

DEMOCRATIC VALUES AND STUDENT BEHAVIOR
IN THE ELEMENTARY CLASSROOM

by 6791

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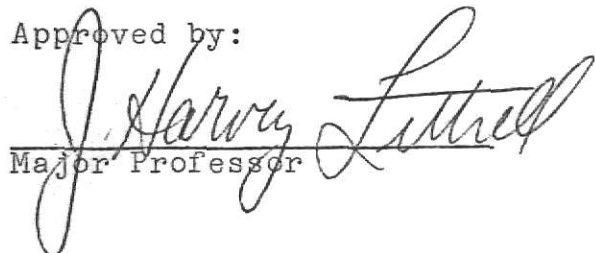
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INTRODUCTION

Essential to the creation of a democratic ideal is a wholesome climate in which each child will grow and learn. This wholesome climate is a must if each child is to achieve individuality and to complement the American or democratic ideals.

The following list of democratic ideals finds expression in characteristic behavior traits. They exhibit a distinctly American pattern in which a unique individual can find considerable security and opportunity.¹

Democratic ideals of American character are identified as follows:

1. Self-determination--an attitude of independence which leads toward creativeness. An emphasis on personal responsibility in choosing one's course and accepting the consequence of following it.
2. Universal opportunity--this is a country where every man has an equal chance.
3. Unity in diversity--willingness to live with the tensions generated by differences.
4. Participation in shaping the general welfare. Every man has the right and the responsibility to take part in making decisions. Devices of democratic government such as the ballot, majority rule, and parliamentary procedure.
5. Pursuit of material progress and individual interest--increasing demands for specialized knowledge, and the need for intelligent people to man the roles of a highly technological society.

¹National Educational Association, A Climate for Individuality, Washington, D.C., N.E.A., 1965, p. 1.

6. Americanism--the national quality--deep humanitarian concern for a world of peace and justice finds expression in many international ventures supported by the average American.¹

Essential among the antecedents of democratic values is the psychological determinant of need gratification, that the fulfillment of physiological, security, belongingness, and esteem needs--as hypothesized by Abraham Maslow (1954)--is integral and prerequisite to democratic socialization.²

In our schools today there are many children who are not clear about what their lives are for and what is worth working for. Persons with unclear values relate their lives to their surroundings and quite different patterns of behavior.

1. Some are apathetic. They are listless and uninterested, willing to let the world carry them along whichever way it will.
2. Others are flighty, interested in many things but only for fleeting moments. They are involved in something with high spirit; but in short order, they abandon it for another favorite.
3. Some are very uncertain, seemingly unable to make up their minds about the many choices of the world.
4. Then there are very inconsistent ones. One thinks of the student who is alternately generous and selfish, or who is hard-working this week and totally without energy the next week.

¹National Educational Association, A Climate for Individuality, Washington, D.C., N.E.A., 1965, p. 1.

²Simpson, Elizabeth Leonie, Stepchildren, Jossey-Bass Behavioral Science Series, San Francisco, 1971, p. 13.

5. Others might be called drifters. For these persons there is a pattern of behavior characterized by planless and unenthusiastic drift from this to that, like humans without power or rudder in their sea of life.
6. A large number are overconformers, not having a clear idea of what they want to do with their lives; many take the road of conformity, accommodating themselves the best they can to what they perceive to be the dominant viewpoints of the moment.
7. Some are overdissenters, not occasional and reasoned dissenters. This behavior pattern is no more independent of others than of the overconformer.
8. Finally, a group of role players, persons who cover their lack of clarity about what life is for by posturing in some role or other that is no more real for them than a made up cardboard image. One thinks of the class clown or the bully on the block as often being of this type. Each adopts a counterfeit existence to conceal his lack of a real one.

STATEMENT OF THE PROBLEM

The administration of the Salina school system asked for new ideas or innovations to be used in the schools for the school year 1970-1971. To accomplish this task the school principal and the author of this paper worked out a plan whereby each teacher could share her talents and experiences as well as interests. Each teacher chose the subject area where she felt most competent and confident. Therefore the school made the most efficient use of talent available and called it departmentalized teaching in the fourth and fifth grades.

This plan was used at Kennedy School, in a city of

42,000 population in central Kansas. Kennedy School has one class of about 30 students for each grade. The pupils in each class are heterogeneous as to mental ability. Each teacher chose her home room and the students spend one-half day in each room. The activities described in this report were carried out in the author's home room.

