip kit is located in the Materials Center in the Administrative Offices.

TITLES OF VALUES FILMSTRIPS

PREJUDICE - Filmstrips 1-3

Filmstrip #1
A. Moving In
B. The Crippled Girl
C. Dressed-Up

Filmstrip #2
A. Latin-American Christmas
B. The Team
C. Salvation Army

Filmstrip #3
A. The Sabbath
B. The Election
C. The Rich Girl
D. Picking A Team

PERSONAL VALUES - Filmstrips 4-7

Filmstrip #4
A. The Little Brother
B. The Poor Girl
C. The Lawn

Filmstrip #5
A. The Stranger
B. Bus Line
C. Frightened

Filmstrip #6
A. Waiting For A Package
B. Homework
C. Pay Day

Filmstrip #7
A. Fire!
B. The Peanut
C. Sunday School

AUTHORITY - Filmstrips 8-11

Filmstrip #8
A. "Mind Your Older Sister"
B. Crossing The Street
C. You're Out!

Filmstrip #9
A. The Meeting
B. The Paper Plane
C. Fooling Around

Filmstrip #10
A. Keep Off The Grass
B. Trespassers
C. The Vase

Filmstrip #11
A. Blocking The Sidewalk
B. In Trouble

HONESTY - Filmstrips 12-15

Filmstrip #12
A. The Dollar Bill
B. The Candy Store
C. The Accident

Filmstrip #13
A. The Bully
B. The Orange
C. The Test

Filmstrip #14
A. The Boys
B. Test Today
C. Finding A Pen

Filmstrip #15
A. The Hold-up
B. Caught

THE OPEN-ENDED STORY

Another method by which the teacher may provide for her students the opportunity to apply the valuing process is the open-ended story. With this method a value-clarifying discussion is stimulated by a fictitious story in which a person is faced with a decision; the story may end with a question, such as "What should she do now?", or "Should they fight it out?". Whatever decision is made is left to the discretion of the reader.

The situations in the open-ended story should be realistic and easily related to the child's environment. The major advantage of the open-ended story is that it allows the child to verbalize values without committing himself; this is particularly advantageous to the child who feels threatened or insecure in the classroom.

The basic criteria for an open-ended story used in a value-clarifying process follow:

1. The child must be able to identify with the situation and setting of the story.
2. The story should be interesting and reasonably brief, with no unnecessary details.
3. Caution should be taken to avoid value judgments, moralizing, or value insinuations on the part of the writer.

Some examples of open-ended stories are included in the appendix.

OTHER VALUE-CLARIFYING METHODS

(RATH'S BOOK)

In addition to role-playing, value sheets, and open-ended stories, there are other classroom strategies that lend themselves well when used as a tool to help children escape from value confusion. (The staff teachers have not had an opportunity to put them to use in a classroom situation, but we have listed them below for teacher information. A more detailed follow-up may be found in Rath's book of Values and Teaching.)

1. Value-clarifying Discussion

   The value-clarifying discussions differ from subject matter in that the teacher must take on the position of being accepting and non-judgmental. Keeping this attitude in mind she allows the students to examine alternatives and consequences in issues. She keeps from focusing in on what is "right" for all students. She is careful not to impose her own values on the class. She emphasizes the importance of the individual in making his own choices and realizing the implications for his own life.

   Neither do value-clarifying discussions end in the usual manner of the subject matter discussions. There are no conclusions drawn. The teacher, however, may have a student summarize what has taken place. Or she may simply close with the comment, "Of what use has this discussion been?" "Has it helped you any?" "Think about this for a moment." (Here the teacher may pause for a minute or two.)

a. Argumentation dominates the discussion.
b. Statements may be motivated by desires to please other people.
c. Passitivity is high in group confrontation.
d. The group may tend to generate pressure for consensus of opinion.

8. Avoid being quick to advise and judge. This restricts the opportunity students have to think things through for themselves. Instead, help clarify to that child what is important to him.

9. Avoid questions to which you already have an answer in mind, such as "Would you like me to do that to you?"

Appendix

C O N T E N T

VALUE SHEET

Friendship

(Grades 3, 4, 5, 6,)

Jenny Adams was happy that Friday morning. It was her birthday. She was 12 years old and having her very first birthday party. Jenny's father was a poor mill worker who had moved his family to Avondale last year with the opening of the new mill. For this reason it had been very hard for her mother to save enough nickles and dimes for the party. But because she knew how very much it meant to Jenny to share her birthday with all her new friends she did not mind the strain. Of course, it could not be a fancy party. But mother had made a birthday cake all covered with pink frosting and father had brought some ice cream from the grocery last evening.

