Values Clarification

by

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I recommend this thesis for acceptance by the Honors Program of Ball State University for graduation with Honors.

[Signature]

Thesis Adviser
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"It seems incredible that man has made so little headway in values education and conflict resolution considering the amount of attention that has been given to these matters through the years."

Lawrence E. Metcalf
Table of Contents

I. Introduction ........................................... 1

II Values Clarification ................................. 2
   A. Definition of Values ............................. 2
   B. Role In Elementary School Curriculum ........ 3

III. Teaching Strategies for Values Clarification .... 6

IV. Selected References ................................. 23
   A. Films and Filmstrips ............................ 23
   B. Children's Annotated Bibliography ........... 26
   C. Teacher's Annotated Bibliography ............. 28

V. Summary .............................................. 34
Introduction

The subject to be dealt with herein, values clarification, is a relatively new area in the teaching field; only now, is it being introduced on a large scale to the elementary curriculum. It is the desire of this author to help promote the use of values clarification in the elementary school. This paper shall hopefully serve as an introduction to values clarification, provide several means by which it may be entered into the curriculum, and direct the reader to other sources which may prove helpful.

Many educators today believe that education is moving towards a new era of humanism. This was evident at the recent United States Office of Education Conference on Drug Abuse (St. Louis, Missouri, November 16-19, 1973). Humanistic education, consisting of self-concept and value clarification, was cited as the major way of preventing the type of situation which perhaps leads young people to the use of narcotics.
Values have been defined by Raths, Harmin, and Simon as "those elements that show how a person has decided to use his life,"¹; Hall regards a value as "something chosen from alternatives, acted upon, and enhancing creative integration and development of human personality."² It is not from information alone that values are acquired, but from a person's intimate discovery of the meaning of information. Louis Raths has said, "The purpose of information is to inform: to inform our values. Information for its own sake becomes mere decoration, not wisdom."³ Perhaps values may most easily be looked at as the tendency of human beings to show preference, and the topic of value clarification in the elementary classroom may serve to show why human beings use the information and experience they possess and use it in the manner which they do.

A person's values represent factors that play a role in his personal welfare function, the yardstick by which he assesses the extent of his satisfactions in and with life.

According to Raths, Harmin, and Simon, there are seven requirements that must apply to an opinion for a value to result.⁴ The criteria are divided into three major categories; choosing, prizing, and acting, with subdivisions under each. Choosing in-

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⁴Raths, Harmin, and Simon, p. 28.
cludes choosing freely, choosing from alternatives, and choosing after thoughtful consideration of the consequences of each alternative. Prizing includes cherishing, and public affirmation of choice. Acting covers not only acting accordingly once, but repeating the act.

Value clarification is an honest attempt to help students look at their lives and to encourage them to think about it. To provide a positive climate for this self-examination is the duty of every teacher.

Value clarification should be introduced to children at the elementary level. Raths, Harmin, and Simon state: "Several kinds of problems children often exhibit in school or at home are profitably seen as being caused by values, or more precisely, by a lack of values." 5

W. R. Gray found in her dissertation study that "each child comes to school with a set of values. If these values conflict with those of his school, those of his teacher, or those of his peers, he will likely be confronted with serious social conflicts." 6

Each child comes to school with a set of values. It is not the introduction of a new subject then; the values are there. The school has always been one of the means by which culture transmits

5Raths, Harmin, and Simon, p. 5.

its values from one generation to the next. It is the duty of the teacher to make his students aware of how they preference both the material and the immaterial, that is, make students aware of how they value.

The teacher must realize that each individual faces the task of formulating his own values — values cannot be taught as an intellectual concept. For value clarification to be effective, a teacher must be nonjudgmental. He must realize that there are no absolute right or wrong answers to values questions. The children should be respected by him. But, most of all, he should be extremely careful never to limit or threaten the thinking and valuing processes of his students.

Perhaps a teacher can begin to incorporate value clarification into his teaching by making his classroom a room in which students are respected and accepted, and feel secure enough to speak what they feel. They must have freedom to be and to feel for "students have no hope of knowing their values or of communicating them to another person unless they can go beyond their initial gut reaction to examine their experiences and the expectations with which they approach evidence." The atmosphere of the classroom must be one that promotes the valuing of every human being.