The major purpose of the study was to design activities which would stimulate children to discover their inner world of values, to analyze them, to modify, and perhaps to reorganize them.

It was not intended to change the ideas of students, but to help them learn a process of thinking and valuing. The value approach should show children that they are expected to think for themselves, be proud of themselves, and use their intelligence to guide their own behavior. The need to expand on the value theory aims toward developing the student's independence and self-responsibility.

It would seem that if techniques could be found to strengthen the democratic values in our elementary schools, the future of our country would be assured. It was the author's opinion that pupils either do or do not perceive democratic values, depending upon the kind of daily school routine practiced. Pupils need to see constant examples of democratic behavior in order to learn democratic values. A teacher must believe in these values, and show her belief by her actions.

To evaluate the program of value teaching, especially in the realm of creating an atmosphere whereby the democratic way of life could be observed and experienced, an attempt was made by the author to teach concern of others, to guide her students to become responsible citizens whereby they would value the democratic way of life.

DEFINITIONS

Values

Values are defined as those elements that show how a person has decided to use his life. A value represents something important in human existence. Each person has to wrest his own values from the available array.¹

Values are inner forces which motivate behavior and life style. These unseen forces influence an individual to behave the way he does and make him strive for whatever he wants to achieve in life.²

Process of Valuing

Unless something satisfies all seven of the criteria noted below, it is not called a value. These processes collectively define valuing. Results of the valuing process are called values. The processes are:

¹Raths, Louis E., Merrill, Harmin and Siman, Sidney B., Values and Teaching, Charles E. Merrill Publishing Co., 1966, p. 6, 9.

²Kaltsounis, Dr. Theodore, "Swing Toward Decision Making," Instructor, April, 1971, p. 54.

- Choosing: (a) freely
 (b) from alternatives
 (c) after thoughtful considerations of the consequences of each alternative
- Prizing: (a) cherishing, being happy with the choice
 (b) willing to affirm the choice publicly
 (c) doing something with the choice repeatedly, in some pattern of life.¹

Value Indicators

There are eight categories of behavior which have significant relationship to valuing goals and purposes: aspirations, feelings, interests, beliefs, convictions, attitudes, activities, and worries. These are often revealed in the classroom and are called value indicators.

Behavior

The way a child reacts in the classroom and out.
 (He is thinking, feeling, and acting.)

REVIEW OF LITERATURE

In the historical struggles that shaped our country the schools provided an enlightened electorate, helped weld national unity, assimilated millions of immigrants by teaching them the cultural patterns and expectations of their new country, and served to break down artificial, social, and economic distinctions through a common educational system.

¹Raths, Louis E., Merrill, Harmin and Siman, Sidney B., Values and Teaching, Charles E. Merrill Publishing Co., 1966, p. 28, 30.

When pupils learn in school the basic principles on which our government is founded, understand the responsibilities each citizen must carry and experience democratic processes, with its satisfactions as well as disappointments, a greater appreciation for our system of government should develop. The teacher plays a vital role in this drama in order to help children grow in their feelings, attitudes, ideals, and beliefs.

The development of values is a personal and life-long process. As the world changes decisions have to be made and this is where valuing needs to be carried out in the classroom.

Decision making involves three basic elements: knowledge, values, and action. Values, which include the feelings, disposition, attitudes, and beliefs of the decision maker, are just as important as knowledge in making decisions.¹

Decision making requires action. It is in action that the child will see the relevancy of what he knows and is learning. Taking action gives the child an opportunity and the stimulation to bring out his inner feelings and values.²

It is at least partly through this process that children will learn about themselves and how to make some

¹Kaltsounis, Dr. Theodore, "Swing Toward Decision Making," Instructor, April, 1971, p. 51.

²Jarolimek, John, Social Studies in Elementary Education, Toronto, Ontario, The Macmillan Company, Collier Macmillan Canada, Otd., 1967, p. 13.

sense out of the buzzing confusion of the society around them.

Another responsibility of education for the development of active, aware citizens who will work devotedly for the improvement of a democracy is a role expectancy behavior. A role expectancy is based on a set of internalized values, beliefs, ideals, and attitudes that the individual develops through the years. People behave and act in certain ways because they have come to believe that they are expected to behave and act in those ways.¹

According to Rath,¹ one criterion for a value is that it is something that penetrates a person's life, that it uses some of the person's limited energy and resources, that it really counts in behavioral decision.