As time for the party drew near Jenny was almost beside herself with excitement. She had invited ten of her very best friends who may even think of bringing a small present for her. The appointed hour arrived. Jenny waited eagerly by the door.....no one in sight... it was a little soon after school - perhaps they had not had enough time to arrive home and dress for the party.....one half hour later, still no one had arrived.....Jenny was sure that her friends had forgotten the time .....surely they will arrive soon.....one hour later, still no one.....finally, Jenny realized that it was not that the party had been scheduled too early, or that the time had been forgotten... but simply that she had made a mistake about her friends....they were not friends at all.....they only pretended to be.

1. What is a friend?

2. What does friendship mean to you?

3. If you have friends, did you choose them or did they get to be your friends by accident?

4. In what ways do you show friendship?

5. How important do you think it is to develop and maintain friendships?

VALUE SHEET

Self Image

(Grades 4, 5, 6)

The human being is made of oxygen, nitrogen, phosphorus, hydrogen, carbon and calcium. There are also 12 1/2 gallons of water, enough iron to make a small nail, about a salt-shaker full of salt, and enough sugar to make one small cube. If one were to put all of this together and try to sell it, the whole thing would be worth about one dollar.

1. Do you think you are worth more than a dollar? Explain?

2. What are some ways we measure the worth of human beings?

3. Can you list some things you have done which show what you think human beings are worth?

4. Could everyone be worth more than a dollar? Explain?

VALUE SHEET

Human Rights

(Grades 4, 5, 6)

"MERRY-GO-POUND"

Where is the Jim Crow section
On this merry-go-round, Mister,
Cause I want to ride?
Down South where I come from
White and colored
Can't sit side by side.
Down South on the train
There's a Jim Crow car.
On the bus we're put in back--
But there ain't no back
to a merry-go-round!
Where's the horse
For a kid that's black?

1. When was the last time you were on a merry-go-round?

2. If you happened to be the operator of the merry-go-round in the incident which takes place in the poem, how would you have answered the little boy's question?

3. Have you ever experienced anything similar to that boy's feelings?

4. If you wanted to do something about the problem of "civil rights" what are some things you could do?

   a) Right in this school?
   b) In your community?
   c) In our nation?

5. Perhaps you believe that nothing needs to be done about this problem. If so, write your opinion clearly and give the reasons for having this opinion.

VALUE SHEET

MINDING YOUR OWN BUSINESS VS HELPING THOSE IN NEED

(Grades 5 and 6)

I. Some persons say that men are basically selfish, that one must watch out for himself, that it's best to serve your own purposes, avoid hurting others, and "mind your own business."

II. Other persons say that men must stick together and help one another or they will fall separately, that no man is an island, that each man's fate is intertwined with other men's fates, and one should "Help Those In Need."

Read the situations below and try to identify what you would do in each case. Try to be as realistic as possible in your choice of action if you were faced with such a situation in the future.

Situation A

You are walking on the school playground. Across the way you hear screaming and see two boys, whom you recognize as the school bullies, beating up on a kid two years younger than they are. Several persons are standing around watching, but nobody moves to help the younger boy as the bullies drag him toward the alley in back of the gymnasium.

Situation B

You are in a group of persons with whom you would like to be friends. Two members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

Situation C

You hear that the Indians on the reservation in the next state are suffering from severe poverty and that nobody is doing much about it.

Now that you are finished, try to summarize your position regarding the issues: Minding Your Own Business vs Helping Those in Need.

VALUE SHEET

Courage

(Grade 6)

Read the following quotations:

I. "True courage is to do without witness everything that one is capable of doing before all the world." ---La Rochefoucauld

(This means that one would behave in the same way without people looking as he would with people looking.)

II. "Brave men are brave from the first." ---Corneille

(This means that those men who are brave have always been brave.)

1. What does the word courage mean to you?

2. Do you think everyone possesses courage? How? If not, why?

3. Are you proud of your level of courage? Discuss.

4. List some things which you feel you have done that took courage.

5. List some things which you would like to have the courage to do.

Teacher's Guide for

"Finding $1.00 on Sidewalk"
(filmstrip)

I Warm-up

Have you ever been near someone when they dropped money and they didn't realize they had dropped it? If you have, you may have wondered what to do with it. Here is a short film about just such an event. This story stops but is not finished. As you see it, try to think of ways in which the story might end.

II Procedure for filmstrip

a. Show through frame 4 - What has happened here?
b. Show frame 5 - What will he do with the money?

III Exploring Alternatives

What choices does he have now?
a. Role play one of two alternatives (Role play negative alternative first.)
b. Ask - What do you think might have happened to this child in the past that helped him make decision.
c. Ask onlookers - "Are you happy about the outcome?" or "Do you think that is the way most people feel?" "Where would that idea lead?" What would be the consequences?