A teacher needs to make himself aware of certain value indicators, that is, certain outward signs that give us an idea

of what a person values. Some of these indicators are: goals, purposes, aspirations, attitudes, interests, feelings, beliefs, activities, and worries. Subjects or topic areas that have proven rich in value discussion are money, friendship, love, sex, religion, morals, leisure, politics, work, family, maturity, and character traits.

It must be noted that value clarification does not attempt to be any kind of therapy. It is not to be used with a child who has serious emotional problems. Value clarification is not meant to replace a teacher's other educational functions, but to be a fruitful addition to the elementary curriculum. Again, value clarification is not moralizing nor indoctrinating; the teacher does not try to sell the students his viewpoints but rather tries to make them aware of their own.

In conclusion, if education is to continue its movement towards a new era of humanism value clarification is essential. It is a means by which children may be aware of what they feel and why they feel that particular way. Values clarification is indeed a way to make education relevant.
Teaching Strategies

The following activities have been collected from books, friends, fellow students and college professors. The activities provide a tangible way to bring values clarification into the classroom.

Coded Papers

The teacher or students can code papers with pluses or minuses indicating what the writer is for (+) or against (-). The papers can be written by the students, and the teacher can do the coding instead of assigning a letter grade. The students can also code papers to indicate where they agree and disagree with the author.8

Conflict Story

The teacher reads the following story and then has the children list the names of the characters according to whom they liked the most and whom they liked the least. Discuss the lists after completing them. Try to discuss some of the values the children thing each man may hold. Have the students discuss how the situation could be resolved.

The Ajax Paper Company was dumping poisonous chemicals into a stream, causing the fish to die and the water to become smelly and polluted. Mr. Pedigrew, president of the company, knew that the fishing, swimming, and tourism businesses were suffering, but pollution con-

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trol would have cost the company millions of dollars. The company employed about half of the town's residents and doing something about the problem would mean that most of them might have to be fired. Mr. Chambers, chairman of the town's chamber of commerce and long time friend of Mr. Pedigrew, wanted to bring more tourists to the area, but didn't want to report the pollution because of the already high unemployment in the area. Mr. Chambers wanted instead to develop another amusement park to attract more tourists as well as to provide more jobs. Mr. Barnum, owner of the only amusement park in the area, feared the competition of another amusement attraction and reported the polluting paper company to state environmental control officials. The company was closed down and the employees were put out of work. Mr. Townsend, mayor of the town, sympathized with the families of the unemployed workers and wrote a letter to the state to try and reopen the paper company even though it would still pollute the stream. Mr. Moneybags, owner of a large summer resort, became so angry with the mayor.'s attempt to reopen the paper company that he withdrew his support for a community park that the mayor was promoting making it impossible to complete the project.9

Value Clarifying Discussion:
Example: Discuss Ogden Nash's poem, "Song of the Open Road" -

I think that I shall never see
A billboard lovely as a tree
Indeed, unless the billboards fall,
I'll never see a tree at all.

The teacher might ask- Did the poet really mean that he would never see a tree as long as there are billboards? If he were a businessman who depended upon the tourists who saw the sign would he feel the same way? Write a poem about billboards from a businessman's point of view.10

9Harmin, Kirschenbaum, and Simon, p. 131-133.
Quotations:

The teacher may write out a provocative quotation or read it to the class. After making sure that the class understands the quotation, the teacher might proceed with some questions to spur the discussion on.

The Picture Without a Caption:

The teacher brings in a picture which involves a story of some kind (eg. a street fight) The picture must be large enough to be seen from all parts of the room, or the teacher must employ an opaque projector. After various captions are examined, an attempt is made to see what the students would have done in a similar situation.¹¹

A Scene From a Play or Movie:

A teacher obtains a script from a play, TV show, or movie and duplicates a small part of it. Students act the script out, but it is cut off before there is any solution to the problem. The student then take over and decide what should have been done, how this situation was something in their own life, etc. Showing films which are cut prematurely can also lead to interesting discussion. A suggested play is M. Anderson's High Tor (1940's); an interesting story is The Lottery by Shirley Jackson.¹²

¹¹Raths, Harmin, and Simon, p. 117.
¹²Raths, Harmin, and Simon, p. 117
The Unfinished Story:

The teacher may read a selection that has been deliberately written with no ending. Through discussion, the children may solve the problems themselves. To obtain unfinished stories, write NAA Publications - Sales Section, 1201 16th Street, NW, Washington, D.C., 20036; and ask for Unfinished Stories for use in the classroom. Stock No. 381-11766. This booklet contains forty-four of the most popular unfinished stories. Cost is 75¢.