Research shows that when the valuing process was promoted with children who were very apathetic, overconforming, flighty, and likely to act in a variety of poses, of "phony" roles, this type of behavior became noticeably less frequent. There is also evidence that these techniques help children who are very indecisive, who are very inconsistent, or who are chronic dissenters. Research has shown the valuing process to help underachievers improve in the following:

Attitudes toward learning
Raising of questions and alternatives

¹Raths, Louis E., Merrill, Harmin and Siman, Sidney B., Values and Teaching, Charles E. Merrill Publishing Co., 1966, p. 221.

Initiation and self-direction of classroom activity
Perseverance
Active participation.

Research shows that students become more vital and purposeful when given opportunities to clarify their values.¹

In order for youth to develop their creative potentials, they need to acquire not a fixed body of knowledge but rather certain attitudes and abilities that will encourage them to pursue life time learning. And if such explorations are to be fruitful, students and teachers must have the freedom to inquire.

Every human being depends on goals and principles by which to direct his life and shape his conduct. To be a person in any satisfactory sense is to have a characteristic way of life--a system of ideals and values that one has adopted as his own or to which he has declared his allegiance.²

The need for goals in individual and social life sets a clear and exacting task for education. It is through education, not only in school but also in homes and in other institutions, that character is formed and social patterns are propagated.²

Beliefs and values determine to a large extent the

¹Rath, Louis E., Merrill, Harmin and Siman, Sidney B., Values and Teaching, Charles E. Merrill Publishing Co., 1966, p. 47-48.

²Phenix, Philip H., Education and the Common Good, Harper and Row Publisher, New York, 1961, p. 252.

educational environment needed to generate in children a motivation to learn, to think critically, and to develop defensible ideas about themselves and society.

The teacher's role is to motivate the students to seek new viewpoints and solutions through his own inquiry skills and creative talents.

Dandes found the greater the psychological health of the teacher, the greater the possession of attitudes and values characteristic of effective teaching.

Teachers need to develop ways of increasing the feelings of worth for more students. Some relevant recent research has clarified these ideas:

1. Many studies show that problem behavior is invariably associated with negative feelings about the self. The major factor underlying most misbehavior is discouragement.
2. When a child is responded to as being liked or being important he learns better!¹

Joyce² stated these goals for developing the values needed in a democratic society:

1. Humanistic education is the first goal in helping the child comprehend his experience and find meaning in life.
2. In citizenship education each child must be prepared to participate effectively in the dynamic life of his society.

¹Beatty, Walcott H., "The Feelings of Learning" Journal of the Association for Childhood Education International, March, 1969, p. 363.

²Joyce, Bruce R., Strategies for Elementary School Social Studies Education, Chicago, Science Research Associates, Inc., 1965, p. 3.

With these goals as guides, the teacher must find various techniques to help the child develop into a responsible human being. As a group of children live and work together, learning to give and take in their relationships, they can learn the meaning of a democratic society.

Numerous articles and new books have been published recently dealing with values and value-related issues.

Simpson¹ identified five fundamental beliefs of the democratic personality. These are belief in (1) human nature as fundamentally good and trustworthy; (2) the individual's ability to control his own life; (3) the individual's ability to choose rationally and for himself, rather than relying on the judgments of others; (4) the validity of the experiences and opinions of others; and (5) respect for the rights of others.

Simpson measured the extent of these beliefs in the subjects of her empirical study by using scales developed by Sanford, Rokeach, Gough, and others who have researched the democratic and authoritarian personalities. To relate the terms of these scales to the life experience of the subjects, Simpson developed her own scale, The Index of Psychological Deprivation, with fifty-five items related to psychological needs, security needs, esteem-from-others needs, and self-

¹Simpson, Elizabeth, Stepchildren, Jossey-Bass Behavioral Science Series, San Francisco, 1971, p. 13.

esteem needs. Findings from these scales and direct questions of political belief permitted the establishment of direct relationships between certain needs and specific values. Examples: deprivation of esteem needs resulted in intolerance, racism, belief in repression of freedom; deprivation of physiological needs results in the belief that the individual has no power over his life or his future. Simpson maintains that schools must gratify those basic needs on a mass public scale if there is to be a truly democratic society.

Democracy's Stepchildren¹ shows that effort to teach democratic values will fail unless basic needs, as clarified by Maslow, are gratified early in life. Unless those needs are gratified, all the talk and teaching in the world won't mean a thing because the individual suffering from such deprivation is incapable of absorbing belief in democratic values. Gratified basic needs are themselves a kind of freedom: from hunger, illness, sleeplessness; from insecurity, anxiety, feelings of worthlessness.