IV Explore Consequences

Role play consequences - What do you think are the reasons for these consequences? Are you glad about the consequences? Do you think they are fair? Can you think of still further consequences?

V Decision-making

Summarize ideas; discuss the great variety of alternatives to choose from and the consequences of each. Clarify value process: behavioral motivations, situation confrontation, reasons for choosing alternatives and consequences.

"FINDING A WALLET"

Introduction

Have any of you ever found a pocketbook on the street? If you have I'm sure you wondered whether to keep it or turn it in to some lost and found department. Here is a story about some girls who found a wallet with money in it just when they needed it very badly. The story stops but is not finished. As you listen try to think of ways in which the story might end.

Narrator: Sally, Jane and Nancy had been told not to use the boat. Sally's Uncle Ross had been very definite about it.

Uncle Ross: "I have good reason, storms come up very suddenly on this lake. You might get caught out in one and drown...so fish and hike all you want. Just leave that boat alone!"

Narrator: But the girls had not obeyed. They had had a lot of fun - fishing, hiking, and playing on the beach in the warm sun. But all the time the rowboat had rested there in plain sight. Finally Jane couldn't stand it any longer. While Sally and Nancy were in swimming, Jane had pried loose a staple that held the locked chain and freed the boat. Then she had rowed out into the lake. Sally had yelled at her, she was thinking that her uncle had been very kind to take them out in the boat many times with him, and they should have respected his wishes. But later that day Sally and Nancy got in the boat too.

The next morning the boat was missing. They had gone out on the beach to swim. Sally then noticed that the boat wasn't in its usual place.

Sally: "Jane, you used the boat last night. Where did you leave it?"

Jane: "I pulled the bow up on the sand."

Nancy: "Didn't you tie it to anything?"

Jane: "I was in a hurry. But I had it almost halfway up onto the beach."

Sally: "So when the wind came up during the night, the waves washed the boat free. No telling how far it has drifted by now. Come on, we have to find it!"

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Narrator: They found the rowboat a mile away resting on sharp rocks that jutted out from shore. The boat was half full of water and the rocks had punched a hole in the bottom.

Nancy: "That's just fine, Jane, you have to pay for the boat!"

Sally: "No, we're all in this. I think it can be repaired."

Narrator: They pulled the boat out and called a repair shop from nearby Carrboro to come and look at the boat.

Man: "Yes, it can be repaired. It will cost you about $15 to have it fixed."

Narrator: The girls added up their cash, they had $4 in all.

Sally: "We don't have enough money to pay the whole $15 now. Can we pay you the rest of the money later?"

Man: "Yes, but I'll have to keep the boat until you do."

Narrator: After the man pulled the boat to the shop, the girls worried.

Nancy: "Where will we get the $11 we will owe him?"

Sally: "Goshh, I'd sure hate to have Uncle Ross pay it himself, but he'll have to if we don't."

Nancy: "We'll have to ask our folks for the money."

Sally: "If my Dad hears how we broke our word, after Uncle Ross has been so good to us, we'll really be in trouble."

Jane: "Now your uncle won't ever ask us here again."

Nancy: "It's all your fault." "Well, come on, let's go home. Maybe we can think of what to do."

Narrator: They were on their way home when Nancy found a wallet.

Nancy: "Look, a wallet - and there is money inside. Maybe this will get us out of trouble."

Sally: "Look inside. The owner's name must be in it."

Jane: "There's a ten dollar bill and two one-dollar bills and a check -- looks like a pay check for $292.00."

Nancy: "Whow!, let's see."

Sally: "We could turn it in to the police station."

Jane: "Are you silly! This money will pay for fixing the boat."

Sally: "Look at the identification card. This wallet belongs to Mr. Martin Sands. The police can return it."

Jane: Listen, we'll just take the cash out, and say there was no money in the wallet when we found it. Don't you see Sally, the owner will figure that somebody picked his pocket, then threw it away, so it wouldn't be found on him if he got searched by a policeman."

Sally: "But the pay check------"

Jane: "We'll leave the pay check in the wallet. Pickpockets don't mess around with checks-they just take cash that can't be traced. The owner will be so glad to get his big check back, that he won't mind losing the cash. He'll figure it's just the reward that he had to pay to get his pay check back."

Sally: "NO"

Jane: "We'll vote on it." "I say keep the cash."

Sally: "And I say return everything."

Jane: "Nancy, how do you vote?"

Sally: "Say it Nancy--Keep the money or give it back?"