The Middleman:

Three people sit together in a row. Whoever is in the middle converses with the person on his right and the person on his left who have each selected a separate subject to talk on. The middleman keeps the talk going and is involved in both conversations simultaneously. How does it feel to be the middleman? How does it feel to be the man on the outside?

Pillow:

Two partners share one pillow. Experiment with different ways of giving and taking the pillow. Make it something vile and distasteful. Make it something heavy - now light. Experience different variations.

Murder (Divide and Conquer):

The teacher cuts out pieces of paper equal to the number of people in the group. If there are more than ten, the teacher
has the children break into several groups and sit on the floor in circles. On a piece of paper in each group an "x" is placed; then the papers are folded; each person picks one paper. The person who gets the "x" is a murderer who kills off people by winking at them. The object is for the murderer to kill off as many people as possible without being identified. A person who is murdered must wait a few moments and then fall over dead. He is then out of the game. If a person who is "alive" thinks he knows the murderer he can accuse but only if he has seen him winking at someone. A false accusation eliminates the accuser. How do you feel playing this game? Do you trust each other? Are you a group?13

The Milling Assassin:

This is a non-verbal exercise. The teacher must choose a person to become the assassin. This is done by having all the students stand in a circle with their hand behind their backs. The leader or teacher walks around the outside of the circle, touching each person on the palm of the hand. He will touch one person on the wrist and that person is designated as the assassin, but no one else in the group will know who he is. After the leader has completed the entire circle, the group members begin to mill around, shaking hands with everyone they pass. This MUST be done non-verbally. The assassin will also mill around and shake hands, but whenever he wants to,

he may "kill" someone by shaking hands and extending the index finger to touch the wrist of the person with whom he is shaking hands. The "victim" will wait about ten seconds and then "die" by falling to the floor and making appropriate noises. The group will have to try to discover the identity of the assassin. When one person feels that he knows who the assassin is, he becomes the declarer and says, "I know who the assassin is." Before he can say anyone, another member of the group must volunteer to become his backer. The declarer will say, "The assassin is John." His backer must agree. If he does and if John is indeed the assassin, the game is over for that round and the process must be started again. If, however, John is not the assassin, then both the declarer and the backer must "die." The game continues. If the backer refuses to agree with the declarer's choice of assassin, the game continues with no response from John as to whether he is or is not the assassin.

Scapegoat:

The teacher divides the class into groups of about six or eight. Everyone joins hands in a tight grip except for one person. That person must walk around the outside and try to break into the middle of the circle. He may use any means available to him — force, words, or whatever... then reverse the procedure and have the person on the inside trying to break
out of the circle. Afterwards, the teacher might want to discuss the social implications of this game; comparing the society and the group to the circle and trying either to be "in" or breaking the ties of society.

**Values Store:**

The teacher picks someone to be a shopkeeper, then sets up a scene in his shop. Enter, and request something you want for yourself such as love, good grades, respect, etc. Get the shopkeeper to bargain with you. What do you have to give up to get what you want?

**Child of the Week:**

The teacher selects names from a hat or does so alphabetically. The child selected prepares a bulletin board about himself. Some suggested sources of information are his writings, his drawings, photographs, address, family members, etc. The family MAY be invited to see these. This can serve as a way to build the self-image of even the slowest child, and provide a place for affirmation of values.

**The Emotion Box:**

The teacher duplicates this form:

Name (optional) ____________________________
Date _____________________ AM PM
Emotion __________________________
Reasons __________________________

The teacher asks that these be filled out whenever students have
a strong reaction to anything that happened during the day, explaining that it would be helpful to him as a teacher to know their feelings. A stack of forms may be placed beside a box where completed forms may be dropped.

**Blacks and Whites:**

Similar to "Monopoly" except that blacks must abide by very discriminatory rules (for example, they are forbidden to buy certain properties). Available through Psychology Today for $6.95. Write Psychology Today Games, Box 700, Del Mar, California, 92014.

**Confrontation:**

Students take various roles and try to bargain with other players in order to achieve goals they set for themselves. Available from Psychology Today Games, Box 700, Del Mar California, 92014.