Schools should provide three conditions for the emergence of democratic values and behavior: (1) They should provide for gratification of basic needs. This means that schools should feed the hungry students, allow sleeping time for students who do not sleep at home, provide smaller and

¹Simpson, Elizabeth, Stepchildren, Jossey-Bass Behavioral Science Series, San Francisco, 1971, p. 13.

more intimate classes for those who have no affection or sense of belonging in their families. (2) They should offer an environment in which to practice democratic ideals. This means students must be permitted to act out and participate in the operation of democratic processes--not just memorize the Preamble to the Declaration of Independence--even if situations have to be contrived just for this purpose. (3) Society should encourage the continual expression and use of these ideals whenever and wherever possible.

Simpson has made an exhaustive survey of the literature on the democratic personality--the bibliography has four hundred entries--and an original empirical study shows that unless basic needs are met in childhood, individuals cannot develop democratic personalities.

The educational system must recognize in practice the relationship between basic needs and democratic values and thus fulfill its mission.

Only when basic needs are gratified can the individual incorporate democratic values into his value system; if they are not met, he learns something else: authoritarianism, intolerance.

In short, the essential condition for learning and absorbing democratic values is to grow up enjoying them--which according to the findings reported here, only upper middleclass whites do; the poor and the black do not.

Martin Luther King expressed our human concept idea

beautifully: "In order to live creatively and meaningfully, our self-concern must be wedded to other-concern."

PROCEDURES USED

The purpose of this study was to carry out different activities in which the value theory could be used in the elementary classroom. The author felt a need to devote more time to designing ways which would stimulate students to discover their inner world of values and to help them learn a process of thinking and valuing. It was the author's goal to help the students to think about their beliefs, attitudes, interests, problems, and aspirations.

To make this study, a review of the literature was made at the library of Kansas State University. Recent books and periodicals on the topic were reviewed and studied.

To test the value theory developed by Rath, the author used different activities in her classroom during the school year at Kennedy School. This was done in English, reading, spelling, writing, as well as in music. The activities were planned which would carry out the value theory as discussed in another section.

A limited attempt was made to evaluate the results, but no scientific measurement was used.

CLASSROOM ACTIVITIES AND EVALUATION

In order to carry out this project, thought was taken of the importance of a safe classroom atmosphere, classroom instruction, parent interviews, reading and extra activities that could be carried on during the year.

Safe Classroom Climate

Students must feel safe and secure enough to think logically and express themselves honestly. To do this, students have to perceive that the teacher likes and respects them and that they will not be punished in some way if they make a mistake in judgment.

Students must feel that even though rules exist and there is teacher direction, the teacher respects the values of the student and is concerned that the student works at those values in his own way. Students do need freedom if they are to practice directing their lives, and it is only through such practice the values develop. It is not the kind of questions that teachers ask as it is the warm way in which she related to students that makes the difference. The task of the teacher is to develop and encourage an environment that accepts spontaneity, freedom of expression, creativity, and individuality. A warm friendly relationship in which each child feels he is important as an individual should be present.

Emotions and Attitudes

Therefore feelings and emotions influence values and attitudes. Today with many pressures on children, there is a great need to provide many opportunities in the classroom for the release of tensions and to express themselves through a variety of media. Music movement, act, creative dramatics, and writing afford opportunities in which children may reveal their happiness, joy, success, fear, anger, acceptance, rejection, love, and hate.

The teacher elicited student attitudes by free writings, writings in response to provocative issues, and role-playing in which students have to make choices about issues.

An interesting self-test for the teacher is to record how often students come to her for help with personal decisions. The teacher who listens respectfully, who asks questions designed to help the student to understand better, who respects student judgments even when they differ from her own, is likely to get many invitations to help.

Another way used to draw out strong feelings would be to take a generalization the student has made and apply it to a new extreme situation. In class one day one of the white students made this statement: "Negroes don't do as well in school because they don't care and don't try." The teacher replied, "I know a Junior High Negro girl who works five hours every day after school. Her father is dead and she has to help earn the income for the family. In school she

often cannot answer her teacher's questions. Do you think she is not trying and doesn't care?"

Critical Thinking

Another aspect of democratic living is to encourage the child to think critically about the needs of modern times and of his country. Much has been written in recent literature concerning critical thinking. Pupils and adults alike are bombarded from every side with propaganda concerning the merits of this idea, or that product. We have no idea what needs our students will have in the next generation; we can, however, help them to prepare for the time by teaching them critical thinking.

