

THE EFFECTS OF HUMAN RELATIONS STUDIES
ON HIGH SCHOOL STUDENTS' VALUES

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(ABSTRACT)

The purpose of this study was to seek researched responses to parental questions about the influence of Family Life education courses on family value systems. A comparison study was made between three classes of high school students. A treatment group (Human Relationships) received specific training in communication skills, intrapersonal and interpersonal skills. Two control groups (Gourmet Foods and Chemistry) followed subject course outlines.

The results of independent one-way analysis of variance tests indicated significant differences on the pretest of value rankings between groups. When t tests were used to compare Human Relationships and one control group (Chemistry) they suggested that students who chose to participate in a Human Relationship course of study brought with them a set of values different than those who did not select such a course.

Although this was only a formative study it would seem to support the current theory that high school students are responsive to and reflective of their family value system.

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THE EFFECTS OF HUMAN RELATIONS STUDIES ON HIGH SCHOOL STUDENTS' VALUES

Concern for the moral/value attitudes of students has been a major part of education since its formal beginning. The teaching of ethics has been one of the schools' oldest missions and today is one of education's newest and most contradictory fads (Purpel & Ryan, 1975). There is a growing recognition by educators that the school should be involved in value development. In 1975 the professional education fraternity, Phi Delta Kappa, surveyed its membership to determine their views on the school's role in value education. Eighty-eight percent of the members who responded indicated they valued an active program of moral education in the schools. Such an emphasis was seen as potentially helpful in strengthening the value development of students (Ryan & Thompson, 1975).

While some educators are encouraging value education in the schools, many parents believe that value education should remain within the family context. Most curriculum concentrates primarily on basic offerings such as English, science, and mathematics. Extras in curriculum development which focus on relationships, self-potential, or sex education are considered not only frivolous but by some a threat to parental rights and value systems (Elkind, 1981). In fact, there are those who believe that public schools are

incapable of teaching value concepts without indoctrination (Junell, 1979).

Historically, the Home Economics curriculum has focused primarily in offering courses related to family life and family values. These courses (e.g., marriage and family relations, human development, child development) have traditionally contained a great number of teaching techniques designed to evaluate decision-making strategies and valuing skills. Until recently, little controversy has surrounded the value emphasis of such programs. But, with increased efforts to remove the teaching of values in the classroom, such courses could become predominantly technical, thus changing the basic tenet of Home Economics Family Life Programs.

Can values be changed? In order to respond to this question a review of basic assumptions about human values is needed. Rokeach (1973), after 25 years of studying the nature of human values, stated that individuals possess a relatively small number of values which are divided into value systems. Culture, society, families, and individual personalities all influence an individuals's basic values. These values are reflected in virtually all areas of an individual's life. Individual's values are relatively stable over time, yet flexible enough to permit rearrangement of value priorities as a result of changes in

society and personal experiences (Rokeach, 1973). Change, then, becomes more a reordering of value priorities and not change in the values themselves.

While some parents fear an emphasis on value education will sway their children from the family's orientation, information on the acquisition of values does not support this fear. Kohlberg (1975) described the high school student as functioning on a conventional level of moral reasoning. Respect for authority and doing one's duty to maintain a quality social order are reflective of conventional level behavior. Also reflective is the maintenance of family expectations regardless of immediate consequences. According to Kohlberg, during the teenage years there develops a strong sense of identity with and loyalty to family.

It is important to investigate responses to parental questions about specific course offerings in Family Life education and how these individual courses may or may not impact upon the family value system. It was hypothesized in this study that students who choose to participate in a Human Relationships class will bring with them a set of values different from students who do not choose to be involved in such a course. It was also hypothesized that self-reports of values will not change significantly as a result of participating in a Human Relationships course.

Hypothesis 1 stated, when pretested, students enrolled in a values oriented class would not differ in value choices from students not currently or previously enrolled in such a class. Hypothesis 2, 3, and 4 stated that students from three different testing groups would show no significant change in value choices when pretests and posttests were compared.

Methodology

Subjects

Participants in this study were 108 (56 females and 52 males) high school juniors and seniors (aged 16 to 18 years) enrolled in a predominantly white, upper-middle class high school, located in a suburb of Washington, D.C.

Of these students, 34 (23 females and 11 males) participated in the Human Relationships class which served as the treatment group for this study; 35 (18 females and 17 males) participated in Control Group 1 (Gourmet Foods), and 39 (15 females and 24 males) participated in Control Group 2 (Chemistry).

Each course was an elective and met daily for 50 minutes during this testing period. The three courses were chosen by the students, based on interest or individual preference and not necessarily for graduation requirements. Students were enrolled in only one of the above courses during this testing period. None of the control group

students had previously been enrolled in a Human Relationships class.

Instrumentation

The Rokeach Value Survey (RVS) Form D (Rokeach, 1967) was used to measure the subject's present values and changes in their value choices. The RVS is an often-used instrument in studies of values (e.g., Greenstein & Bennett, 1974; Homant & Rokeach, 1970; Katz & Beech, 1978; Vechiotti & Korn, 1980).

Testing was conducted over a 12-week period. The RVS is designed as an "all-purpose instrument for research in human values" (Rokeach, 1973). It consists of two sets of values, with 18 items in each set. One is the terminal values' set, which contains items referring to one's end states of existence values; which may be oriented either to the person (personal) or toward others (social). The other is the instrumental values' set, which contains items referring to modes of value conduct that are either oriented toward self-actualization (competency) or relationships with others (moral). Subjects were instructed to rank the items in each set (from 1 to 18) in a descending order of priority.

Test-retest results of 216 college students over a two to four month period (Rokeach, 1973) established a median test-retest reliability of .76 for terminal values and .65

for instrumental values. Feather (1975), in his study of 77 South Australian college students, reported a median test-retest reliability of .74 for terminal values and .70 for instrumental values.

Treatment

The Human Relationships course consisted of three major units of study: communication skills, self-understanding, and one's self in relation to others. The course was individualized in that each student was encouraged to establish individual goals for his or her participation and to select areas of interest to be studied by the class. Experiential exercises were used to facilitate student's acquisition of skills in decision-making, exploration of values, and goal setting.

Research Design

A quasi-experimental, intact nonequivalent design was used in this study (Huck, Cormier & Bounds, 1974). Comparisons were made between the pretest and posttest results of the treatment group and the pretest and posttest results of Control Group 1 and Control Group 2.

Data Analysis Procedures

One-factor analysis of variance design, t tests, median tests, chi squares (χ^2) and descriptive statistics were used to test the hypotheses and describe the data in this study. Hypothesis 1 was designed to compare values ranking by

group. To evaluate significant differences in order assigned to values by group a one-way analysis of variance (ANOVA) (Stevenson, 1978) was used.

Hypotheses 2, 3, and 4 were concerned with the number of students who made significant shifts in the rankings of values when pretest and posttest rankings were compared. Because the ratings constituted ordinal measures, the non-parametric median test (Siegel, 1956) was used to dichotomize pretest and posttest scores at the combined median. The χ^2 test was used to test whether the number of students who shifted the rankings of a specific value from above or below the median was significant.

Results

Independent one-way analysis of variance (ANOVA) (Stephenson, 1978) were computed for each of the 36 values to determine whether there were significant differences between the groups in value rankings. The data concerning the results of these analyses are shown in Table 1. The F ratio was significant at the .05 alpha level for 20 of the 36 values. Significant differences in rankings occurred between groups on 10 terminal values and 10 instrumental values. Pretest means and standard deviations are presented in Table 2.

Table 1

ANOVA Summary Table for Pretest Value Rankings by Group

Values	Between	Within	F Value
Terminal			
A COMFORTABLE LIFE	7.96	5.06	1.57
AN EXCITING LIFE	15.48	4.98	3.10*
A SENSE			
OF ACCOMPLISHMENT	22.25	4.45	5.00*
A WORLD AT PEACE	5.43	5.88	0.90
A WORLD OF BEAUTY	13.28	4.97	2.67
EQUALITY	41.32	4.60	8.97*
FAMILY SECURITY	9.78	4.91	1.99
FREEDOM	14.07	4.28	3.28*
HAPPINESS	5.18	3.95	1.31
INNER HARMONY	14.28	4.93	2.89
MATURE LOVE	1.55	4.43	0.35
NATIONAL SECURITY	12.81	3.97	3.22*
PLEASURE	22.83	4.83	4.71*
SALVATION	53.81	6.47	8.30*
SELF-RESPECT	4.09	4.91	0.83
SOCIAL RECOGNITION	14.99	4.54	3.29*
TRUE FRIENDSHIP	62.23	3.71	16.75*
WISDOM	20.36	4.42	4.60*
Instrumental			
AMBITIOUS	7.86	5.19	1.51
BROADMINDED	6.66	5.24	1.27
CAPABLE	77.18	4.14	18.60*
CHEERFUL	0.73	5.00	0.14
CLEAN	88.52	4.81	18.38*
COURAGEOUS	5.25	4.85	1.08
FORGIVING	56.05	4.73	11.82*
HELPFUL	12.19	4.72	2.57
HONEST	29.51	4.58	6.43*
IMAGINATIVE	23.23	5.19	4.47*
INDEPENDENT	24.18	5.13	4.71*
INTELLECTUAL	71.41	4.95	14.42*
LOGICAL	45.22	4.72	9.56*
LOVING	9.35	4.60	2.03
OBEDIENT	11.43	4.18	2.73
POLITE	53.31	4.67	11.40*
RESPONSIBLE	17.14	4.16	4.12*
SELF-CONTROLLED	3.12	5.32	0.58