Nancy: "Well, uh, uh....."

WHO'S NEXT?

"Let's pass in our papers, quickly, before we go outside," said Mrs. Jones to her 5th grade students as she got out the bases, ball, and bat for the softball game. "Jane, will you stack the papers in the basket on my desk?" Thank you." "let's see now, John is captain for the boys team today and Mary is captain for the girls." "Who is in first Mrs. Jones?" "The girls were in first yesterday so it is the boys turn to be in first today."

As the children ran out to the playground, the captains measured off the spaces for the bases. Mary assigned her team to field positions as John lined up the boys for batting.

"Is everyone read,?" Mary asked her team before she turned to throw the ball to the first batter.

The first boy up hit a grounder and made it to second base. John and his team were cheering the next batter as he came to the plate. He swung and missed the first pitch but on the second pitch he swung hard and hit a long high fly ball toward 3rd base. Mary's team cheered as one of the teammates ran under the ball and caught it making the first out for the boys. The next batter got to first base but the fourth man up, struck out.

Both teams were excited - the boys had a man on 1st and one on 2nd but they also had 2 outs. Mary shouted to her team to be ready and John yelled to his teammates on the bases to be ready to run.

In all the excitement of the game the boys had gotten out of line so they could see the game and cheer. When Mary called "Batter Up!" for the big play of the inning, two boys, Bill and Paul stepped up to home plate.

"Hey!" Bill shouted to Paul, "It's my turn to bat!"

"No, it isn't!" Paul answered. "You were behind me in line! I'm next!"

"Let go of the bat - wait your turn!" Bill yelled.

Both boys clung to the bat neither yielding to the other.

SHOULD THEY FIGHT IT OUT?

THE MEAL TICKET

It was twelve noon and Mrs. Steele's 6th grade class was preparing for lunch. Some children were putting up paints while others were washing.

"Joan, would you pass out the lunch tickets, please?" asked Mrs. Steele. As the class busily and noisily prepared for lunch, Joan passed out the tickets. When everyone had his, she stacked the extra tickets to put back in Mrs. Steele's desk drawer. As she did so, she noticed a monthly meal ticket in the drawer with no name on it.

"Hey! I wonder whose ticket this is," she thought to herself.

She quickly closed the drawer and lined up with the other children. "Thanks, Joan," said Mrs. Steele and the class filed down the hall to the lunchroom.

That afternoon as Joan was walking home past the department store, she glanced again at the bell bottom outfit she had wanted so much. She had been saving her baby-sitting money for 3 1/2 weeks.

"I wonder if I'll ever save enough for that outfit," she asked herself. "Three and a half weeks and I still lack $6.00!. I really would like to have it for Elizabeth's birthday party Saturday."

Joan tried to forget the outfit and went on home to help her mother with some chores before supper.

When her father came home, he called Joan to his desk. "Here is your lunch money for this month, Joan. Don't forget to buy your ticket."

"Thanks, Dad. I won't forget!"

After supper, as Joan was studying her vocabulary, her mind kept wandering to the outfit. Elizabeth has one, and Mary, and Jackie. Why can't I have one? .....If I only had the money, she thought as she stacked her books for the next day.

She was putting the $7.00 that her Dad had given her into her purse. "Hey! This is just the money I need! But it is a whole month's lunch money and I can't go that long without lunch. But the outfit---I have to have it by Saturday. If only...She thought of the extra meal ticket in Mrs. Steele's desk drawer. That could be her month's lunch! And no one would have to know. Should She?

THE TORN DRESS

Andrea, a small timid girl, was getting dressed for school early on Monday morning when she noticed that her mother had put out her new Easter outfit to wear that day. "Today isn't Sunday; it's Monday, isn't it?" she thought to herself as she looked at the clothes. Then she remembered, "Today is the 29th - the day for school pictures! I can hardly wait!"

As Andrea dressed, her mother reminded her several times to be careful of her dress during play period. Andrea hummed to herself as she finished dressing and combed her hair. She was happy and excited about wearing the outfit. "Karen and Carolyn will finally get to see my dress.....I've told them so much about it."

When Andrea walked into her classroom, the entire class admired her dress including her teacher, Mrs. Kent. "My, Andrea, what a beautiful dress!", said Mrs. Kent. Andrea smiled and went to her seat between Karen and Carolyn.

As she was getting out her homework to be passed in, Andrea heard a voice behind her. "Ha! Andrea had to wear her Easter outfit 'cause she didn't have anything else to wear!" She knew the voice belonged to Tony! - who always teased and bothered her. Soon Tony began pulling bows from Andrea's hair. "Will you leave Andrea alone?" Carolyn said to Tony but he continued. Finally, Andrea turned to push Tony's hand away as he pulled her hair for the third time. Thinking Andrea was about to hit him, Tony grabbed her dress and ripped the sleeve. "Oh, no, my dress!" Andrea thought as she stood there with tears in her eyes. What should she do now?