One of the best ways to teach critical thinking and develop concepts is to direct the pupils' thinking by various kinds of questions. Questions that are used for the purpose of clarifying statements and ideas that have been expressed could either be of a reflective mode or a dissonant mode. Questions of the former type would help the pupil clarify his thinking by asking him to reflect on his statement. Ways of accomplishing this would be to ask the student, "How do you know?" The focus of this kind of question would be giving supporting evidence to prove his statement, or "on the origins of his belief." The teacher would say, "Who else would agree with you?", or "I wonder where that idea got started."

Another way used to help a pupil to clarify his thinking was to paraphrase his remarks but with an inflection in the voice indicating a question is being raised. "Did I understand you?" followed by a paraphrased comment may cause the pupil to think more precisely. Third, sometimes a definition of terms may focus the child's attention on his statement, or upon a point of difficulty. Finally, looking for likenesses or differences, or eliciting value-type expressions, or anticipating consequences by completing an "if---then" statement, should cause the student to search for deepening thoughts.

Questions of a dissonant mode cause a student to react with strong feelings of the nature that would disagree with feelings or ideals that the student held. Distorting what the student has said with an inflection indicating a question, sometimes adding extra words to the student's remarks, would be a question of this type. The teacher might then add, "Is this what you meant?" The teacher may raise moral or ethical questions, but she was careful that the inflection of her voice did not communicate judgment. Teachers might direct their students' thinking by asking them to look at alternatives, or asking the student to tell about some alternatives, or asking the student to tell about some alternatives they have rejected, with their reasons for having discarded them. Inconsistencies in a student's comments should be probed. One method would be to ask him to reconcile two statements he has just made.

The use of questions is a good technique to clarify thinking and develop concepts. This list of clarifying responses worked well in the classroom:

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. What other possibilities are there?
6. Is that a personal preference or do you think most people should believe that?
7. How can I help you do something about your idea?
8. Is that very important to you?
9. Would you do the same thing over again?
10. Do you have any reasons for (saying or doing) that?
11. Would you like to tell others about your idea?
12. How do you know it's right?
13. Do you value that?

In this way the teacher encouraged the process of valuing and helped children clarify for themselves what they valued. This is very different from trying to persuade children to accept some predetermined set of values. It is based on a conception of democracy that says persons can learn to make their own decisions. It is also based on a conception of humanity that says human beings hold the possibility of being thoughtful and wise and that the most appropriate values will come when persons use their intelligence freely and

reflectively to define their relationships with each other and with an ever-changing world.

Group Learning

In an effort to help the child develop into a responsible human being, the teacher needed to develop social skills in the classroom. As a group of children live and work together, learning to give and take in their relationships, they can learn the meaning of a democratic society.

In the classroom work there were many opportunities for groups of children to work together in committees for some common purpose. As children worked together, they became more conscious of what others in their groups were doing and would plan their contributions to the project in terms of the other children and the group goal. Small group enterprises should be started in the primary grades, under careful supervision and direction from the teacher. The goals or purposes of the group should be well defined and easily understood. Rules and responsibilities of working on committees were discussed and explained beforehand. Through direct information and experience children learned responsibilities of committee chairmen and committee members, and that the success of the group depended on initiative and cooperation of individuals in the group.

Jarolimek¹ stresses, "the teacher has a continuing responsibility for the guidance, direction, and supervision of small group work. Children need to be taught, retaught, guided, and directed many times if these skills are learned and maintained." If a child has had satisfying experience through small group work, a beginning has been taken in his citizenship education.

Role Expectancy Behavior

Another responsibility of education for the development of active, aware citizens who will work devotedly for the improvement of a democracy was a role expectancy behavior. Along with knowledge, children need to have a value base to serve them as a guide. A role expectancy behavior is based on a set of internalized values, beliefs, ideals, and attitudes that the individual develops through the years. A child should learn that society expects certain behavior from individuals. People behave and act in certain ways because they have come to believe that they are expected to behave and act in those ways.

A child needs to be in touch with persons who have values, that society rewards and likes to see exemplified. From these examples students can learn what society expects of its citizens. Pupils gained acquaintance of these

¹Jarolimek, John, Social Studies in Elementary Education, Toronto, Ontario, The Macmillan Company, Collier Macmillan Canada, Ltd., 1967, p. 205.

outstanding citizens through biographical materials, T.V. presentations, films, or filmstrips. The conduct of the teacher and her methods of instruction have much to do with the development of such behavior.