* significant at the .05 level

p < .05

df = 2,99

N = 108

Table 2
Pretest Means and Standard Deviations
on Value Rankings by Group

Values	Human Relationships (N=34)		Gourmet Foods (N=35)		Chemistry (N=39)	
	Mean	SD	Mean	SD	Mean	SD
Terminal						
A COMFORTABLE LIFE	8.82	4.96	8.31	4.59	9.28	5.61
AN EXCITING LIFE	9.38	5.26	8.37	4.89	8.10	4.80*
A SENSE						
OF ACCOMPLISHMENT	9.11	4.64	10.25	4.22	8.69	4.47*
A WORLD AT PEACE	8.49	6.16	9.54	5.62	8.79	5.87
A WORLD OF BEAUTY	11.35	4.66	11.25	5.69	12.38	4.56
EQUALITY	10.91	5.19	13.02	4.62	11.43	4.01*
FAMILY SECURITY	8.82	4.59	8.91	5.48	9.79	4.66
FREEDOM	6.88	4.48	7.28	4.33	6.02	4.04*
HAPPINESS	5.41	4.39	5.34	3.57	6.05	3.90
INNER HARMONY	9.50	4.81	10.51	4.55	9.30	5.42
MATURE LOVE	9.58	4.26	9.34	4.66	9.76	4.37
NATIONAL SECURITY	14.44	3.49	13.37	3.79	13.38	4.64*
PLEASURE	10.02	4.73	8.57	4.78	9.49	5.01*
SALVATION	13.97	5.64	11.94	6.88	11.66	6.90*
SELF-RESPECT	7.73	5.37	8.42	3.98	8.10	5.37
SOCIAL RECOGNITION	11.85	4.45	12.57	4.69	13.17	4.48*
TRUE FRIENDSHIP	5.88	3.85	4.85	3.47	7.53	3.81*
WISDOM	8.35	4.18	9.08	4.89	7.53	4.18*
Instrumental						
AMBITIOUS	7.50	5.08	7.31	5.32	6.59	5.19
BROADMINDED	8.17	4.65	8.45	5.68	7.59	5.38
CAPABLE	10.41	4.03	11.08	3.64	8.20	4.76*
CHEERFUL	9.20	5.49	8.91	4.39	9.02	5.10
CLEAN	12.79	5.05	11.57	5.63	14.76	3.75*
COURAGEOUS	9.08	5.52	9.14	4.91	9.79	4.13
FORGIVING	9.38	4.42	7.51	4.98	9.97	4.81*
HELPFUL	9.38	5.06	10.14	4.41	10.56	4.71
HONEST	4.94	4.09	5.54	4.52	6.76	5.13*
IMAGINATIVE	11.58	5.10	10.05	5.22	10.28	5.26*
INDEPENDENT	7.08	5.21	8.71	5.20	7.51	4.98*
INTELLECTUAL	10.67	5.49	11.51	4.97	8.69	4.38*
LOGICAL	11.79	4.74	12.51	4.47	10.25	4.97*
LOVING	6.64	4.64	6.94	4.87	7.66	4.30
OBEDIENT	13.82	4.00	13.20	4.55	14.35	3.98
POLITE	9.82	4.54	10.42	4.76	12.23	4.72*
RESPONSIBLE	7.67	4.45	6.97	4.71	6.25	3.31*
SELF-CONTROLLED	11.00	5.01	10.97	5.42	10.46	5.53

* significant at the .05 level $p < .05$, $df = 2, 99$, $N = 108$

To further evaluate group differences on the RVS pretests, t tests were computed to determine whether the values of students who chose to enroll in a social science elective (Human Relationships) differed from those who chose to enroll in a physical science elective (Chemistry). Group differences were significant at the .05 alpha level ($df=72$) for two terminal values and seven instrumental values. Human Relationship students placed a greater value on true friendship ($t = 2.50$), cleanliness ($t = 2.78$), honesty ($t = 2.52$), and politeness ($t = 3.31$). They ranked the values capable ($t = 3.11$), intellectual ($t = 2.64$), logical ($t = 2.06$), responsible ($t = 2.13$), and salvation ($t = 2.72$) lower than did the chemistry students.

To test for changes in values, after near completion of the three respective classes, the median test (Siegel, 1956) was used to determine whether the pretest-posttest observations of each group differed in central tendencies. A χ^2 test was used to determine whether there were significant differences between the number of students above and below the median score on the post test. The χ^2 was significant at the .05 alpha level for only one terminal and two instrumental values ranked by the treatment group students, and for two terminal and two instrumental values ranked by the students in the two control groups.

Discussion

The purpose of this study was to evaluate whether participation in a human relationships class would alter student's existing value orientations. Initial findings suggest that students' orientations might influence their course selection; their values remain stable over a short period of time in spite of treatment.

Perry (1970) studied the critical thinking skills and moral reasoning of college freshmen, and found they were dualistic in their orientation, that is moral reasonings are perceived in terms of truths or falsehoods; good and bad; or right and wrong. While students might find their behavior in conflict with internalized parental values, they still retain them as behavioral guidelines. Dualism was believed to crystalize during high school years.

Theoretical support for the importance of parental values to high school students was also provided by Kohlberg (1975) who described adolescent morality in terms of conventionality. Respect for authority, family, and doing one's duty to maintain a given social order are reflective of conventional morality.

A recent nationwide survey of 1,500 high school students, by the National Association of Secondary School Principals (1984), reported that today's students appear to have increasingly adopted their parents' values. In eight

major areas, ranging from drugs to dress code, the students, by a clear majority, held views similar to their parents. Although parents and students reported communication problems, the majority found a degree of mutual purpose and an understanding of the other's goodwill.

A Minnesota study (1984) asked more than 8,000 adolescents who they would turn to for guidance. The overwhelming response was toward their parents rather than their peers. Even with the adolescent desire for independence, at no time did peer influence reportedly outweigh parental influence.

The limited findings of this study suggest if values oriented courses on a high school level are offered on an elective basis, parents who give their initial approval for such participation need not fear, at least in the short term, that their children's value structure will be drastically altered. Theories on the development of morality and moral reasoning (Kohlberg, 1975; Perry, 1970) suggest, however, with increasing age and exposure to new ideas and alternate beliefs, adolescent conventionalism and dualism change to self-accepted principles and commitment to a personal style. Long range effects of participation in values oriented courses are yet to be explored.

Appendix A
Review of Literature

Review of Literature

While there is agreement that education is concerned with moral/value attitudes of our students, a sharp difference characterizes public views of how schools should meet this responsibility. Efforts to make value education relevant to the needs of the student has remained one of education's oldest missions. Yet, even today efforts to teach values provoke intense struggles over curriculum between groups with differing views. John Dewey saw moral education as the school's responsibility: "A child's moral character must develop in a natural, just, and social atmosphere; the school should provide this environment for its part in the child's moral development" (cited in Purpel & Ryan, 1975). Such a directive was part of the founding spirit of public education and as such continued on through the nineteenth century, the end of which brought industrialization, new technology, and expansion of the educational process.

Immigrant children flowed into the public schools, bringing new cultural and religious attitudes. Explicit value codes were no longer taught because of the vast differences within the school population. Over the years the schools no longer made deliberate efforts to promote certain values or to aid students in thinking about value issues. Teachers, if they dealt with the issues of ethics

and values at all, did so very carefully and even then were frequently reprimanded by colleagues or parents for dealing with "controversial issues." Even today the great majority of teachers avoid serious inquiry into the realm of values (Purpel & Ryan, 1976). Reasons for this avoidance range from their inability to handle the subject, to cautiousness, to the complexities of value education.

Developmental Theory

An understanding of how students develop values through an educational approach began with formative concepts of the cognitive-developmental theory on moral education (Kohlberg, 1975). Kohlberg's theory encompassed three levels of moral development: preconventional, conventional, and postconventional. Six definitive stages of development are identified within these levels. The preconventional level of moral development was believed by Kohlberg to contain stage one, the punishment-and-obedience orientation and stage two, the instrumental-relativist orientation. At the conventional level, stage three, the "good boy-nice girl" orientation and stage four, the "law and order" orientation were identified. The postconventional level held stage five, the social-contract-legalistic orientation and stage six, the universal-ethical principle orientation.

Although there is no set age frame for Kohlberg's developmental levels, of specific relevancy to this paper is

the conventional level, third and fourth stages, because these stages generally apply to the average high school student. Behavior, as identified by the third and fourth stage conventional level, is often judged by intentions, and "meaning well" becomes important for the first time (Kohlberg, 1975). Respect for authority and doing one's duty to maintain a given social order are reflective of conventional level behavior. This conventional level is considered by Kohlberg to be the ultimate level of responsibility which is based on universal principles of justice, equality of human rights and respect for the dignity of others as individual persons (Galbraith & Jones, 1976).

Individuals on the conventional level feel that maintaining the expectations of family or group is of value regardless of the immediate consequences. There develops a strong sense of identity with and loyalty for the family to which these individuals are committed.

Preconventional, conventional and postconventional levels of moral development are sequential in nature and a single level is never entirely replaced by a succeeding level. However, value education could be threatening because to advance from conventional to postconventional is said to happen when an individual's environment is one of stimulating cognitive conflict. A course emphasizing family

values could be such a catalyst.

Roles of School and Society

There is a growing recognition that schools should be involved in value development. Today's students are living in a period of value confusion due to a lack of agreement regarding values. Yet, for these students there seems not to be a loss of values, but more a feeling of uncertainty as a result of rapid changes in the society. Values which guided actions in the past do not seem to fit the present conditions. It is not a matter of rejecting traditional values, but rather one of determining how to apply those values to changing situation (Lerner, 1976).

The rapid changes within the American family, coupled with political and social changes may create an atmosphere of uncertainty. In a home environment with both father and mother working, the time spent with children is relatively brief, thus reducing the opportunity for parents to influence the value attitudes and thinking of their children. The values of peer groups may be different from those adhered to by the parent's which may create some value confusion. Questions have been raised in regard to whether education can play a role in reducing value confusion, and more seriously whether it is appropriate for schools to teach moral reasoning. This is further complicated by the fact that teachers themselves tend to reason at a

conventional level (Wilkins, 1980).

One final point, concerning teaching values in the schools, centers around the fear of indoctrination. There are people who believe that public schools are incapable of teaching value concepts without indoctrination (Junell, 1979).

There will always be a segment of our society actively campaigning for a school curriculum that concentrates primarily on basic offerings such as English, science, and mathematics. "Extras" in curriculum development such as relationship, self-potential, or sex education are considered to be not only frivolous, but a threat to parental rights and their value systems. An educational response to this concern has been the development of varied curricula with a precise focus on the nature of values rather than the formulation of values. Such a focus should allow students to develop better communication and decision-making skills.

Values and the Classroom

Values studies seem to have a mutual set of assumptions stated in many different ways. These seem to gravitate into five areas beginning with the assumption that the total number of values a person possesses is relatively small and that all humans everywhere possess the same values only to a different degree. Human values are organized into

"clusters" or "constellations" each affecting the other in some way. These clusters are identified by some as value systems. The beginning of an individual's values are traceable to culture, society, families, or personalities. Individuals who choose situations (i.e. classes, workshops, panels) designed to investigate and better understand values may be reflecting a family system.

. Milton Rokeach, after many years of study into the nature of human values, conceptualized two types of human values. He identified these as terminal and instrumental values. A terminal value is a desirable "end state of existence" and an instrumental value is "a desirable mode of behavior." Awareness of these human values and the consequences of this awareness will be manifested in most of the areas individuals consider worth investigating and understanding (Rokeach, 1973).

Greater educational emphasis on clear communication, listening, and response techniques along with systematic and applied sensitivity training can now provide a more accurate response to the feelings and ideas of individual persons. Successful growth towards maturity often depends on our ability to respond and relate to others. It is possible to create a classroom atmosphere that has a concern for an individual's ability to develop skills to express his or her feelings. A class can be motivated to establish a community

of understanding around life situations with a view toward emotional openness and intellectual challenge. Looking at alternatives, considering the consequences of each alternative, and then freely making a choice which will be cherished by the individual and affirmed by fellow classmates is value development (Kirschenbaum, 1977). A systematic method of teaching this process is derived from the assumption that students need the opportunity to confront difficult decision-making situations; they need to endorse a position and think about their reasons for selecting that position, and they need to hear the reasoning used by others in relation to same problem.

Appendix B
Rokeach Value Survey

VALUE SURVEY

BIRTH DATE _____ SEX: MALE _____ FEMALE _____

CITY and STATE OF BIRTH _____

NAME (FILL IN ONLY IF REQUESTED) _____

Copyright 1967 by MILTON ROKEACH

Halgren Tests
873 Persommin Ave.
Sunnyvale, CA 94087

INSTRUCTIONS

On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to **YOU**, as guiding principles in **YOUR** life. Each value is printed on a gummed label which can easily be peeled off and pasted in the boxes on the left-hand side of the paper.