THE SOFTBALL GAME

Larry, a second grader, dreaded Saturday mornings, for that was when he was left alone while his 10-year-old brother, Scott, went to the ball field four blocks away to play softball with his friends.

Sometimes Larry went with Scott and hung around the game, but that was pretty dull for him and he was always in the way. If only I could play too, he thought. Scott taught him how to play pretty well and he knew all the rules from watching so many times. He thought to himself, "Maybe if I ask Scott he would let me play just this once, I could show everyone I can do O.K."

That morning when Scott and Larry were eating breakfast, Larry managed, in his quiet and nervous voice, to ask his brother if he could play ball with him.

Scott was not sure of what to say. Although Larry was sometimes in the way and too young to do everything with Scott, he liked him a lot and was good to him.

"I don't know... I'm not sure that the other guys would like the idea. I don't know, Larry," Scott said. Larry felt really bad. He hated 'hanging around' when his brother played softball. Scott was still thinking about what to do. "Maybe I could ask the other guys if it would be all right but just for this one time."

So the boys went to the field and after everyone joked for awhile and was ready to pick teams, Scott asked them if Larry could play this one time.

Billy and Jackie, Scott's best friends, laughed and thought it was all right, Eddie didn't like the idea and said, "He can be on your team - better not put him on mine." The others didn't really care so Larry got the chance he was waiting and hoping for.

The game went really well - Larry was up at bat twice and did all right. By the third time he was up, the score was pretty close. Everyone was excited. Larry was afraid he would strike out but he hit the ball quite far.

As he ran past first base he thought he could make second so he ran to it but he heard Eddie yelling out to him - "Hey kid, you cheat - you didn't step on my base." Before Larry could answer, Eddie ran up to him and pushed him to the ground. "That will show you - Go and cheat someone else, but you better not do it while I'm around."

At that moment Scott turned around and saw what Eddie had done to his brother - He thought to himself, "I have a good mind to hit that kid!" ---Should he?

The following excerpt entitled SOME COMMON QUESTIONS TEACHERS ASK, from chapter eight of Values and Teaching by Raths, Harmin, and Simon, was considered particularly beneficial by the staff teachers in their study of the valuing process and, consequently is included in this report.

SOME COMMON QUESTIONS TEACHERS ASK

As we have spoken to others about the value theory and the effectiveness of it, teachers and teachers-to-be have reacted with an anxiety born of conflict between attraction to the ideas and some real hesitations. As we speak to such persons, these hesitations often come out in the form of questions. What do I do about subject matter? What if I lose control of the class? How can I do some of this without adding it to my already overloaded schedule? And more,

1. What do I do about subject matter?

Some teachers may want to push some subject matter aside to make a little room for something the schools have long recognized as important but were heretofore unable to effectively work on: values development. A case could probably be made for the position that, if something has to give way, a certain amount of subject matter is less important than is value clarity. ...But we believe that subject matter need not give way to values; they can be worked contemporaneously, each supporting and enriching the other.

Indeed, there is no such thing as values without understanding, without knowledge, without subject matter. One of the criteria of a value is that it be thoughtfully chosen, with awareness of the alternatives and the consequences associated with each. This obviously requires information, and thus values require subject matter.

To work the capacity road for a minute, one might inquire what the purpose of information is. If one were to think of the word etymologically, one might say that information is to inform. To inform what? At least in part, to inform our decisions, our choices of what to do with our time and space. And thus subject matter can lead to values. We believe that both subject matter and values must be the concern of schools. As was said once in another context, you can't have one without the other.

One could use a value issue to introduce a subject-matter unit, and one could also use a value issue to culminate a subject matter unit. For example, a unit on health could end with consideration of the issue of poverty in the United States, and, especially, what each student's

values are vis a vis that issue. And value clarifying can penetrate a unit, as when a unit on immigration includes consideration of how each student feels about pulling up roots and making major changes in what he feels is his responsibility, if any, toward recent immigrants. One could occasionally use sentences for a spelling quiz that were value laden and that might provoke productive thought. (Not something as neutral as, "Winter. The snow falls in winter. Winter.", but something to stimulate thought as "Winter. A mother warms a child in winter. Winter." Also consider, "Father. A boy has no father. Father." "Orange. A student painted his walls orange. Orange." "Terrible. I feel terrible when I act cowardly. Terrible.") One could use value issues in mathematics problems, in foreign language lessons, in vocabulary units, in book reviews, and in many, many kinds of "purely" subject-matter units.....