**The Cities Game:**

This game gives a person insight into the reasons for urban collapse. It shows the ways effective action can be taken. What are the political pitfalls? Can you play a dirty game and still win idealistic victories? Available from Psychology Today Games, Box 700, Del Mar, California, 92014.
**Star Power:**

The teacher prepares ahead of time small envelopes (three for each child) containing five poker chips: 1 gold, 1 white, 1 blue, 1 red, and 1 green. Also, before time, he places several of the following charts around the room:

<table>
<thead>
<tr>
<th>Color</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>80</td>
</tr>
<tr>
<td>White</td>
<td>40</td>
</tr>
<tr>
<td>Blue</td>
<td>20</td>
</tr>
<tr>
<td>Red</td>
<td>10</td>
</tr>
<tr>
<td>Green</td>
<td>5</td>
</tr>
</tbody>
</table>

Any four of one color +30

The object of the game is to be a star by getting as many points as possible. The teacher divides the class into groups of between ten and fifteen; and provides each child with an envelope of chips. On the signal the child trades with anyone of his classmates. To effect a trade, a child walks up to his classmates, grasps his hand in a handshake, and neither child may let go until a trade takes place. (There must be a one-for-one trade and no trading for chips of equal value, such as red for red.) At the end of three minutes, the trading is called to a halt. The scores are recorded on the blackboard next to the children's names which are placed on the board according to group. Each group is given sixty extra points which they may divide among themselves in any manner. The teacher then arbitrarily moves the higher scoring students to one group, the lower to their own group, keeping the same number of original groups. The old chips are collected and each child is given a new packet. The game is again played for a three minute period, and
the new score added to the old score and again the children are arbitrarily regrouped.

Before the game is played for the final time the "star group" is allowed to make new rules. The last game is played according to these new rules. The teacher should watch how the lower groups react and what they physically do to avoid playing for the good of the "star group".

Have the children talk about the feelings of power and inferiority that come out. The teacher may ask: Did you value the feelings? How did members of a group feel about members of their own group? other groups?

The Contrived Incident:

Sometimes, a teacher has to contrive a situation in order to get students beyond the level of mere verbal responses. Occasionally, teachers need to shock their students into an awareness of what they are for and against. Example: A teacher found his class discussing rigged TV quiz shows in a desultory manner. The class concluded that no one had really done anything wrong by giving some of the contestants the answers beforehand. Concocting a very difficult test, the teacher hinted to a few students that he would not mind if they looked at the answers on his desk. After the quiz, which the students who had the answers passed with a perfect score, and everyone else failed, the class was told what had happened. They all pro-
tested violently and complained bitterly about the unfairness of the situation. When the teacher reopened the discussion on the quiz shows, the value indicators which emerged seemed to have been much more painfully considered.

The purpose of the contrived incident is to simulate as closely as possible and as dramatically as possible something that will give students a real understanding or feeling.

The *Zig Zag Lesson*:

The teacher identifies a value area that he thinks the students have not clarified sufficiently, such as the idea in the following example of what pride in work consists of. Then, he prefaces an introduction of the idea with some innocuous questions resulting in whetting students interests and making them wonder what the lesson is all about. The questions should be asked quickly, not dwelling on any of them.

- How many of you can tell which shoe you put on first this morning?
- Do you tie double knots in your laces?
- Do you wear your heels evenly?
- Have you noticed how your shoes are stitched and cut?
- Do you ever think what it would be like to sit at a bench and plan, cut, and sew a pair of shoes?
- Can a person be proud of producing a good pair of shoes?
- Are you proud of the jobs you do?
- When is a job something to be proud of and something to get out of the easiest way possible?  

*Devil's Advocate:*

This role lets the unconsidered alternative come in with full force. It helps prevent passive drift toward unconsidered
consensus. The teacher plays devil and takes the unpopular side of an issue. The teacher plays devil and takes the unpopular side of an issue. For example, for the use of profanity, for dishonesty, against patriotism, etc. Few students take this kind of confrontation quietly. It promotes value clarifying on a high level for students are forced to examine what they prize and cherish, and to affirm in front of the entire class.\textsuperscript{15}

**Value Continuum:**

Most issues are not a simple matter of black and white, because of this, the value continuum was derived. The teacher or class identifies an issue to be discussed in class. Then, two polar positions are identified and placed at opposite ends of a line on the board. This material may be used with or without discussion. The student finds his place on the continuum and stands there.\textsuperscript{16}

**Changes:**

The teacher has the children think of something in their lives that they would like to change. Then he has them state all the "I can't because". The children think of something in school they would like to change. Ask: How many barriers are real? How many are merely excuses?