Study the list carefully and pick out the one value which is the most important for you. Peel it off and paste it in Box 1 on the left.

Then pick out the value which is second most important for you. Peel it off and paste it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.

1	
2	
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15	
16	
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18	

A COMFORTABLE LIFE
(a prosperous life)

AN EXCITING LIFE
(a stimulating, active life)

A SENSE OF ACCOMPLISHMENT
(lasting contribution)

A WORLD AT PEACE
(free of war and conflict)

A WORLD OF BEAUTY
(beauty of nature and the arts)

EQUALITY (brotherhood,
equal opportunity for all)

FAMILY SECURITY
(taking care of loved ones)

FREEDOM
(independence, free choice)

HAPPINESS
(contentedness)

INNER HARMONY
(freedom from inner conflict)

MATURE LOVE
(sexual and spiritual intimacy)

NATIONAL SECURITY
(protection from attack)

PLEASURE
(an enjoyable, leisurely life)

SALVATION
(saved, eternal life)

SELF-RESPECT
(self-esteem)

SOCIAL RECOGNITION
(respect, admiration)

TRUE FRIENDSHIP
(close companionship)

WISDOM
(a mature understanding of life)

WHEN YOU HAVE FINISHED, GO TO THE NEXT PAGE.

Below is another list of 18 values. Arrange them in order of importance, the same as before.

1	_____	AMBITIOUS (hard-working, aspiring)
2	_____	BROADMINDED (open-minded)
3	_____	CAPABLE (competent, effective)
4	_____	CHEERFUL (lighthearted, joyful)
5	_____	CLEAN (neat, tidy)
6	_____	COURAGEOUS (standing up for your beliefs)
7	_____	FORGIVING (willing to pardon others)
8	_____	HELPFUL (working for the welfare of others)
9	_____	HONEST (sincere, truthful)
10	_____	IMAGINATIVE (daring, creative)
11	_____	INDEPENDENT (self-reliant, self-sufficient)
12	_____	INTELLECTUAL (intelligent, reflective)
13	_____	LOGICAL (consistent, rational)
14	_____	LOVING (affectionate, tender)
15	_____	OBEDIENT (dutiful, respectful)
16	_____	POLITE (courteous, well-mannered)
17	_____	RESPONSIBLE (dependable, reliable)
18	_____	SELF-CONTROLLED (restrained, self-disciplined)

Appendix C

Course Outline for Human Relationships

Course Outline for Human Relationships

I. Communication

A. Expectations for Students

1. Be non-judgmental
2. Do not monopolize
3. Do not answer for others
4. Learn to listen
5. Respond (be empathetic)

B. Types of Communication

1. Facial
2. Body language
3. Verbal

C. Communication skills

1. Effective communication
 - (a) Reflective listening
 - (b) I-Messages
2. Effective listening
 - (a) Closed responses
 - (b) Open responses

II. Understanding Ourselves (uniqueness of individual)

A. Basic needs

B. Self-worth

1. Identity
2. Heritage

C. Developmental Tasks

1. Physical
 - (a) Reproduction
 - (b) Sexuality
2. Emotional
 - (a) Frustrations
 - (b) Feelings
 - (c) Defense mechanisms
3. Social
 - (a) Character
 - (b) Personality
 - (c) Attitude
- D. Values, goals standards
 1. Decision-making
 2. Philosophy of life (personal)

III. Ourselves in Relation to Others

- A. Relationships
 1. Parents
 2. Siblings
 3. Peer group
 - (a) Cultural awareness
 - (b) Influences
- B. Understanding between sexes
 1. Roles
 2. Attraction-Dating
 3. Love-Infatuation

Textbooks

Dinkmeyer, D., McKay, G. D. (1976). Systematic training for effective parenting. Circle Pines, MN: American Guidance Service, Inc.

Sorenson, H., Mann, M. & Forehand, G. A. (1971). Psychology for living. New York: McGraw-Hill Book Co.

Westlake, H. G. (1972). Relationships: A study in human behavior. Lexington, MA: Ginn and Co.

Appendix D
Additional Results

Additional Results

A quasi-experimental, intact nonequivalent design was used in this study (Huck, Cormier & Bounds, 1974). Comparisons were made between the pretest and posttest results of the treatment group who were exposed to a human relationship course of study and the pretest and posttest results of Control Group 1, a gourmet foods class taught by this researcher, and Control Group 2, a chemistry class taught by a fellow staff member.

Hypothesis 1

Hypothesis 1 stated, when pretested, students enrolled in a values oriented course of study (Human Relationships) would not differ on the RVS from students enrolled in two control groups who were not currently or previously enrolled in such a values oriented course. Control Group 1 consisted of students enrolled in a gourmet foods class taught by the same instructor as the human relationships class. Group 2 consisted of students enrolled in a chemistry class.

Independent one-way analyses of variance tests (ANOVA) (Stephenson, 1978) were computed for each of the 36 values to determine whether there were significant differences between the groups in value rankings. The data concerning the results of these analyses are shown in Table 1. The F ratio was significant at the .05 alpha level for 20 of the 36 values. Significant differences in rankings occurred

Table 1

ANOVA Summary Table for Pretest Value Rankings by Group

Values	Between	Within	F Value
Terminal			
A COMFORTABLE LIFE	7.96	5.06	1.57
AN EXCITING LIFE	15.48	4.98	3.10*
A SENSE			
OF ACCOMPLISHMENT	22.25	4.45	5.00*
A WORLD AT PEACE	5.43	5.88	0.90
A WORLD OF BEAUTY	13.28	4.97	2.67
EQUALITY	41.32	4.60	8.97*
FAMILY SECURITY	9.78	4.91	1.99
FREEDOM	14.07	4.28	3.28*
HAPPINESS	5.18	3.95	1.31
INNER HARMONY	14.28	4.93	2.89
MATURE LOVE	1.55	4.43	0.35
NATIONAL SECURITY	12.81	3.97	3.22*
PLEASURE	22.83	4.83	4.71*
SALVATION	53.81	6.47	8.30*
SELF-RESPECT	4.09	4.91	0.83
SOCIAL RECOGNITION	14.99	4.54	3.29*
TRUE FRIENDSHIP	62.23	3.71	16.75*
WISDOM	20.36	4.42	4.60*
Instrumental			
AMBITIOUS	7.86	5.19	1.51
BROADMINDED	6.66	5.24	1.27
CAPABLE	77.18	4.14	18.60*
CHEERFUL	0.73	5.00	0.14
CLEAN	88.52	4.81	18.38*
COURAGEOUS	5.25	4.85	1.08
FORGIVING	56.05	4.73	11.82*
HELPFUL	12.19	4.72	2.57
HONEST	29.51	4.58	6.43*
IMAGINATIVE	23.23	5.19	4.47*
INDEPENDENT	24.18	5.13	4.71*
INTELLECTUAL	71.41	4.95	14.42*
LOGICAL	45.22	4.72	9.56*
LOVING	9.35	4.60	2.03
OBEDIENT	11.43	4.18	2.73
POLITE	53.31	4.67	11.40*
RESPONSIBLE	17.14	4.16	4.12*
SELF-CONTROLLED	3.12	5.32	0.58

* significant at the .05 level

$p < .05$

$df = 2,99$

$N = 108$

between the groups on 10 terminal values and 10 instrumental values. For pretest means and standard deviations by group, refer to Table 2.

To further evaluate group differences on RVS pretests, t tests were computed to determine whether students who self-selected to participate in a social science elective (Human Relationships) differed from those who selected to participate in a physical science elective (Chemistry). Group differences were significant at the .05 alpha level ($df=72$) for two terminal values and seven instrumental values. Human Relationship students placed a greater value on true friendship ($t = 2.50$), cleanliness ($t = 2.78$), honesty ($t = 2.52$), and politeness ($t = 3.31$). They ranked the values capable ($t = 3.11$), intellectual ($t = 2.64$), logical ($t = 2.06$), responsible ($t = 2.13$), and salvation ($t = 2.72$) lower than did the chemistry students.

Hypothesis 2

Hypothesis 2 stated that students in the treatment group (Human Relationships) would show no significant change on the RVS when pretests and posttests were compared. The median test (Siegel, 1956) was used to determine whether the two observations of the treatment group differed in central tendencies. A χ^2 test was used to test whether there was a significant difference between the number of students above and below the median score on the pretest when compared to

Table 2
Pretest Means and Standard Deviations
on Value Rankings by Group

Values	Human Relationships (N=34)		Gourmet Foods (N=35)		Chemistry (N=39)	
	Mean	SD	Mean	SD	Mean	SD
Terminal						
A COMFORTABLE LIFE	8.82	4.96	8.31	4.59	9.28	5.61
AN EXCITING LIFE	9.38	5.26	8.37	4.89	8.10	4.80*
A SENSE						
OF ACCOMPLISHMENT	9.11	4.64	10.25	4.22	8.69	4.47*
A WORLD AT PEACE	8.49	6.16	9.54	5.62	8.79	5.87
A WORLD OF BEAUTY	11.35	4.66	11.25	5.69	12.38	4.56
EQUALITY	10.91	5.19	13.02	4.62	11.43	4.01*
FAMILY SECURITY	8.82	4.59	8.91	5.48	9.79	4.66
FREEDOM	6.88	4.48	7.28	4.33	6.02	4.04*
HAPPINESS	5.41	4.39	5.34	3.57	6.05	3.90
INNER HARMONY	9.50	4.81	10.51	4.55	9.30	5.42
MATURE LOVE	9.58	4.26	9.34	4.66	9.76	4.37
NATIONAL SECURITY	14.44	3.49	13.37	3.79	13.38	4.64*
PLEASURE	10.02	4.73	8.57	4.78	9.49	5.01*
SALVATION	13.97	5.64	11.94	6.88	11.66	6.90*
SELF-RESPECT	7.73	5.37	8.42	3.98	8.10	5.37
SOCIAL RECOGNITION	11.85	4.45	12.57	4.69	13.17	4.48*
TRUE FRIENDSHIP	5.88	3.85	4.85	3.47	7.53	3.81*
WISDOM	8.35	4.18	9.08	4.89	7.53	4.18*
Instrumental						
AMBITIOUS	7.50	5.08	7.31	5.32	6.59	5.19
BROADMINDED	8.17	4.65	8.45	5.68	7.59	5.38
CAPABLE	10.41	4.03	11.08	3.64	8.20	4.76*
CHEERFUL	9.20	5.49	8.91	4.39	9.02	5.10
CLEAN	12.79	5.05	11.57	5.63	14.76	3.75*
COURAGEOUS	9.08	5.52	9.14	4.91	9.79	4.13
FORGIVING	9.38	4.42	7.51	4.98	9.97	4.81*
HELPFUL	9.38	5.06	10.14	4.41	10.56	4.71
HONEST	4.94	4.09	5.54	4.52	6.76	5.13*
IMAGINATIVE	11.58	5.10	10.05	5.22	10.28	5.26*
INDEPENDENT	7.08	5.21	8.71	5.20	7.51	4.98*
INTELLECTUAL	10.67	5.49	11.51	4.97	8.69	4.38*
LOGICAL	11.79	4.74	12.51	4.47	10.25	4.97*
LOVING	6.64	4.64	6.94	4.87	7.66	4.30
OBEDIENT	13.82	4.00	13.20	4.55	14.35	3.98
POLITE	9.82	4.54	10.42	4.76	12.23	4.72*
RESPONSIBLE	7.67	4.45	6.97	4.71	6.25	3.31*
SELF-CONTROLLED	11.00	5.01	10.97	5.42	10.46	5.53

* significant at the .05 level $p < .05$, $df = 2, 99$, $N = 108$

the number of those above and below the median score on the posttest. The data concerning the results are in Table 3. The x^2 was not significant at the .05 alpha level of confidence for all 18 of the terminal values and for 17 of the instrumental values. A significant shift did occur in the number of students who ranked capable above/below the median. Capability declined in value ranking (Table 4).