Value Sheets

The value sheet consisted of a provocative statement and a series of questions. The purpose of the questions was to allow for the fullest range of opinions. Value sheets may be used for home work assignments and for individual class work. The important consideration in the use of value sheets was that each student had an opportunity to think about the questions before getting involved in any discussion that might tempt him to avoid thinking for himself and listen passively to others. After each student had done some independent judging and thinking, a discussion was often useful.

Ideas that lend themselves nicely to value sheets are those that touch directly or indirectly the lives of the students. Some topics such as bicycle safety and cheating on tests will face students throughout their lives.

Some examples that the author used in her study were:

Situation A. You are in a group of students 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. What would you do in this case?

Situation B. Friendship:

1. What does friendship mean to you?
2. If you have friends, did you choose them or did they get to be your friends by accident?
3. In what ways do you show friendship?
4. How important do you think it is to have friends?
5. If you would like to make some changes in your ways, please state what changes you would make?

The students discussed their answers in small groups without the teacher's presence. This helped the students think through issues without looking to the teacher for the right way.

The following list of some do's and don'ts was used by the author as a guide in value teaching:

1. Don't moralize. This does not mean that the teacher should never make her views known to students. Asking questions such as "Don't you think it is good to be neat and clean?", or "This is how I see the issue."
2. Do avoid "yes-no, either-or, and what and why" questions. Some substitutes are: "Do you have a reason for your choice?", or "What alternatives did you consider before you arrived at your choice?"
3. Don't let value sheets be a bore.
4. Do include many "you" questions on value sheets, for that is the essence of the value process.
5. Do ask questions about behavior or what a person does or intends to do about his choice.

The class made their own set of rules at the beginning of the school year. Each child contributed to it and

an attractive copy was displayed near the door of the classroom. (See Appendix A.)

The first day of school the students filled out an interest inventory sheet. In this way the teacher learned to know each child better. (See Appendix B.)

The second week of school classes were dismissed and parents were asked to come for a group conference. Here goals were set up and problems were discussed. Parents had a chance to ask questions. This conference seemed to be very beneficial as well as providing a chance for the teacher to meet the parents.

At the time for the first grade card school was again dismissed for three afternoons of the week and individual conferences were set when the parents came to receive the grade cards. This was a good time for confidential talking with parents after the teacher and students had become better acquainted.

During the year panel discussions were used where children discussed any problems they cared to discuss. One group chose the subject of "Children's responsibilities at home--should they be paid allowances--how much?"

Other times students wrote answers to value questions and handed them to the teacher. She commented and handed them back to the class. The comments should, of course, be in the style of the value theory and should ask further questions that help the student rethink certain aspects of what

he had written. For example, asking students if something they wrote came after considering alternatives, or asking them to define a word or an idea, or asking them if they really live in ways consistent with what they wrote. The teacher was careful to not let other viewpoints slant and load the value sheets.

Here the teacher had a chance to watch for the five important "value indicators": attitudes, aspirations, purpose, interests, and activities. The purpose of the value theory, and the strategy of the value sheets is to help children think through important areas of their lives, and eventually to learn to respect their own decision-making abilities.

In order to achieve these essential elements the teacher elicited students' attitudes by free writings, writings in response to provocative issues, and role-playing in which students had to make choices about issues.

Writing their own autobiography and hearing those written by their classmates was an interesting English assignment early in the fall term.

Public interviews were used to look steadily at one issue--two students were having a fight on the playground. This was a good way to discuss the matter and to solve the problem.

The class was working in groups of five or six reading a story, then discussing the questions that the teacher had given them to discuss after the story was read. As the class

had come back to the room for class recitation it was clear they had arrived at an interesting discussion over the question, "Was Helen Keller's teacher mean to her in her training?"

The leader of the group was very disturbed because some of the students felt Helen Keller's teacher was cruel. Then a classroom discussion began--leading into their parents' responsibilities at home. Each expressed his opinion and some very good ideas and answers were developed. This was an outcome of group discussion.

Groups of three boys who were athletically inclined were chosen to help a kindergarten teacher with her physical education each week. Another group chose to help students with games in a second grade class. These boys took care of the equipment, did the planning with the teacher, and helped in any way they were needed. This did probably as much for the boys as it taught them independence and self-responsibility as well as a way to help others.