**Thought Sheets:**

This method gets directly at the concerns of the students. It does not rely upon topics initiated by the teacher. Each week

\textsuperscript{15}Raths, Harmin, and Simon, p. 125

\textsuperscript{16}Raths, Harmin, and Simon, p. 128
a student turns in a single sheet or perhaps a 4x6 inch card upon which he has written some thought of importance to HIM. It is written after due reflection and indicates something of the quality of living or thinking in the preceding week. To introduce these "thought sheets" the teacher may say that they are due once a week, may be of any length, may be on any topic as long as it relates to the child's values, will not be graded, and may be randomly read aloud anonymously. Thought sheets are most often returned again at the end of the term. They are an amazingly accurate gauge of how intent the search for value is in an individual classroom.¹⁷

Open-Ended Question:

These give the teacher a method of getting the students to reveal some of their attitudes, beliefs, activities, and other "value-indicators" on an irregular or one try basis. An open-ended question is dictated or written on the board and students are asked to write responses either in class or at home.

It:

The teacher gives the following directions to the class: You have got "it"; I want "it"/ "It" is never defined in this game. One person can have "it", and the others try to get "it". Or, work in groups. If one method does not work, use another; but, get "it".
Twenty Things You Love To Do:

The teacher passes out paper and asks the students to number from one to twenty, and to please make a list of twenty things in life that they love to do. When the lists are done (have reached approximately twenty) the students use the left hand margin of their paper to code their lists in the following way:

1. A dollar sign by any item that costs over x amount every time it is done.
2. An "A" by activities preferred to be done alone and a "P" by activities preferred to be done with others.
3. "PL" beside those things which require planning.
4. A star by the five most favorite items.

Teachers may make up their own code, but not more than five or six per sitting is recommended.

Magic Box:

The teacher tells the student about a magic box which is very special. It is capable of making itself very small or very large. Best of all, it can contain anything you want it to contain. The teacher then asks the students, "If you came home today from school and found the magic box waiting for you to open, what would be in it? Remember, it can have anything you want, tangible or intangible." Students may write down their answers or tell them to the class. This will help students think about what they value. 18

Personal Coat of Arms

The teacher either gives the students a facsimile of a

coat-of-arms or has them design their own. The student is to answer each of the following questions by drawing in the appropriate area on his coat-of-arms, a picture, design, or symbol.

1. What do you regard as your greatest personal achievement to date?
2. What do you regard as your family's greatest achievement?
3. What is the one thing that other people do to make you happy?
4. What do you regard as your own greatest personal failure to date?
5. What would you do if you had one year to live and would be guaranteed success in whatever you attempted?
6. What three things would you most like to be said about you if you died today?19

Alligator River:

In this strategy, students reveal some of their values by the way they react to the characters in the story. The teacher tells either the X-rated or G-rated story of Alligator River depending on the class. Following the story, the students are asked to privately rank the five characters from the most offensive character to the least objectionable. After students have made their own rankings, groups of four are formed in which they share their thinking and discuss all the pros and cons with one another.

19Simon, Howe, and Airschenbaum, p. 278-279.
THE ALLIGATOR RIVER STORY

Rated "X"

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river which separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge was out. So, she went to ask Sinbad, a river boat captain, to take her across. He said he would be glad to if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend name Ivan to explain her plight. Ivan did not want to be involved in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promises to Abigail and delivered her into the arms of Gregory. When she told Gregory about her armorous adventure in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling sorry for Abigail, sought our Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting what he deserved. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Rated "G"

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat. She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to see a friend named Ivan who had a boat. When Abigail told Ivan her problem, he said he was too busy to help her out and did not want to be involved. Abigail, feel-
ing that she had no other choice, returned to Sinbad and told him that whe would agree to his plan. When Abigail returned the repaired glasses to Gregory, she told him what she had had to do. Gregory was appalled at what she had done and told her he never wanted to see her again. Abigail, upset, turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. They went to the school playground where Greg was playing ball, and Abigail watched happily while Slug beat Gregory up and broke his glasses again.