Hypothesis 3

Hypothesis 3 stated that students in Control Group 1 (Gourmet Foods) would show no significant change on the RVS when pretests and posttests were compared. The median test (Siegel, 1956) was used to determine whether the two observations of the treatment group differed in central tendencies. A x^2 test was used to test whether there was a significant difference between the number of students above and below the median score on the pretest when compared to the number of those above and below the median score on the posttest. The data concerning the results are in Table 5. The x^2 was not significant at the .05 alpha level of confidence for 17 of the terminal values and for 17 of the instrumental values. A significant shift did occur in the number of students who ranked true friendship above/below the median. True friendship increased in value ranking with exact numbers reversing positions (Table 6). A significant shift also occurred in the number of students who ranked

Table 3

Pretest-Posttest medians and X2 results
of value rankings for treatment group

Values	Median	Pre- test >Md	Post test >Md	Pre- test <Md	Post test <Md	Chi Square
Terminal						
A COMFORTABLE LIFE	9.0	16	17	18	17	0.23
AN EXCITING LIFE	8.5	18	16	16	18	0.05
A SENSE						
OF ACCOMPLISHMENT	9.0	15	17	19	17	0.53
A WORLD AT PEACE	8.0	15	15	19	19	0.06
A WORLD OF BEAUTY	13.0	13	17	21	17	1.49
EQUALITY	13.0	12	14	22	20	0.56
FAMILY SECURITY	9.0	14	16	20	18	0.53
FREEDOM	5.0	17	16	17	18	0.00
HAPPINESS	3.0	19	13	15	21	1.47
INNER HARMONY	10.0	14	17	20	17	0.94
MATURE LOVE	9.0	18	13	16	21	0.94
NATIONAL SECURITY	16.0	11	15	23	19	1.55
PLEASURE	11.0	14	19	20	15	2.11
SALVATION	16.0	19	14	15	20	0.94
SELF-RESPECT	7.0	17	13	17	21	0.53
SOCIAL RECOGNITION	12.5	18	16	16	18	0.05
TRUE FRIENDSHIP	6.0	12	17	22	17	2.16
WISDOM	8.5	16	18	18	16	0.52
Instrumental						
AMBITIOUS	7.5	16	18	18	16	0.52
BROADMINDED	7.0	17	16	17	18	0.00
CAPABLE	9.0	19	9	15	25	4.91*
CHEERFUL	9.0	16	15	18	19	0.00
CLEAN	15.0	14	15	20	19	0.24
COURAGEOUS	9.0	18	15	16	19	0.23
FORGIVING	10.0	15	18	19	16	0.94
HELPFUL	8.0	16	17	18	17	0.23
HONEST	3.5	17	17	17	17	0.05
IMAGINATIVE	13.0	17	13	17	21	0.53
INDEPENDENT	7.0	14	19	20	15	2.11
INTELLECTUAL	11.0	17	14	17	20	0.23
LOGICAL	13.0	15	16	19	18	0.23
LOVING	6.0	15	14	19	20	0.00
OBEDIENT	14.0	16	14	18	20	0.06
POLITE	10.0	14	17	20	17	0.94
RESPONSIBLE	7.0	16	12	18	22	0.54
SELF-CONTROLLED	11.0	14	15	20	19	0.24

* value required for significance at the .05 level, $df=1$, is 3.84.

Table 4

2 X 2 table of value term capable as ranked
by Human Relationship students

Capable	Pretest	Posttest	
No. of scores combined above median	19	9	28
No. of scores combined below median	15	25	40
total	34	34	<u>N=68</u>

independent above/below the median. Independent increased in value ranking (Table 7). Although there were two significant changes in value rankings above/below the median it would not appear to be more than chance selection.

Hypothesis 4

Hypothesis 4 stated that students in Control Group 2 (chemistry) would show no significant change in the RVS when pretests and posttests were compared. The median test (Siegel, 1956) was used to determine whether the two observations of the treatment group differed in central tendencies. A χ^2 test was used to test whether there was a significant difference between the number of students above and below the median score on the pretest when compared to the number of those above and below the median score on the

Table 5

Pretest-Posttest medians and χ^2 results
of value rankings for control group I

Values	Median	Pre- test >Md "A"	Post test >Md "B"	Pre- test <Md "C"	Post test <Md "D"	Chi Square
Terminal						
A COMFORTABLE LIFE	8.5	16	19	19	16	0.91
AN EXCITING LIFE	8.0	17	16	18	19	0.00
A SENSE						
OF ACCOMPLISHMENT	10.5	20	15	15	20	0.91
A WORLD AT PEACE	9.5	18	17	17	18	0.00
A WORLD OF BEAUTY	11.5	20	15	25	20	0.91
EQUALITY	14.0	16	14	19	21	0.05
FAMILY SECURITY	8.0	18	12	17	23	1.45
FREEDOM	6.0	20	13	15	22	2.06
HAPPINESS	5.0	16	14	19	21	0.05
INNER HARMONY	11.0	17	12	18	23	0.94
MATURE LOVE	10.0	16	16	19	19	0.05
NATIONAL SECURITY	15.0	15	14	20	21	0.00
PLEASURE	9.0	17	17	18	18	0.05
SALVATION	14.5	18	17	17	18	0.00
SELF-RESPECT	8.5	18	17	17	18	0.00
SOCIAL RECOGNITION	13.5	17	18	18	17	0.22
TRUE FRIENDSHIP	5.5	12	23	23	12	8.22*
WISDOM	9.5	14	21	21	14	3.65
Instrumental						
AMBITIOUS	7.5	16	19	19	16	0.91
BROADMINDED	6.0	19	15	16	20	0.51
CAPABLE	10.5	20	15	15	20	0.91
CHEERFUL	8.0	16	17	19	18	0.22
CLEAN	13.0	15	18	20	17	0.91
COURAGEOUS	9.5	18	17	17	18	0.00
FORGIVING	7.0	14	15	21	20	0.23
HELPFUL	10.0	17	17	18	18	0.05
HONEST	4.0	18	16	17	19	0.05
IMAGINATIVE	12.0	15	19	20	16	1.43
INDEPENDENT	8.0	12	20	23	15	4.63*
INTELLECTUAL	12.0	16	16	19	19	0.05
LOGICAL	12.0	21	12	14	23	3.66
LOVING	5.0	17	17	18	18	0.05
OBEDIENT	14.0	16	18	19	17	0.51
POLITE	11.0	13	14	22	21	0.24
RESPONSIBLE	6.0	14	17	21	18	0.92
SELF-CONTROLLED	11.5	16	19	19	16	0.91

* value required for significance at the .05 level, $df=1$, is 3.84.

Table 6

2 X 2 table of value term true friendship as ranked
by Gourmet Food students

True Friendship	Pretest	Posttest	
No. of scores combined above median	12	23	35
No. of scores combined below median	23	12	35
total	35	35	<u>N</u> =70

Table 7

2 X 2 table of value term independent as ranked
by Gourmet Food students

Independent	Pretest	Posttest	
No. of scores combined above median	12	20	32
No. of scores combined below median	23	15	38
total	35	35	<u>N</u> =70

posttest. The data concerning the results are in Table 8. The χ^2 was not significant at the .05 alpha level of confidence for all 18 of the terminal values and for all 18 of the instrumental values.

Table 8

Pretest-Posttest medians and X^2 results
of value rankings for control group 2

Values	Median	Pre- test >Md "A"	Post test >Md "B"	Pre- test <Md "C"	Post test <Md "D"	Chi Square
Terminal						
A COMFORTABLE LIFE	8.5	22	17	17	22	0.82
AN EXCITING LIFE	8.5	18	21	21	18	0.82
A SENSE						
OF ACCOMPLISHMENT	8.5	23	16	16	23	1.84
A WORLD AT PEACE	10.5	18	21	21	18	0.82
A WORLD OF BEAUTY	14.0	14	15	25	24	0.22
EQUALITY	12.0	18	20	21	19	0.46
FAMILY SECURITY	10.5	18	21	21	18	0.82
FREEDOM	6.0	16	22	23	17	2.54
HAPPINESS	6.5	21	18	18	21	0.20
INNER HARMONY	9.0	18	17	21	22	0.00
MATURE LOVE	10.0	19	17	20	22	0.05
NATIONAL SECURITY	15.0	18	20	21	19	0.46
PLEASURE	10.5	20	19	19	20	0.00
SALVATION	15.0	18	19	21	20	0.20
SELF-RESPECT	6.5	21	18	18	21	0.20
SOCIAL RECOGNITION	13.5	19	20	20	19	0.20
TRUE FRIENDSHIP	6.5	21	18	18	21	0.20
WISDOM	8.0	14	17	25	22	0.85
Instrumental						
AMBITIOUS	6.5	16	23	23	16	3.28
BROADMINDED	7.0	19	19	20	29	0.05
CAPABLE	8.0	19	18	20	21	0.00
CHEERFUL	9.5	19	20	20	19	0.20
CLEAN	15.0	22	13	17	26	3.31
COURAGEOUS	10.5	20	19	19	20	0.00
FORGIVING	9.5	20	19	19	20	0.00
HELPFUL	11.0	18	18	21	21	0.05
HONEST	6.0	20	17	19	22	0.20
IMAGINATIVE	11.5	20	19	19	20	0.00
INDEPENDENT	6.5	20	19	19	20	0.00
INTELLECTUAL	8.0	20	18	19	21	0.05
LOGICAL	11.0	15	20	24	19	1.86
LOVING	6.0	20	18	19	21	0.05
OBEDIENT	16.0	16	13	23	26	0.22
POLITE	12.0	22	15	17	24	1.85
RESPONSIBLE	6.0	16	18	23	21	0.46
SELF-CONTROLLED	13.0	14	18	25	21	1.32