But note that the clarifying response....need not take any time at all from subject matter lessons. Clarifying responses fit in the day without disruption to other plans.

Several of the value strategies, such as the thought sheet and the public interview, take very little time; and some other strategies, such as the value approach to student reports and the contrived lessons, sufficiently enliven subject-matter units so that even the most dedicated subject specialist is likely to find that more is gained than lost by their use.

Another idea occurs to us. Would it be possible to identify a series of value issues that are so common in today's world and so important for most lives that they could be considered as "required" subject matter. Some such issues might be.

Relationships between men and women
Relationships between work and leisure
Change vs stability in life and society
The meaning of friendship and love
The relationship between science and humanism
Relationships between self interest and social welfare
Acting on insufficient evidence vs inaction
Material vs Aesthetic satisfactions
Social planning vs individual freedom

These could then be handled in several ways. Each teacher could touch on them when convenient and appropriate. Certain teachers could be asked to take major responsibility for certain issues. Science teachers, for example, might deal with the issue of the scientist and the uses of his work (should scientists work to develop new human poisons or products that appear to be substantial but which will wear out faster?). Or perhaps special value courses could be designed. In secondary schools, home-room teachers might take this responsibility, or group guidance teachers, or we could set up small group-discussion classes.....In any case, it may be profitable to consider values as worthy as other academic or vocational subjects currently taught in schools.

It may even be that value issues could act as the coordinating concepts for most subject matter taught in schools. Education has had difficulty in finding ways of relating the various kinds of topics and courses to which students are exposed. The idea of a fusion of courses,

a problem approach, and a core curriculum have been proposed but not widely accepted. Could it be that the way each student uses subject matter to illuminate issues important to him in his efforts to make sense out of life might be the way to integrate dissimilar subject matter?

2. What if I lose control of the class?

Many teachers see value approaches as implying so much permissiveness as to raise discipline and, perhaps, safety problems. This implication is not intended ....,the requirements for value clarifying are not lack of control or permissiveness. The teacher may limit behavior in any reasonable way, it seems to us, and still maintain an atmosphere conducive to value clarifying. What is needed, however, is intellectual permissiveness backed by an honest respect for the experiences, thought processes, and values of students. A teacher can limit classroom behavior, and be consistent with this value theory, as long as he does not limit choices, prizing, and action in the larger, total-life sense.

3. How can I do this [illegible] my already overworked schedule?

This is a common response to a challenging educational idea. The problem is that teachers do have more than they can handle and it is unfair to [illegible] to do more. It is even more unfair to make them feel guilty as they struggle with a task that is too large and with aid that is too inadequate. Until schools can be organized more effectively and until educational understandings reach the point where aid more viable than the tired old clichés can be provided teachers, we humbly suggest that each teacher do the best he can. Do just a bit, if that is all that is reasonable. Some strategies, of course, take less time than others and are easier to get started. Teachers may be heartened to know, however, that in many cases the value approaches of this book, once mastered, make teaching easier, more enjoyable, and more effective. Squeezing value approaches into a crowded schedule may be the large investment that has even larger dividends.

4. I already use these approaches. What is so new about them?

For many teachers, the value theory will be nothing more than a confirmation and an extension of what they already, often only intuitively, know and do. Such teachers, and we hope there is a large number of them, may only use this book to identify some new ideas and techniques and to learn a framework for focusing their clarifying work on students who need it most. Such teachers may also find the book useful in interpreting to others what it is that they have been doing.

5. It is too complicated. I don't know where to begin.

For teachers who have worked in ways similar to these approaches, it may seem as if the recommended strategies are forbiddingly different. For such teachers we would recommend an easy, slow start, perhaps with value sheets adapted from those in this (Baths) book and occasional clarifying

responses, perhaps in written form, in the margins of student papers. Also consider some other strategies easy to get going: thought sheets, weekly reaction sheets, open-ended questions, coded student papers, time diaries, and student reports. But the main recommendation here is to take it slow without dismissing the ideas entirely. Chose a few techniques and work with them. The larger ideas and commitment may come later, especially, as is very possible, if the initial [illegible] are rewarding to the students and the teacher. Few teachers [illegible] (I hope this is reassuring, I all flat on their faces with the value theory. About the worst that can happen is that there will be no change to the theory or one's use of it; it may be nothing more than insufficient dosage.