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Films and Filmstrips


   Grade-level - Upper Primary, Intermediate
   Author - Rebecca Barnhart, MA
   Color
   Reading script in teacher's guide. The objective is to help students understand and develop moral and ethical values. To help students recognize responsibility. Record is 33 1/3 rpm equipped with 30/30 c. inaudible sound, for automatic advance or chime signal.

   Four filmstrips:
   Respect for Property - 11 min., 15 sec.
   Consideration for others - 10 min., 40 sec.
   Acceptance of Others - 12 min., 40 sec.
   Recognition of Responsibilities - 11 min., 15 sec.


   Series of fifteen color filmstrips designed to stimulate thought and reflection in four areas: prejudice, personal values, authority, and honesty. Twelve-inch record: duplicated sides for long wear. Record is an introduction by Louis Raths - no music or narration for individual strips.


   Three films run about sixteen minutes each.
   In color with sound. No ending.
   Trick or Treat - a possible problem concerning honesty
   Clubhouse Boat - same
   Paper Drive - same


   Set of fifteen films, each lasting approximately fifteen minutes. Films are portions
of modern films. Complete with teacher's guide. Price: $250 per film, or $3000 for series. Rental price is $25 per film.

1. The Dehumanizing City - modern individual in conflict with complex bureaucratic system.
2. Lonliness and Loving - individuals search for meaningful human relationship and love.
3. My Country Right or Wrong - duty of the citizen to his country and himself.
4. Politics, Power, and the Public Good, where constructive compromise ends and corruption begins.
6. Spaces Between People - communication.
7. Pride and Principle - codes of behavior.
8. When Parents Grow Old - society's treatment of the aged.
10. When To Tell the Truth - duty to friends vs. duty to society.
11. Love to Kill - attitudes toward killing.
12. The Line of Aggression - personal ambition; its affect on self and others.
14. Trouble with the Law - relationship of the individual to society.
15. A Sense of Purpose - establishing personal goals.

5. The Outsider - Young America, Centron Corp. 1951.

Ten minutes, sound, black and white. The story of a young girl who feels that her school group rejects her. This brings out not only her responsibility to the group, but vice-versa.


Two filmstrips, 35 mm, and two 33 1/3 rpm records. Part I - eighteen minutes, and Part II - fourteen minutes. Complete with script and counselors guide. A series of liver interviews with teenagers regarding such problems as sex, cheating, drinking, conformity, responsibility.

Two filmstrips and two twelve inch long-playing records. Program length is thirty-two minutes. The filmstrip is a dialogue among young people that provides a key to the attributes of today's highschool youth. Color.
   An eleven-year-old boy needs a cap to go to Bombay for a visit with his uncle. But, the poor village boy had to work for the eight annas it costs, and suffer setback before he earned his hat.

   A young boy is called Tiny by his classmates, because of his size. One day it is proven that he had the biggest heart.

   Matilda cries "fire" again and again; when a real fire comes no one believes her and she perishes in the fire.

   A hermit changes a little mouse into a tiger; the tiger is ungrateful, so he is changed back into a mouse.

   Chanticleer the rooster is almost eaten because of flattery.

6. DeAngeli, *Aguerite, Door In the Wall*, Doubleday, New York, 1949, pp. 120.
   Winner of the Newberry Award. In the 13th century, a young boy is struck by a crippling disease; this however, does not stop him from winning knighthood.

   Two brothers, Hubert and Klaus, are the only remaining members of their family. Klaus searches for personal freedom.

Two dogs find a bone and almost cannot decide who is the owner, the one who saw it first or the one who touched it first.


Samantha cannot stop telling lies (moonshine) until she nearly loses her best friend and her cat (Bangs) in a storm.


A poetry book about the thoughts of two young boys.


Story of Mafatu who, though son of a chief, feared the sea.


A collection of prose poetry and drawings by Czech children who were confined in a concentration camp 1942-1945.


Purpose of this textbook series is to make it possible for each child to achieve his highest potential in developing his creative and productive capacities. The base of the series is a study of the shaping and sharing of human values. In the series the values are divided into eight categories:

- affection
- respect
- wellbeing
- wealth
- power
- rectitude
- skill
- enlightenment

Books for grades one through six. Each book contains a number of illustrated stories. The Teacher edition also contains a synopsis of each story, suggestions for introduction and teaching of the story, and suggested additional assignment.
Teacher Bibliography

Books

   Designed primarily to provide suggestions for high school teachers who desire to develop one or more learning units in the area of values. It provides suggestions on procedure and content. Available for $1.00.