Appendix E
Raw Score Data

Values Data - Pre/Post

NUMBER	TEST	YEAR	CLASS	SEX	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10	T-11	T-12	T-13	T-14	T-15	T-16	T-17	T-18
301	PRE	91	HR	F	14	8	9	3	5	17	7	2	1	16	15	4	11	18	10	13	6	12
301	POST	91	HR	F	12	10	5	3	4	16	6	1	1	15	8	18	13	17	7	11	9	14
302	PRE	91	HR	F	4	11	5	2	13	6	12	7	3	17	10	8	14	18	16	9	1	15
302	POST	91	HR	F	4	12	5	2	17	7	11	13	1	16	9	6	15	18	14	10	3	8
303	PRE	81	HR	F	11	10	14	16	9	8	7	3	4	2	13	17	12	18	1	6	5	15
303	POST	81	HR	F	13	1	16	12	2	15	17	4	3	5	11	18	9	6	14	8	3	10
304	PRE	81	HR	F	12	18	14	8	9	6	2	4	1	13	7	15	10	17	11	16	3	5
304	POST	91	HR	F	15	18	17	10	8	12	6	7	1	13	5	16	14	9	4	11	2	7
305	PRE	81	HR	F	15	12	14	6	16	18	9	5	2	3	10	17	11	1	4	13	8	7
305	POST	91	HR	F	12	13	14	9	16	17	15	4	3	5	9	18	6	1	2	10	7	11
306	PRE	91	HR	F	1	13	9	15	16	18	12	10	2	5	11	14	6	17	3	8	4	5
306	POST	91	HR	F	1	7	2	16	11	17	9	13	3	15	8	14	10	12	6	19	4	7
307	PRE	81	HR	F	15	17	12	3	11	14	8	9	7	1	5	10	13	18	2	16	5	4
307	POST	81	HR	F	12	10	9	7	17	5	16	9	1	2	6	18	14	15	3	13	11	4
308	PRE	81	HR	F	8	14	12	10	15	17	2	11	1	7	3	18	16	13	5	9	4	6
308	POST	91	HR	F	12	7	9	10	18	11	3	9	1	13	2	17	14	16	1	6	2	5
309	PRE	91	HR	F	11	5	10	15	6	7	8	14	9	4	12	13	16	1	17	19	2	3
309	POST	81	HR	F	12	1	17	13	8	10	5	11	3	14	6	18	15	2	4	9	7	16
010	PRE	81	HR	F	11	2	10	1	14	15	17	6	5	7	4	9	16	18	13	9	7	12
010	POST	81	HR	F	17	6	9	1	10	16	18	2	8	11	7	12	15	14	3	4	5	13
011	PRE	81	HR	F	16	14	2	8	12	10	3	9	15	4	11	13	17	18	1	7	6	5
011	POST	81	HR	F	15	14	3	2	17	8	10	11	12	7	9	19	13	5	1	16	6	4
012	PRE	81	HR	F	12	10	17	2	3	18	13	1	5	8	14	11	6	9	7	16	15	4
012	POST	81	HR	F	7	6	17	3	4	15	12	1	2	5	9	13	10	16	11	18	9	14
013	PRE	81	HR	M	15	18	4	3	13	17	5	10	1	14	9	16	11	12	2	7	8	6
013	POST	91	HR	M	1	15	6	8	17	14	5	2	3	16	7	19	9	10	13	12	11	4
014	PRE	91	HR	M	15	6	1	18	17	13	8	2	7	9	12	16	3	14	4	10	5	11
014	POST	91	HR	M	6	2	12	18	17	16	9	8	1	10	11	15	3	13	4	7	5	14
015	PRE	81	HR	M	5	7	3	14	15	16	4	6	1	10	8	18	2	17	9	13	11	12
015	POST	91	HR	M	3	2	9	13	16	14	8	10	1	15	5	17	4	18	7	11	6	12
316	PRE	82	HR	F	8	14	7	5	6	16	12	13	4	11	3	15	10	19	2	17	1	9
016	POST	32	HR	F	6	17	10	3	13	14	4	11	2	9	15	7	12	16	5	19	8	5
317	PRE	32	HR	F	6	14	16	10	18	15	13	4	7	9	17	12	3	11	2	9	5	9
317	POST	32	HR	F	5	14	15	12	17	16	10	1	2	3	18	13	7	11	9	6	4	4
018	PRE	92	HR	F	4	6	9	1	2	7	12	17	3	8	18	14	13	10	15	16	5	11
018	POST	92	HR	F	14	17	11	1	10	6	5	7	3	9	18	9	15	13	16	12	3	4
019	PRE	82	HR	F	15	3	12	16	4	5	7	1	8	10	6	17	14	18	11	7	9	9
019	POST	92	HR	F	16	2	11	6	10	4	9	1	3	13	8	17	14	19	7	15	2	12
320	PRE	32	HR	F	14	11	7	15	17	13	8	5	1	10	12	16	9	19	2	4	5	6
320	POST	32	HR	F	8	7	10	16	15	13	14	2	1	12	11	17	5	19	3	9	4	5
321	PRE	32	HR	F	6	11	8	2	10	7	12	3	1	13	14	16	9	19	15	17	5	4
321	POST	92	HR	F	2	9	4	3	10	11	12	5	1	14	15	13	16	17	5	19	7	8
022	PRE	92	HR	F	7	17	10	1	15	2	5	4	14	13	9	16	11	18	8	12	6	3
022	POST	92	HR	F	9	15	2	7	16	3	1	5	12	17	10	6	13	18	4	8	11	14
023	PRE	82	HR	F	4	7	5	8	10	6	3	12	1	2	11	18	9	17	13	16	14	15
023	POST	32	HR	F	10	5	11	4	12	13	1	2	3	6	7	14	16	18	17	9	8	15
024	PRE	82	HR	F	8	4	15	6	5	7	10	9	11	16	3	18	14	1	13	17	2	12
024	POST	32	HR	F	13	12	18	2	4	9	10	5	15	6	11	3	16	1	7	14	9	17
025	PRE	92	HR	F	11	8	3	16	15	13	17	10	7	9	6	18	12	14	1	1	4	4
025	POST	92	HR	F	12	7	3	15	16	11	13	9	4	10	6	18	8	17	1	14	5	2
026	PRE	92	HR	M	3	4	12	9	5	15	16	8	13	14	6	17	10	1	2	19	7	11
026	POST	32	HR	M	14	7	12	1	2	18	6	5	8	15	11	3	17	16	9	4	10	13
027	PRE	92	HR	M	12	1	5	17	13	3	9	2	10	4	8	16	14	19	6	15	11	7
027	POST	32	HR	M	6	8	3	16	15	10	14	7	13	1	12	17	11	18	2	4	5	9
028	PRE	32	HR	M	1	9	17	7	15	12	16	5	3	11	10	14	4	19	8	13	7	6
028	POST	92	HR	M	1	3	5	8	16	13	14	6	2	11	10	17	9	19	12	15	7	4
329	PRE	92	HR	M	2	3	5	18	17	13	14	4	9	7	15	16	1	12	5	3	10	11
029	POST	32	HR	M	9	2	11	6	12	5	17	13	7	4	1	14	3	18	16	15	10	8
030	PRE	82	HR	M	1	6	4	7	8	9	3	18	2	15	10	11	5	17	16	13	12	14
030	POST	92	HR	M	1	3	9	18	16	17	8	4	5	6	7	15	2	10	11	13	12	14
031	PRE	32	HR	M	15	17	9	18	12	3	7	5	2	14	8	11	13	16	4	6	10	1
031	POST	92	HR	M	10	13	2	16	14	9	5	8	4	11	6	17	15	18	1	12	7	3
032	PRE	92	HR	M	9	3	16	17	15	13	10	4	6	5	2	18	1	12	9	11	7	14
032	POST	92	HR	M	3	1	17	9	15	13	12	2	5	9	7	16	4	10	14	18	6	11
033	PRE	82	HR	M	5	14	7	1	12	2	8	3	4	15	9	11	16	18	10	17	5	13
033	POST	82	HR	M	7	10	11	1	9	3	8	2	12	16	6	4	13	18	14	17	5	15
034	PRE	32	HR	F	4	2	7	6	13	10	1	8	14	17	15	18	9	11	16	12	3	5
034	POST	82	HR	F	12	15	9	8	10	17	4	3	7	2	14	13	18	1	6	16	5	11
035	PRE	91	SM	F	11	12	10	1	4	3	13	5	7	14	16	17	8	18	6	15	2	9
035	POST	81	SM	F	11	14	9	3	7	9	5	4	6	15	13	10	16	18	1	17	2	12
036	PRE	81	SM	F	4	15	12	10	16	18	14	13	2	17	8	11	7	1	6	9	5	3
036	POST	91	SM	F	10	12	13	14	18	15	4	17	1	11	7	16	3	2	5	9	6	8
037	PRE	81	SM	F	5	3	1	9	17	16	8	13	4	15	12	10	11	18	6	14	2	7
037	POST	91	SM	F	10	9	1	5	17	14	6	11	12	7	16	15	13	18	2	9	3	4
038	PRE	81	SM	F	7	14	15	11	16	17	9	12	4	3	9	10	13	1	5	19	6	2
038	POST	81	SM	F	12	10	14	4	7	18	9	13	1	9	11	15	5	2	16	17	6	3