Books were read to the class such as "The Empty Schoolhouse," a story about the racial problem. Films and film strips were used to follow up the ideas. The teacher used a set of new books called "Values to Share" from the Human Value Series, by Stech-Vaughn Company. Each student enjoyed reading stories to the classroom from these books. Of course, each student had time to prepare this story. Many of the

stories recounted actual life situations pertinent to the values and to the interests of the children.

In order for the students to gain acquaintance of some outstanding citizens in our city, when the class was studying health time was set for two men to come and speak to the class from the Health Department. One of the individuals happened to be the father of one of the children in the room. These men did an excellent job of explaining and experimenting with bacteria.

On Law Day a prominent lawyer of the city was happy to come and speak to the children.

Salina was fortunate to have a group of women who enjoyed art and picture study. Each lady chose an artist, gathered information about him with examples of his work and went out to classrooms prepared to tell the children about the pictures and artists. This was enjoyed immensely by the class. Of course, this was followed up with study, discussion and thank you letters to the "picture lady".

Music and choral readings were brought into this project. The children loved some of the more popular songs that were fitting for the situations. Such songs as: "What Color is God's Skin?", "Try a Little Kindness," "Everything is Beautiful in Its Own Way," and "Let There Be Peace on Earth" were sung. Choral readings were: "I Am an American," and "America for Me." At the end of the year these songs and choral readings were used in a program for their parents.

The children, as well as their parents, were proud of their accomplishments.

An interesting study was carried out in the author's classroom. Reminded that many students do not behave in ways of which they are proud and that being proud of one's behavior, happy with what one does, 'is one of the criteria for a value, the experimenter wondered what would happen if she encouraged children to consider just one aspect of life: "being proud of what one does."

The class was asked to write on a sheet of paper "those things that they said or did in the last twenty-four hours of which they were proud or happy." They were asked to do this with no identifying material on the paper.

Students were also asked to write, on the back of the sheet, "those things that they did or said in the preceding twenty-four hours of which they were not proud." This was repeated the first ten minutes--three days a week for nine weeks.

Another teacher who had these students one-half day, helped rate each student on eight scales that were presumed to be related to value clarity (Always, Seldom, Never).

1. Interested and involved in classroom work.
2. Independent--willing to act without detailed directions.
3. Assumes responsibility for his own actions.
4. Listens and shows respect for the ideas and experiences of others.

5. Sticks to activities, shows persistence.
6. Gets enjoyment from his own actions.
7. Interested and involved in nonschool activities.
8. Works well by himself.

Both teachers completed a rating sheet on each student before the nine-week experimental variable was used and after it. Comparison was made of growth of the experimental students and the second rating did show a difference favoring the experimental group. The most improvement was found in the development of the students' independence and self-responsibility. There were three individuals in the class who were found to suffer from a pattern of unmet emotional needs. These three were unable to develop values in the same way as they were unable to learn other things well.

The teacher found that students tended to write less toward the end of the experiment, supporting the observation that boredom set in. When that was noted, a variety of questions was used such as:

1. What was the best day of the past week? What made it the best?
2. Are you happy with the way you spent your weekends? How could you improve them?
3. Identify three choices you made this week.
4. Were you in agreement or disagreement with anyone this week? Explain.
5. What did you learn this week, in or out of school, that you are likely to use in your later life?
6. How was this week different from the previous one?

It was found that what students were not proud of could often be classified as things that they considered their duty.

Because this experiment was constructed by the researcher in only two classrooms, the reliability of it could not be judged by scientific measure.

The author felt this method was one tool she could use in guiding her students to becoming responsible citizens, whereby they would value the democratic way of life.

CONCLUSION

Our old ways are so comfortable. But this new method offers the opportunity to move to richer levels of teacher satisfaction. To see children move from apathy or confusion toward positive, purposeful, proud living and learning, and to know that one is partially responsible for this, is to experience something deeply satisfying, both professionally and personally.

The value theory aimed toward developing the student's independence and self-responsibility. It showed children that they were expected to think for themselves, be proud of themselves, and use their intelligence to guide their own behavior.

There are many aspects of the value theory that need further investigation. Although this theory has been used and shown to have significant results, there are still many

areas which remain to be explored in greater depth.

Beneficial results can be brought about by using the value theory. Further research will bring a better understanding of value clarification and its implication for education, and this in turn will hopefully lead to better results in the classroom and happier, better integrated, more productive individuals.

Values are personal things. In a world that is changing as rapidly as ours, each child must develop habits of examining his purpose, aspirations, attitudes, and feelings, if he is to find the most intelligent relationship between his life and the surrounding world, and if he is to make a contribution to the creation of a better world.