   A series of articles. Most useful for this topic - "A Change In Values; A Goal In Counseling" by Joseph Samler, originally presented at the Symposium on Values and Counseling, The American Psychological Association, 1959.

   Book built around essays written between 1964 and 1970. An examination of stages in the growth of intellect proceeding to an analysis of the constant interplay between man's evolution and culture and the effects of cultural transmissions on learning.

   Presents practical suggestions for teachers in selecting and using appropriate question techniques. The stress throughout is upon using questions to help in the building of strident self-esteem and creativity.

   Attempts to answer these questions - what ideas about human behavior have special value for understanding the helping relationship? What do these ideas imply for effective practice?
A dissertation study which had the purpose of obtaining evidences of changes of certain personal-social values of children. Study involved five children for a period of one year to determine if there were changes in values.

A primer in humanistic education.
Contains excerpts of many works by leaders in the field of humanistic education.

The author compiles a number of disciplines, consulting with others to hopefully avoid imposing his own values on others. A collection of experiences, thoughts, approaches and insights relating to values clarification.

Offers an approach for making classrooms relevant to a world of change. Examples given in twenty different subject areas.

Divided into sections 1) books, 2) films, 3) film strips, 4) flat pictures, 5) plays, 6) poems, and 7) recordings. Somewhat outdated.

A study of a boy's grammar school in London. The author did not assume the role of a teacher, but tried to assume a necessary objective view for a specific case-study.

What value do grades have? The possible alternatives to the grading system are examined in detail.


Written in an effort to find productive approaches to values education and conflict resolution. The 1971 Yearbook of the National Council for the Social Studies.


Written in hopes of stimulating further and ever more fruitful action by others, designed gradually to change education from an empirical art to a social process that makes full use of scientific knowledge and of the scientific method.


States a value theory that can guide a teacher and describes a process and specific instructional strategies which implement that theory.


Not a philosophical theory about the nature of value, but a philosophically informed scrutiny of the workings of the value concepts which we operate in every day.


Includes a chapter on values. Mr. Rogers relies on the potentiality and wisdom of the human being to bring about what he feels are desperately needed changes in education.

Divided into two parts. The first part is a directive and the second part provides techniques (seventy-nine). Most of the activities have not previously appeared in print. Lessons complete with purpose and procedure.


3. Harmin, Merrill, Kirschenbaum, Howard, and Simon, Sidney, B., "Teaching History with a Focus on Values," *Social Educator*, vol. 33, no. 5, (May 1969), pp. 568-570. Written in belief that the students need for relevance plus all the traditional goals of the study of history can be met by teaching history with a focus on values. Complete with example.

4. Hollister, William G., "Is Happy Childhood the Goal?" *PTA Magazine*, vol. 60, no. 9, (May 1966), pp. 10-12. A discussion of the role of parent and teacher in introducing youngsters to action that may be value, in hopes of saving children who come to value only in terms of getting, receiving and possessing.


7. Lloyd, Susan, "How Can We Ask Children To Be Better Than We Are?" *Redbook*, vol. 133, no. 2, (June, 1969), pp. 56-64. A thoughtful mother, who hopes her sons will become honest, compassionate men, talks about ways in which parents can help children develop values.
8. Odell, Lee, "Teaching Reading: An Alternate Approach," The 
Deals with Piaget's theory of decentering 
and how to bring value clarification into 
the classroom.

9. Raths, Louis E., Harmin, Merrill, and Simon, Sidney B., 
Discusses and explains the approach 
to clarifying values that rests on a 
specific method of responding to 
things a student does - clarifying 
response.
Summary

As Lawrence Metcalf stated, it does seem unbelievable that man has come so short a way in the field of values education. Values are basic to human nature and yet are ignored all too often. Values are taken for granted with no thought given to their origin. And perhaps, this the reason for the lack of communication in the world today — people are so "set in their ways" that they refuse to see any other point of view. Educators, through the use of values clarification can show children how to see all sides of an issue and give careful thought to the stand they choose to take. When these children grow to be the adult element in society, perhaps communication will be more open.

Values Clarification provides a way to know oneself — a lesson that must be learned before one can relate to the outside world.