Values Data - Pre/Post

NUMBER	TEST	YEAR	CLASS	SEX	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10	T-11	T-12	T-13	T-14	T-15	T-16	T-17	T-18
039	PRE	81	SM	F	9	10	14	1	6	2	3	12	5	8	16	7	15	18	11	17	4	13
039	POST	91	SM	F	14	9	18	1	2	7	8	15	5	16	12	3	10	11	4	13	6	17
040	PRE	91	SM	F	4	10	2	6	14	15	1	7	8	11	13	16	9	19	5	17	3	12
040	POST	91	SM	F	14	12	13	11	9	8	6	4	10	1	2	17	16	19	5	15	3	7
041	PRE	91	SM	F	11	17	13	2	1	9	10	7	9	5	15	12	18	6	3	14	16	4
041	POST	91	SM	F	17	18	12	1	2	3	7	5	11	9	14	4	16	6	10	13	15	8
042	PRE	91	SM	F	11	5	2	15	14	13	6	7	10	9	8	16	12	17	1	18	3	4
042	POST	91	SM	F	15	2	7	6	11	12	13	3	1	10	8	14	9	17	4	19	5	16
043	PRE	91	SM	F	14	11	13	4	16	17	8	10	1	5	9	15	12	5	7	19	2	6
043	POST	91	SM	F	16	12	9	6	13	14	8	1	4	5	10	15	11	18	2	17	3	7
044	PRE	91	SM	F	1	4	3	18	9	12	16	6	2	14	5	17	7	15	11	13	10	9
044	POST	91	SM	F	8	6	5	16	9	12	17	1	10	11	3	18	4	14	2	15	13	7
045	PRE	91	SM	M	3	5	11	16	17	18	14	12	1	15	9	13	2	10	6	9	4	2
045	POST	91	SM	M	6	7	5	12	16	17	15	4	1	18	14	10	9	3	13	11	8	2
046	PRE	91	SM	M	15	5	10	12	16	14	9	2	8	11	3	13	1	18	4	17	6	7
046	POST	91	SM	M	12	4	8	11	15	14	13	6	2	2	5	16	9	18	10	17	7	1
047	PRE	91	SM	M	6	8	16	10	14	7	8	5	9	2	12	4	11	3	18	15	17	1
047	POST	91	SM	M	1	4	5	3	7	8	6	2	10	11	9	13	14	15	12	17	16	18
048	PRE	91	SM	M	5	6	9	11	17	12	1	15	2	14	13	16	3	19	10	8	4	7
048	POST	91	SM	M	7	8	12	4	18	15	1	16	2	13	11	17	3	14	5	10	9	3
049	PRE	91	SM	M	14	12	13	6	16	17	5	1	15	18	4	7	11	2	9	10	8	3
049	POST	91	SM	M	16	9	7	18	14	17	8	1	3	11	4	10	12	6	2	5	15	15
050	PRE	91	SM	M	17	7	10	15	6	16	14	2	1	5	8	18	11	9	13	4	12	1
050	POST	91	SM	M	4	3	2	14	12	16	15	6	5	10	11	18	7	17	1	9	9	10
051	PRE	91	SM	M	10	13	7	2	4	14	15	8	3	11	16	18	12	6	9	17	1	5
051	POST	91	SM	M	18	11	7	9	6	14	1	10	3	8	17	16	13	4	5	15	12	13
052	PRE	91	SM	M	2	1	14	17	7	10	8	5	6	16	4	15	11	18	12	13	9	4
052	POST	91	SM	M	6	11	15	13	9	16	4	2	3	8	5	17	12	18	1	14	10	10
053	PRE	92	SM	F	5	4	9	15	18	17	14	13	2	6	8	16	11	1	16	3	11	12
053	POST	92	SM	F	3	4	14	15	13	12	1	5	6	16	7	17	2	19	10	9	8	11
054	PRE	92	SM	F	8	11	14	9	10	12	4	7	1	13	16	17	6	19	10	15	5	6
054	POST	92	SM	F	2	3	7	11	10	12	4	9	5	6	15	14	13	18	1	17	16	18
055	PRE	92	SM	F	9	10	7	5	15	13	2	6	4	9	14	12	11	1	17	16	18	18
055	POST	92	SM	F	11	16	12	4	14	3	2	8	1	9	15	10	17	13	17	18	7	7
056	PRE	92	SM	F	10	6	2	11	5	18	17	4	3	12	1	14	7	13	15	8	9	16
056	POST	92	SM	F	6	3	8	9	12	18	16	17	2	11	1	15	4	14	13	19	10	10
057	PRE	92	SM	F	8	15	12	2	1	3	10	5	9	6	16	4	14	17	13	19	10	10
057	POST	92	SM	F	12	13	17	5	9	4	7	9	1	6	15	11	13	14	10	19	18	18
059	PRE	92	SM	F	15	16	14	1	2	12	6	4	10	8	11	5	13	5	4	17	19	18
059	POST	92	SM	F	13	14	16	1	2	6	12	3	8	7	10	11	15	5	4	17	19	18
059	PRE	92	SM	F	14	1	13	2	16	10	6	17	7	15	12	9	5	4	11	19	19	19
059	POST	92	SM	F	12	4	14	7	16	13	3	9	1	17	6	9	11	2	5	18	19	19
060	PRE	92	SM	F	1	6	15	5	17	7	10	8	2	12	11	16	9	18	4	10	14	14
060	POST	92	SM	F	14	15	8	3	9	18	6	2	10	4	5	16	13	1	12	17	11	11
061	PRE	92	SM	M	13	10	5	9	15	11	1	7	9	12	2	16	3	19	14	4	17	17
061	POST	92	SM	M	13	7	6	11	10	18	1	4	5	9	2	12	9	14	16	17	15	15
062	PRE	92	SM	M	2	1	10	18	15	17	12	11	3	14	5	16	4	13	9	8	6	6
062	POST	92	SM	M	1	2	3	10	15	7	5	11	4	13	17	18	16	14	6	9	12	12
063	PRE	92	SM	M	14	4	12	8	7	10	13	3	2	1	6	16	15	19	11	17	9	9
063	POST	92	SM	M	10	2	16	11	3	9	13	4	6	1	7	15	9	18	13	17	14	14
064	PRE	92	SM	M	6	10	13	15	18	17	1	4	7	16	11	14	3	2	13	19	10	10
064	POST	92	SM	M	6	1	5	16	18	17	4	3	9	15	14	10	11	2	17	9	7	7
065	PRE	92	SM	M	5	6	13	16	12	17	18	9	8	15	3	11	4	14	10	16	12	12
065	POST	92	SM	M	1	2	11	6	7	18	5	13	3	15	14	12	9	16	9	10	4	4
066	PRE	92	SM	M	3	18	10	13	11	17	2	7	6	3	14	12	16	15	9	12	4	4
066	POST	92	SM	M	5	16	3	14	17	18	6	4	7	13	10	11	8	15	9	12	11	11
067	PRE	92	SM	M	10	1	12	15	14	13	18	2	5	6	7	16	3	17	9	4	11	11
067	POST	92	SM	M	2	1	7	12	11	14	18	4	3	13	10	16	6	17	9	9	9	9
068	PRE	92	SM	M	12	10	11	8	6	16	15	1	9	3	13	14	2	19	7	17	4	4
068	POST	92	SM	M	6	12	13	5	4	9	18	1	7	10	14	16	2	17	11	15	16	16
069	PRE	92	SM	M	9	6	12	16	3	17	4	1	11	9	7	18	10	14	15	5	10	10
069	POST	92	SM	M	4	3	5	12	2	17	14	1	9	15	8	16	7	18	11	10	13	13
070	PRE	92	CN	F	6	3	17	4	15	9	16	11	1	2	14	7	9	18	5	13	10	12
070	POST	92	CN	F	8	10	16	4	14	7	13	6	1	11	15	12	9	19	2	17	5	5
071	PRE	92	CN	F	18	15	11	2	5	3	1	4	12	9	7	14	16	13	10	17	6	8
071	POST	92	CN	F	16	13	12	4	8	2	1	7	11	6	5	17	14	15	9	18	10	10
072	PRE	92	CN	F	1	14	6	5	12	8	3	2	17	9	16	10	18	11	13	7	15	4
072	POST	92	CN	F	15	12	6	5	16	8	3	2	11	14	10	4	17	19	1	13	9	7
073	PRE	92	CN	F	3	16	2	4	5	12	15	14	6	7	11	18	13	8	1	17	10	9
073	POST	92	CN	F	8	9	11	12	10	14	16	17	1	2	7	13	15	5	5	18	6	4
074	PRE	92	CN	F	9	9	4	14	13	15	12	11	1	2	5	17	10	19	3	7	16	16
074	POST	92	CN	F	9	10	8	15	14	13	12	11	2	1	4	17	6	18	5	6	7	16
075	PRE	92	CN	F	15	12	11	9	9	14	16	7	1	4	13	18	5	2	10	17	3	6
075	POST	92	CN	F	5	7	9	12	16	11	14	13	1	2	8	17	10	15	18	4	6	6
076	PRE	92	CN	F	16	15	11	2	17	10	7	9	8	1	14	12	13	6	19	18	4	6
076	POST	92	CN	F	4	9	8	12	17	16	11	7	2	5	10	15	6	14	5	18	1	13

Valles Data - Pre/Post

NUMBER	TEST	YEAR	CLASS	SEX	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10	T-11	T-12	T-13	T-14	T-15	T-16	T-17	T-18
077	PRE	82	CM	F	16	5	17	3	15	14	15	9	10	2	9	4	11	1	18	5	7	
077	POST	82	CM	F	3	9	16	19	14	17	7	3	4	1	5	12	10	15	2	19	5	11
078	PRE	82	CM	M	11	10	6	2	15	14	9	5	12	16	4	13	3	18	7	17	9	1
078	POST	82	CM	M	15	3	2	9	14	16	18	7	11	9	5	12	10	17	6	13	4	1
079	PRE	82	CM	M	2	3	11	17	16	13	14	7	8	12	5	15	1	18	9	10	6	4
079	POST	82	CM	M	2	5	7	13	14	12	17	6	9	15	11	18	3	16	9	4	10	1
080	PRE	82	CM	M	11	10	12	4	5	6	9	2	3	17	18	16	15	1	14	13	7	3
080	POST	82	CM	M	5	1	12	6	18	11	13	2	8	17	10	14	4	3	15	16	7	9
081	PRE	82	CM	M	2	3	10	17	13	15	16	4	1	12	11	14	5	19	6	7	9	9
081	POST	82	CM	M	8	3	1	17	11	7	14	4	5	9	13	12	15	18	2	16	10	6
082	PRE	82	CM	M	6	5	9	12	14	13	2	15	7	18	4	16	1	17	8	11	10	10
082	POST	82	CM	M	12	1	8	17	13	14	3	9	2	15	4	19	5	16	11	7	6	10
083	PRE	82	CM	M	1	5	6	7	14	17	4	9	8	12	10	13	11	18	15	3	16	2
083	POST	82	CM	M	2	13	7	12	18	17	9	8	3	5	10	16	15	14	6	11	4	1
084	PRE	82	CM	M	15	11	16	1	7	13	9	10	8	14	6	2	12	4	18	17	3	5
084	POST	82	CM	M	13	16	6	4	14	12	3	8	10	17	9	18	5	1	15	11	7	7
085	PRE	82	CM	M	5	6	9	10	18	15	2	1	3	16	11	12	4	17	7	14	13	8
085	POST	82	CM	M	3	4	10	15	18	9	2	5	6	11	13	14	12	17	1	16	7	3
086	PRE	82	CM	M	4	3	10	16	15	18	6	14	1	13	9	17	8	12	5	2	7	11
086	POST	82	CM	M	5	3	4	18	11	17	14	13	1	16	9	15	8	6	2	7	10	12
087	PRE	82	CM	M	13	2	9	16	18	7	12	5	11	3	15	17	14	1	4	10	6	3
087	POST	82	CM	M	9	2	3	14	17	13	10	7	8	1	18	16	15	4	5	12	6	11
088	PRE	82	CM	F	12	10	8	3	2	11	6	13	9	7	14	17	15	1	16	19	4	5
088	POST	82	CM	F	10	9	15	14	5	7	6	17	8	11	12	18	13	3	4	16	2	2
089	PRE	82	CM	F	17	13	3	11	14	9	2	5	10	4	7	16	15	19	1	12	3	6
089	POST	82	CM	F	14	8	6	7	13	10	4	11	12	2	3	17	16	19	1	15	5	9
090	PRE	82	CM	F	18	6	9	2	13	14	11	10	1	7	9	12	17	15	3	16	4	5
090	POST	82	CM	F	12	5	13	1	7	8	14	3	4	9	10	2	17	19	11	15	3	16
091	PRE	82	CM	F	14	5	17	7	9	6	11	1	9	18	12	16	4	15	10	13	3	3
091	POST	82	CM	F	12	3	18	4	11	5	14	9	6	1	13	15	10	16	7	17	11	13
092	PRE	82	CM	F	16	15	4	9	10	5	8	5	7	3	14	13	17	1	1	19	12	12
092	POST	82	CM	F	15	17	4	9	12	11	10	6	7	2	13	14	16	1	1	19	13	8
093	PRE	82	CM	F	7	1	9	15	14	17	16	5	2	4	15	18	11	6	1	1	1	1
093	POST	82	CM	F	6	1	4	12	17	2	15	7	9	3	14	19	13	5	9	16	10	10
094	PRE	82	CM	F	9	16	4	15	12	3	11	7	5	6	5	14	17	18	1	13	10	10
094	POST	82	CM	F	9	16	7	13	12	6	15	9	1	14	5	17	10	19	2	11	4	4
095	PRE	82	CM	M	9	10	3	11	16	12	4	7	6	3	14	17	15	1	1	19	10	1
095	POST	82	CM	M	4	11	9	16	12	13	2	15	14	3	6	17	9	1	10	19	15	15
096	PRE	82	CM	M	13	4	10	14	7	15	9	2	9	12	5	19	5	17	11	16	6	6
096	POST	82	CM	M	11	7	14	12	4	15	6	3	9	13	2	16	1	17	9	12	10	1
097	PRE	82	CM	M	2	11	15	13	14	10	8	4	7	3	1	16	9	18	12	17	6	6
097	POST	82	CM	M	1	12	4	13	14	16	3	7	6	5	2	18	10	11	9	17	16	16
098	PRE	82	CM	M	10	1	2	17	18	11	15	4	7	9	16	12	9	14	3	12	3	3
098	POST	82	CM	M	7	11	5	8	18	9	17	3	10	2	12	14	13	16	1	15	6	6
099	PRE	82	CM	M	12	5	8	6	11	14	9	4	1	17	10	3	7	18	16	13	15	15
099	POST	82	CM	M	5	16	1	4	7	6	2	10	3	13	14	11	12	19	15	3	17	17
100	PRE	82	CM	M	13	6	1	3	17	5	16	4	7	15	11	9	12	18	10	14	2	2
100	POST	82	CM	M	4	6	3	1	17	16	15	2	10	11	13	5	14	19	9	7	12	3
101	PRE	82	CM	M	8	12	14	1	7	6	13	2	3	5	11	17	10	16	15	19	4	4
101	POST	82	CM	M	10	9	7	4	11	13	15	9	1	2	14	16	12	17	5	18	6	6
102	PRE	82	CM	M	2	5	12	14	18	13	11	8	7	16	6	9	3	1	1	17	10	15
102	POST	82	CM	M	2	10	16	17	18	14	11	7	4	15	9	13	3	1	12	5	1	3
103	PRE	82	CM	M	2	5	9	11	15	12	17	1	3	14	4	16	6	18	10	13	7	7
103	POST	82	CM	M	1	9	10	7	17	13	18	9	12	14	6	16	2	15	4	5	1	1
104	PRE	82	CM	M	12	9	11	1	2	6	8	3	4	15	10	17	13	19	16	14	1	5
104	POST	82	CM	M	15	5	11	2	13	16	14	6	1	7	3	17	12	18	9	4	1	10
105	PRE	82	CM	M	2	8	9	15	14	17	13	4	1	11	7	15	3	6	18	10	12	12
105	POST	82	CM	M	5	9	11	15	16	17	9	6	1	2	13	18	3	4	7	10	14	14
106	PRE	82	CM	M	12	4	7	18	16	17	9	3	10	11	8	2	13	1	5	6	15	14
106	POST	82	CM	M	5	1	7	18	16	17	10	2	3	12	11	4	6	9	13	8	14	15
107	PRE	82	CM	M	5	5	4	11	13	10	9	1	7	8	14	16	6	17	2	19	15	12
107	POST	82	CM	M	5	9	6	4	12	2	3	1	10	11	13	16	14	17	7	9	15	18
108	PRE	82	CM	M	16	18	3	1	17	12	9	2	5	4	14	15	13	7	6	11	10	3
108	POST	82	CM	M	14	9	2	1	18	15	16	3	17	4	13	12	11	5	6	10	7	8