6. What will people say if I start raising unusual and controversial issues in my classroom?

Some will say how delighted they are that someone is finally helping children think through these complex and important ideas. Some may recognize the degree of conformity and passivity that surrounds most of us and will compliment you on the courage it takes to face these issues. Some may complain that you are permitting students to think about ideas that they would prefer to try to indoctrinate. Some may wonder why you try to do such difficult things and why you do not stick with the routine subject matter, so easy to drill and test.

What you might tell persons who inquire is:

You only raise issues about which you believe students are old enough and wise enough to make at least preliminary judgments.

You insist that consideration of all ideas -- those raised by you or students -- be thoughtful, informed, and deliberate. You consider that an important goal of a person's education is to learn to think critically about complex and controversial ideas.

You do not permit students to indoctrinate one another nor will you do this. You are not trying to change the ideas of students but to help them learn a process of thinking and valuing, so that they are less likely in the future to follow any persuasive emotional preference, or to confuse thought with irrational approaches to vital issues.

Children are exposed to most of these ideas anyhow. Your job is to insure that the exposure is intelligent and balanced.

One of the reasons such ideas are considered touchy or controversial is that many persons avoid them, do not deal with them squarely and forthrightly.

Such issues are too important to avoid.

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7. Will this value theory work with my children?

This theory will probably not help children suffering from more fundamental problems, such as physical or emotional illnesses. It may even add to the difficulties of some emotionally disturbed children, although more evidence is needed on this point. But it is applicable to other children. It is especially useful for students who are difficult to motivate and are sometimes called "slow learners." As reported below, the value strategies have been found effective in moving students to normal work levels.

We would not recommend the dismissal of these approaches before a trial. And after a fair chance, those situations in which the value theory does not work will clearly show themselves. Like many another educational approach that has not worked, teachers will know when that is happening.

8. Can very young children work on values?

We are not certain about this. Little work has been done with primary-age children, but what evidence there is suggests that it has some benefits and few detriments. Teachers of young children have been successful in setting clarifying climates that students have carried with them to the playground and later grades, and some simple issues can, of course, be dealt with even by preschool children. We would recommend caution in the issues used for clarifying responses. If students can make reasonable intelligent choices in the issue, clarifying efforts seem warranted. At least the nonmoralizing value approach probably can show children at an early age that they are expected to think for themselves, be proud of themselves, and use their intelligence to guide their own behavior. But more research is needed.

9. I don't have any clear values myself. How can I help others?

A confused teacher can help confused students in the same way that a physician with a heart condition can help patients with heart trouble: by doing what has to be done. There are some advantages, of course, for children to deal with teachers who have clear values, but a teacher who can operate in the style of this value theory can help children, and we see no reason why teachers with less than clear values cannot do this. The crux of the issue is whether or not the teacher can control his behavior enough to give his students what they need, and not what the teacher thinks they need or would like to give them. This is a function of understanding and self-control, functions that can be performed even by someone whose own values are still being clarified.

10. Should we not moralize about anything? How about God, patriotism, love, values themselves -- may we not moralize about them?

We would say one would be advised not to moralize about anything if one could help oneself. Moralizing does not have much of an effect, if experience is any guide, except to encourage persons not to think for themselves and to accept uncritically what the persons with power or status happen to be telling them at the time. Even with the valuing process,

we do not argue that it is good for all persons and for all situations. Our purpose is to describe this method of dealing with such matters and to encourage others to see if it works for them. Moreover, when a teacher asks a value-clarifying question, he is not insisting that the student do any clarifying. He is encouraging it, but the student who would rather not do so would hopefully feel the freedom and security to reject the opportunity. And he might as well do this; for if one is not of a mind to clarify it seems unlikely that someone can force him to make a free choice, prize and act in accordance with the valuing definition.

In short, if one wants citizens who freely choose, prize, and act, one defeats himself by moralizing about anything.

11 Somehow I do not feel as if I am making progress when I attempt to work with values. Is there something wrong?

With value clarifying there is a different feeling of progress then with filling children with facts and understandings. It is less tangible, less testable, less quick. It is more like the progress that comes with teaching a complex skill. The sense of progress comes from identifying behavioral change, and it is sometimes as difficult to see this as to be aware of the changes in a child's height. As a consequence, several teachers have complained that with values there is no feeling of accomplishment. Nothing seems to change. For this reason we would recommend the collecting of behavior profiles from time to time, much like a mother marks height of her children on the back of a door. Occasional checking of such profiles,.....will provide not only evidence for others but evidence for one's own sense of accomplishment.

12. Can the teacher express his own values in the classroom or must he remain forever neutral?

Our position is that, ideally, the teacher should be able to be quite candid about his points of view and values. By so being, and by being accepting and respectful of students, students are reassured that square talk is permissible. Also, students have a real position to look at, to cross-examine, and to measure against their own ideas. The teacher, of course, would make it very clear that an expression of his position is not an indication of what would be desirable for others. We all have different experiences and outlooks, and we should all select values that are individually suitable.