It is probably increasingly difficult for a growing child to develop clear values of his own today. There is so much confusion surrounding him, so little attention paid to the child's dilemma, so few persons with the time and patience to listen to him and help him untangle some of the confusion that he simply remains without sufficient clarity of beliefs, or purpose.

In order to help the student develop a clear view of himself as an individual, we can help him to be more comfortable in relationship to himself and his environment. He needs to have self-acceptance. With this accomplished, then comes understanding and acceptance of others. We can help him to take the world as it is, do his best to improve it,

and live harmoniously as a citizen in our great country--
upholding the American ideals.

The poem "Children Learn What They Live" expresses
the importance of environment in a child's life.

CHILDREN LEARN WHAT THEY LIVE

IF a child lives with criticism--He learns to condemn,
IF a child lives with hostility--He learns to fight,
IF a child lives with ridicule--He learns to be shy,
IF a child lives with shame--He learns to feel guilty,
IF a child lives with tolerance--He learns to be patient,
IF a child lives with encouragement--He learns confidence,
IF a child lives with praise--He learns to appreciate,
IF a child lives with fairness--He learns justice,
IF a child lives with security--He learns to have faith,
IF a child lives with approval--He learns to like himself,
IF a child lives with acceptance and friendship--
He learns to find love in the world.

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APPENDICES

Appendix A

Our Team's Rules

Fifth Grade

1. Play fair in the classroom and on the playground.
2. Be a good sport, courteous, and a friend to all.
3. Work quietly, without bothering your neighbor.
4. Don't give up, keep trying.
5. Be a good listener and an independent worker.
6. Be patient and kind to others.
7. Be calm in emergencies.
8. Walk in and around the school at all times.
9. Ride bicycles safely.
10. Be thoughtful in health practices.
11. Don't bring toys, trinkets, gum or candy to school.
12. Help keep our school clean, neat, and attractive.

Appendix B

Interest Inventory

NAME Russell E. Macomber AGE 10 GRADE 5

1. What did you do for fun last weekend? We played army and baseball.
2. Who do you play with? Chris Best friend? Mike
Age 13 .
3. Favorite television programs? Astroloy and Thunderbird.
4. What are your hobbies? Art and reading.
5. Favorite color? Blue.
6. Favorite animal? Dog Swifty and Bootsie.
7. What would you do with \$5,000? Put it in the bank.
8. If you had three wishes, what would they be? a. a mini bike b. gocart c. \$500,000.
9. What are your pet peeves? Reid Buckner.
10. What is your favorite subject in school? Math.
11. Which ones do you dislike? Writing and spelling.
12. What do you like best about your home? It's cozy and has T.V.
13. Who is your favorite person? Kent Pack.
14. What would you like to be when you grow up? Airplane pilot.
15. What are the things that get you angry quickly?
When my family uses my money.
16. Do you like to read? Yes.

DEMOCRATIC VALUES AND STUDENT BEHAVIOR
IN THE ELEMENTARY CLASSROOM

by

BERNIECE Y. JOHNSON

B. S., Kansas Wesleyan University, 1955

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

The purpose of this study was to carry out different activities in which the value theory could be used in the elementary classroom. The author felt a need to devote more time to designing ways which would stimulate students to discover their inner world of values and to help them learn a process of thinking and valuing. It was the author's goal to help the students to think about their beliefs, attitudes, interests, problems, and aspirations.

Literature in the field of values was surveyed. During the year of 1970 and 1971, in a class of 30 students, activities were carried out in class work in English, reading, spelling, writing, as well as in music, whereby the democratic way of life could be observed and experienced. Activities were focused on the classroom atmosphere, free writings, value sheets, clarifying questions, discussions, and group work.

Value clarification processes do make a difference in certain patterns of student behavior, but it is also clear that the theory is more concerned with the process than the outcome. The theory does not say to teachers, "Develop certain values by using this method." It says rather, "Use the valuing strategies. Help students clarify their relationships between self and society. Values will grow naturally and strongly."

During the year the students in the experimental class did develop more consistent attitudes and did express more

personal purpose than before. Students became clearer about their beliefs and showed substantial increases in independence and self-responsibility.

Through the value approach children learned to think for themselves, be proud of themselves, and use their intelligence to guide their own behavior. The value theory attempted to teach concern for others as well as to guide the students to become responsible citizens, whereby they would value the democratic way of life.