Values Data - Pre/Post

NUMBER	TEST	YEAR	CLASS	SEX	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12	I-13	I-14	I-15	I-16	I-17	I-18
001	PRE	31	HR	F	9	10	14	4	3	11	5	17	1	13	12	16	19	2	15	9	5	7
001	POST	31	HR	F	16	11	14	13	18	9	15	17	1	8	4	12	10	3	5	5	2	7
002	PRE	31	HR	F	8	13	16	9	12	2	4	6	3	18	11	15	17	14	7	1	1	10
002	POST	31	HR	F	12	15	17	7	11	6	1	8	2	16	5	13	18	3	9	10	4	14
003	PRE	31	HR	F	5	14	11	9	3	4	15	2	12	17	1	5	16	13	19	3	7	10
003	POST	31	HR	F	2	15	3	6	16	7	4	17	12	13	10	5	14	1	9	9	11	18
004	PRE	31	HR	F	15	12	14	7	18	10	2	6	1	17	4	9	8	3	11	13	5	16
004	POST	31	HR	F	15	6	12	10	16	9	2	3	1	17	7	8	18	4	11	13	5	14
005	PRE	31	HR	F	9	5	6	11	13	8	3	12	1	14	7	15	10	2	17	16	4	18
005	POST	31	HR	F	9	12	6	3	15	8	4	16	1	14	7	11	10	2	19	17	5	15
006	PRE	31	HR	F	2	14	12	6	5	18	9	7	3	15	1	16	13	10	17	9	4	11
006	POST	31	HR	F	2	16	5	11	4	18	15	8	7	17	1	10	9	3	13	12	6	14
007	PRE	31	HR	F	9	14	6	8	16	12	10	5	1	7	11	13	2	4	18	15	3	17
007	POST	31	HR	F	2	13	1	9	18	3	6	15	7	12	3	11	5	4	17	14	10	16
008	PRE	31	HR	F	7	9	13	12	18	1	11	3	2	6	5	17	15	4	16	10	14	8
008	POST	31	HR	F	5	8	9	10	18	2	3	13	1	6	14	16	11	4	17	15	7	12
009	PRE	31	HR	F	2	4	8	1	15	10	3	7	5	16	11	18	17	9	14	13	12	6
009	POST	31	HR	F	10	7	13	1	17	9	5	4	3	2	15	18	16	3	12	11	14	6
010	PRE	31	HR	F	14	7	5	1	16	15	10	13	9	2	4	17	11	3	19	9	12	6
010	POST	31	HR	F	10	5	3	11	15	12	14	13	9	4	1	17	7	6	18	8	2	16
011	PRE	31	HR	F	13	11	2	18	12	16	10	15	7	8	4	5	6	9	14	17	1	3
011	POST	31	HR	F	12	8	7	18	15	16	10	11	1	13	14	3	5	6	17	9	2	4
012	PRE	31	HR	F	4	7	3	12	18	6	13	17	15	9	1	5	8	11	16	14	10	2
012	POST	31	HR	F	10	13	5	3	6	7	12	15	16	9	1	11	18	2	17	14	3	4
013	PRE	31	HR	M	16	8	10	17	5	3	13	2	14	6	18	15	7	1	9	4	12	11
013	POST	31	HR	M	5	7	2	6	8	11	16	12	13	18	1	10	15	3	14	9	4	17
014	PRE	31	HR	M	8	2	13	15	17	3	4	18	1	7	10	16	9	5	14	11	6	12
014	POST	31	HR	M	1	7	6	8	18	2	17	3	4	14	9	16	5	13	11	10	12	15
015	PRE	31	HR	M	3	2	15	1	8	13	12	9	4	17	6	7	14	10	16	5	11	18
015	POST	31	HR	M	2	12	4	7	5	13	15	6	1	17	14	8	9	10	18	11	3	16
016	PRE	32	HR	F	3	5	9	11	14	12	6	15	2	13	7	9	17	1	16	10	4	19
016	POST	32	HR	F	1	6	9	5	14	11	13	12	2	7	16	3	19	3	17	15	4	10
017	PRE	32	HR	F	13	3	16	8	17	1	4	6	5	14	9	10	15	13	11	7	12	2
017	POST	32	HR	F	17	14	1	2	18	15	12	3	5	13	9	10	11	16	7	4	3	5
018	PRE	32	HR	F	1	7	9	6	2	16	13	8	3	14	19	12	17	10	4	15	5	11
018	POST	32	HR	F	18	3	14	11	12	9	5	4	1	10	15	8	16	17	13	7	6	6
019	PRE	32	HR	F	10	4	9	7	17	3	15	12	6	2	1	5	11	13	18	16	3	14
019	POST	32	HR	F	9	2	14	5	15	7	12	8	3	4	1	6	13	11	16	17	10	13
020	PRE	32	HR	F	15	12	14	4	17	10	7	11	1	18	2	16	9	3	12	5	6	9
020	POST	32	HR	F	15	7	4	5	17	14	11	1	2	18	10	16	13	6	12	9	8	9
021	PRE	32	HR	F	12	16	13	5	6	2	17	8	7	15	1	3	14	9	13	4	10	11
021	POST	32	HR	F	15	18	11	7	12	2	3	4	5	10	9	14	16	3	17	6	1	13
022	PRE	32	HR	F	3	9	11	17	18	4	7	3	9	5	12	10	14	13	6	16	3	15
022	POST	32	HR	F	2	7	8	18	17	3	1	9	11	16	4	15	14	10	15	12	5	6
023	PRE	32	HR	F	4	2	10	12	16	9	3	14	1	15	5	3	11	6	13	17	7	18
023	POST	32	HR	F	4	9	6	11	18	12	2	15	1	5	10	13	16	3	17	14	7	9
024	PRE	32	HR	F	16	2	8	12	13	4	3	6	7	5	10	11	17	1	14	9	15	19
024	POST	32	HR	F	15	4	16	5	18	12	2	3	1	6	9	8	17	10	7	13	11	14
025	PRE	32	HR	F	2	5	7	17	18	15	11	14	8	4	1	3	9	5	13	12	10	16
025	POST	32	HR	F	2	1	5	15	18	9	10	16	14	13	3	4	6	8	17	12	7	11
026	PRE	32	HR	M	5	6	13	2	12	7	14	9	3	15	16	9	17	1	19	4	10	11
026	POST	32	HR	M	10	18	15	9	12	2	5	6	1	13	14	17	16	7	3	4	11	3
027	PRE	32	HR	M	6	4	16	13	15	10	12	2	3	17	5	19	11	1	9	7	8	14
027	POST	32	HR	M	5	3	7	12	13	10	9	6	17	11	15	16	4	19	14	1	2	5
028	PRE	32	HR	M	16	7	9	2	17	14	3	12	4	10	3	1	6	5	13	11	15	13
028	POST	32	HR	M	10	7	9	6	16	15	14	17	2	3	1	4	18	12	13	3	5	11
029	PRE	32	HR	M	11	18	17	16	9	6	7	8	1	12	4	5	14	10	13	15	2	3
029	POST	32	HR	M	3	1	5	16	15	10	14	2	11	6	18	17	4	13	12	9	7	8
030	PRE	32	HR	M	1	13	5	12	10	14	11	2	3	17	15	18	16	4	7	6	9	9
030	POST	32	HR	M	2	10	4	5	13	17	12	11	14	16	1	18	15	3	9	8	6	7
031	PRE	32	HR	M	4	11	8	15	17	18	16	13	1	14	12	2	3	7	5	6	10	9
031	POST	32	HR	M	3	7	5	16	15	4	17	18	1	14	12	11	13	6	8	10	9	2
032	PRE	32	HR	M	3	12	14	6	10	11	16	15	7	4	1	13	9	2	18	17	5	8
032	POST	32	HR	M	16	12	7	3	11	4	14	17	13	2	1	9	5	6	18	15	8	10
033	PRE	32	HR	M	4	1	6	16	14	18	13	2	12	15	10	9	3	17	11	7	5	8
033	POST	32	HR	M	6	1	3	18	15	17	12	2	8	14	11	9	4	16	10	5	7	13
034	PRE	32	HR	F	2	9	12	1	14	3	7	16	11	6	5	13	18	10	3	4	17	15
034	POST	32	HR	F	15	3	7	16	18	6	11	5	14	10	2	9	9	4	12	17	13	1
035	PRE	31	GM	F	9	10	11	6	16	4	2	8	1	14	18	15	12	3	17	7	5	13
035	POST	31	GM	F	7	14	18	9	6	11	2	4	1	15	16	17	9	3	13	5	10	12
036	PRE	31	GM	F	6	9	14	7	3	10	4	5	2	11	16	19	17	1	8	12	13	15
036	POST	31	GM	F	9	11	14	5	10	12	6	3	1	17	18	15	13	2	4	9	7	16
037	PRE	31	GM	F	3	7	8	4	14	15	6	10	5	9	11	19	17	12	16	13	1	2
037	POST	31	GM	F	1	12	3	8	13	11	9	16	2	15	6	17	7	14	4	5	10	18
038	PRE	31	GM	F	16	15	18	8	9	5	2	10	1	13	17	12	14	3	4	11	6	7
038	POST	31	GM	F	8	13	18	4	7	11	1	14	2	16	17	15	12	5	3	10	9	6