Sometimes, however, we find it desirable to compromise with the ideal. Sometimes, for example, children are too accustomed to following what an adult says, even when the adult cautions them not to do so. And sometimes a teacher may want to keep his values hidden for more personal reasons; neither he nor the students will be well served to hear them. And sometimes a teacher will purposely play a devil's advocate role to bring a special point of view into a classroom in a dramatic fashion. Consequently, although we generally find it advisable for teachers to be honest and open as they hope students will be, for immature students, what-

ever their ages, and for other special reasons, we sometimes recommend that a teacher be wary about revealing his position. Of course, even with immature students, after they understand the differences between revealing one's own position and proselytizing, candor can replace concealment.

Incidentally, it is useful for those same reasons for teachers to reveal their lack of clear values. This shows students how difficult it is sometimes to be certain about some issues and underlines the importance of candor and honesty on all sides.

13. Is is "bad" not to have values?

It depends upon what one means by "bad". For a person in a period of great change, as in adolescence or in the midst of a major life adjustment, few values may exist. For those in a more stable portion of life, one might expect some patterns of life to have been worked out based on free choice, understanding, and pride. If this has not happened, one would suspect that such a person is operating at a lower level of life than need be.

But, especially for children, the crucial question is not how many values one has or what those values are, but what process a person uses when faced with value-related decisions. Does he acquiesce readily? Does he act impulsively? Does he choose things of which he is not proud? Does he do one thing and say another?

We would be inclined to say that, from our set of values, it is "bad" not to use the valuing process. More objectively, we would say that a person who does not use that process is likely to live a life which does not make use of the full human potential for intelligent existence.

14. Upon what topics should clarifying efforts be focused? How do I know what issues to introduce for value purposes?

We have noted some common indicators of values: attitudes, aspirations, purposes, interests, and activities. Others are beliefs, convictions, opinions, feelings, and worries. When a student expresses one of these and receives a clarifying response, he is often helped to examine his life in helpful ways. Thus we would say that such value indicators are worth clarifying efforts. Since often a particular attitude, activity, purpose, etc. will be common to many students, such indicators often lead to issues of interest to many persons.

But then some issues are not readily indicated by students; or sometimes, as with a new class, there has not been time enough to elicit value indicators. In any case, we have identified some criteria for judging what is worth clarifying.

A. Things most worth clarifying are of concern to the individual. There needs to be sufficient involvement to permit the lifting of an issue to the level where it may be prized and cherished. In short, there must be personal meaning for the students. Examples: Problems of life and death, love, money, family.

B. Things worth clarifying involve a variety of alternatives. In other words, there has to be about the issues no universal agreement, otherwise there would be little room for choice. On the other hand, there may seem to be agreement when in reality there are unconsidered or suppressed alternatives.
Examples: In the first group, issues about urban renewal, about teenage marriages. In the second group, comments on the equality of all men, the right of the government to tax income.

C. Things most worth clarifying are significant for many lives, for substantial groups of people, as opposed to issues which touch upon just a very few lives.
Example: The issue in a particular trial is less important than the principle underlying the trial.

D. Things most worth clarifying affect large areas of life.
Example: Choosing friends is more pervasive than choosing a pair of shoes.

E. To be worth clarifying something must be open to control, there must be somthing that can be done about the issue.
Example: War, not earthquakes. For young children, what should be done to make school better, not whether or not one should go to school.

F. Things most worth clarifying are related or joined to other issues. It is most useful to work on issues that help illuminate other issues.
Example: The role of women in society touches upon marriage, working mothers, dating, behavior, etc.

G. Things most worth clarifying recur as opposed to being transient.
Example: Sensational topical issues are less useful than persistent issues such as independence and dependence, courage, appropriate male and female role behavior, and graft.

Another point is germane here. Oftentimes a "small" values issue will grow from the interests or attitudes of students but can be extended to more profitable issues by the alert teacher. So, for example, a consideration of the wisdom of purchasing automobile seat belts can lead to considerations of how much of life's risks are worth controlling, what is the role of one person (such as an automobile manufacturer) regarding the safety of another (such as the automobile purchaser), and the uses to which we put our money.

Of course, even consideration of "small" issues is useful to the extent that it sharpens the skills of the valuing process and makes those skills more available for student use when other issues arise. Whether or not to teach for value clarification must be decided by each teacher who considers using this theory in his classroom. In making this decision, the problems that will be encountered must be considered and all aspects of possible difficulties carefully thought about.

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