Values Data - Pre/Post

NUMBER	TEST	YEAR	CLASS	SEX	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12	I-13	I-14	I-15	I-16	I-17	I-18
039	PRE	81	GM	F	2	16	7	9	17	8	11	12	4	15	1	10	18	5	14	13	3	3
039	POST	81	GM	F	5	11	13	7	15	9	8	12	1	14	10	18	17	2	6	16	3	4
040	PRE	81	GM	F	6	2	9	10	18	11	5	12	5	14	9	15	15	7	17	16	1	4
040	POST	81	GM	F	12	9	10	6	17	5	1	7	2	14	13	3	16	4	18	15	3	11
041	PRE	81	GM	F	3	13	15	16	1	18	10	17	8	9	4	5	6	14	11	12	2	2
041	POST	81	GM	F	13	4	7	9	15	5	2	16	1	14	11	18	6	9	17	10	3	12
042	PRE	81	GM	F	1	3	7	16	17	2	4	10	5	14	9	11	6	9	18	13	12	15
042	POST	81	GM	F	1	3	7	12	15	13	2	14	6	9	10	11	8	17	18	16	5	4
043	PRE	81	GM	F	16	14	15	5	7	10	2	12	1	17	6	4	13	8	11	19	3	9
043	POST	81	GM	F	9	6	4	16	15	13	9	12	5	18	2	1	7	10	17	14	3	11
044	PRE	81	GM	F	11	16	13	8	2	17	5	9	4	14	3	18	15	1	7	10	12	6
044	POST	81	GM	F	10	15	16	14	2	18	7	11	9	17	1	13	12	3	6	5	9	4
045	PRE	81	GM	M	2	6	10	7	9	11	16	13	12	5	1	17	8	3	18	15	4	14
045	POST	81	GM	M	1	13	8	14	18	9	16	10	3	7	4	12	6	15	17	11	5	2
046	PRE	81	GM	M	9	8	15	12	18	3	4	11	1	13	6	16	14	2	10	7	5	17
046	POST	81	GM	M	8	12	11	7	18	2	6	13	1	14	15	9	16	3	17	10	4	5
047	PRE	81	GM	M	3	1	12	11	7	15	2	4	6	9	8	13	14	5	17	18	10	16
047	POST	81	GM	M	5	4	3	9	10	7	2	6	11	9	14	13	12	15	17	16	1	18
048	PRE	81	GM	M	3	13	8	7	2	11	12	10	9	14	16	15	17	4	5	1	8	18
048	POST	81	GM	M	1	9	5	6	17	11	7	8	14	16	15	12	2	10	4	3	13	19
049	PRE	81	GM	M	2	17	10	11	13	5	7	15	14	16	4	18	12	3	6	9	1	3
049	POST	81	GM	M	4	12	15	17	18	7	9	5	6	11	10	16	14	1	13	3	2	8
050	PRE	81	GM	M	8	4	10	15	18	12	7	6	1	3	5	9	13	14	17	16	2	11
050	POST	81	GM	M	14	3	7	13	16	9	10	5	4	1	6	9	17	12	18	11	2	15
051	PRE	81	GM	M	1	8	11	5	18	7	4	2	9	13	3	16	15	12	10	14	6	17
051	POST	81	GM	M	5	17	11	9	18	8	4	6	1	13	2	14	15	7	12	7	3	16
052	PRE	81	GM	M	14	15	13	10	2	18	1	9	5	6	8	11	17	3	12	7	16	4
052	POST	81	GM	M	5	1	2	16	3	15	7	8	14	9	10	6	17	4	12	19	10	11
053	PRE	82	GM	F	10	18	14	6	12	13	7	4	1	9	11	8	17	5	16	5	15	1
053	POST	82	GM	F	14	5	17	13	8	16	12	15	4	18	3	9	10	6	11	1	1	1
054	PRE	82	GM	F	5	6	16	3	13	12	9	2	1	15	11	14	8	4	18	1	10	10
054	POST	82	GM	F	1	9	6	2	7	9	5	12	3	13	15	14	11	4	13	10	1	1
055	PRE	82	GM	F	6	16	15	7	10	14	3	5	2	17	8	12	15	1	11	1	1	1
055	POST	82	GM	F	8	16	9	7	18	15	2	3	1	17	6	10	11	4	13	1	1	1
056	PRE	82	GM	F	5	15	10	2	17	11	15	12	4	1	16	3	19	7	5	6	1	1
056	POST	82	GM	F	8	6	3	4	5	7	10	11	2	13	18	15	16	1	14	9	1	1
057	PRE	82	GM	F	14	1	13	8	9	3	4	6	2	12	7	16	17	10	18	11	1	1
057	POST	82	GM	F	16	5	15	8	17	13	4	3	1	9	12	14	10	7	19	1	1	1
058	PRE	82	GM	F	14	1	13	8	9	3	4	6	2	12	7	16	17	10	18	11	1	1
058	POST	82	GM	F	17	1	16	9	12	7	4	8	2	15	10	13	14	3	19	1	1	1
059	PRE	82	GM	F	9	2	15	17	1	11	14	13	6	3	18	7	12	4	19	1	1	1
059	POST	82	GM	F	8	3	16	2	15	4	5	12	10	11	13	9	6	1	17	1	1	1
060	PRE	82	GM	F	2	5	9	3	18	6	15	14	1	13	7	11	12	8	17	16	4	10
060	POST	82	GM	F	14	2	3	17	18	13	7	9	6	16	11	5	12	4	10	15	9	1
061	PRE	82	GM	M	2	16	6	7	15	10	14	13	3	12	11	9	18	4	17	3	1	1
061	POST	82	GM	M	8	3	13	11	6	16	9	7	10	5	4	2	12	1	17	18	15	14
062	PRE	82	GM	M	1	4	3	9	15	2	16	10	12	8	5	7	6	17	15	11	14	1
062	POST	82	GM	M	1	6	10	5	11	2	4	8	3	12	13	15	16	14	7	9	17	19
063	PRE	82	GM	M	16	7	11	8	13	5	10	4	9	1	14	3	2	6	19	17	12	1
063	POST	82	GM	M	7	6	9	15	9	12	16	13	5	11	4	3	2	10	17	14	1	1
064	PRE	82	GM	M	6	10	12	18	14	7	15	17	1	9	8	13	4	16	11	5	1	1
064	POST	82	GM	M	5	10	13	18	15	8	14	16	1	9	7	11	3	17	12	6	1	1
065	PRE	82	GM	M	17	5	4	11	18	3	2	16	15	8	6	7	14	12	13	1	1	1
065	POST	82	GM	M	8	2	14	15	10	18	13	16	6	9	1	17	7	3	11	4	1	1
066	PRE	82	GM	M	1	2	7	15	12	17	14	16	6	18	8	3	10	5	15	11	4	1
066	POST	82	GM	M	3	1	6	16	9	14	12	11	8	18	5	4	10	7	15	13	1	1
067	PRE	82	GM	M	11	4	12	1	14	5	3	15	2	6	17	8	16	7	9	10	19	1
067	POST	82	GM	M	7	5	6	1	17	3	10	9	15	2	4	12	9	11	16	14	10	19
068	PRE	82	GM	M	14	3	7	13	11	9	12	15	10	2	1	4	8	15	16	9	1	1
068	POST	82	GM	M	15	6	3	8	9	7	4	10	13	5	1	2	14	17	18	11	16	1
069	PRE	82	GM	M	8	4	15	9	13	7	6	14	11	1	18	12	16	3	17	2	5	10
069	POST	82	GM	M	10	1	9	8	18	7	14	15	11	2	12	3	4	5	16	13	6	17
070	PRE	82	CM	F	13	5	9	3	17	6	8	10	11	12	7	4	16	2	18	1	14	15
070	POST	82	CM	F	7	4	9	3	17	2	5	11	6	16	14	12	13	1	18	9	10	15
071	PRE	82	CM	F	14	2	16	11	17	13	3	6	1	9	7	8	15	4	18	10	5	12
071	POST	82	CM	F	13	10	18	9	14	11	6	7	1	8	12	5	17	2	16	4	1	1
072	PRE	82	CM	F	7	6	4	12	16	9	11	13	1	18	2	15	3	10	14	17	8	1
072	POST	82	CM	F	4	13	14	18	11	10	6	8	2	12	3	16	9	5	15	7	1	17
073	PRE	82	CM	F	3	1	10	5	15	11	8	4	2	16	18	9	14	7	17	12	6	13
073	POST	82	CM	F	16	2	11	1	15	7	4	14	3	9	18	5	8	6	17	12	10	13
074	PRE	82	CM	F	4	2	7	9	14	6	11	17	1	15	5	9	10	12	16	13	1	1
074	POST	82	CM	F	10	6	5	4	14	9	7	13	2	12	8	11	19	1	16	15	1	17
075	PRE	82	CM	F	2	14	15	7	13	5	6	12	1	3	9	18	17	4	16	10	8	11
075	POST	82	CM	F	5	11	16	3	14	8	4	7	1	6	13	18	15	2	17	12	9	10
076	PRE	82	CM	F	4	14	5	12	16	8	7	9	1	15	10	3	11	6	18	17	2	13
076	POST	82	CM	F	5	12	15	6	13	11	7	8	1	14	10	2	9	3	19	17	4	16

Values Data - Pre/Post

NUMBER	TEST	YEAR	CLASS	SEX	I-1	I-2	I-3	I-4	I-5	I-6	I-7	I-8	I-9	I-10	I-11	I-12	I-13	I-14	I-15	I-16	I-17	I-18
077	PRE	32	CM	F	14	2	4	1	18	3	6	5	9	9	7	12	13	10	17	15	11	16
077	POST	32	CM	F	15	13	6	7	17	12	9	3	10	5	11	11	4	3	19	16	13	14
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108	POST	32	CM	M	3	9	8	4	7	14	12	10	2	16	1	5	17	11	18	13	6	16

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