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INTEGRATION OF PROBLEM-SOLVING AND VALUES
CLARIFICATION STRATEGIES, TOWARD THE
SELF-ACTUALIZING INDIVIDUAL

A Thesis

Presented to

the Faculty of Creative Studies

State University College at Buffalo

Buffalo, New York

In Partial Fulfillment
of the Requirements for the Degree of
Master of Science

by

Lynn C. Coleman

June 1976

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ABSTRACT

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June 1976

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INTEGRATION OF PROBLEM-SOLVING AND VALUES CLARIFICATION STRATEGIES,
TOWARD THE SELF-ACTUALIZING INDIVIDUAL.

Directed by:



Ruth B. Noller

Department of: Creative Studies

This thesis has two distinct parts. The first part has been devoted to explaining the need for the development and the actual development of problem-solving methods, values clarification strategies, and techniques for increasing self-actualizing behavior. An attempt has been made to show the need and desirability for synthesizing and integrating these methods and techniques.

The second part of this thesis has been devoted to the development of an experimental curriculum which might aid the participating individuals toward becoming self-actualizing by increasing their ability to: (1) adapt, apply, and internalize problem-solving methods; (2) recognize and develop strategies for actualizing personal goals; (3) focus on values and reinforcing actions.

The experimental curriculum sessions are a synthesis and adaptation of the many experiences, exercises, and techniques that the researcher has discovered. Although most of these sessions were specifically developed for this curriculum and have not been used with any groups, a few of them have been used on a trial basis. No attempt has been made as a part of this research to test their effectiveness.

ACKNOWLEDGEMENTS

In the development of the curriculum portion of this thesis, certain exercises were adapted or modified from those that I have discovered and experienced. In some instances, it has been difficult to determine the original sources for these exercises. I would like to thank those whose influences I have been able to perceive.

First and foremost, have been the influences of Dr. Sidney J. Parnes and Dr. Ruth B. Noller, through the Creative Studies program at the State University College at Buffalo. Since my initial contact with them in 1970, as one of their experimental subjects in the study of creativity, that have aided me in nurturing: my creativity; my problem-solving skills; my leadership skills; and self-actualizing behavior. They have encouraged and supported my efforts to integrate my knowledge and experience with my goals and interpersonal relationships.

In particular, the basic session format from this curriculum was modeled after the S.U.C.B. Creative Studies program. The basic Creative Problem-Solving process was developed by Alex Osborn and Sidney Parnes and has been incorporated as a fundamental part of this curriculum. The following exercises were adapted from the Creative Studies program: the paired hands experience; the listening-feedback exercise; applications of the Creative Problem-Solving methods and Synectics techniques; and the session format for making snap decisions.

The validation techniques, Change Theory, and valuing process were incorporated into this research after contact with Dr. Sidney B. Simon and his work.

The idea for developing sound modulators I first experienced through sessions given by Robert Adler at the Creative Problem-Solving Institutes (C.P.S.I.) held at the State University College at Buffalo and at the University of California at Davis. I have elaborated on this idea by applying gaming strategy, a technique I have also experienced with Mr. Adler.

Through the Creative Studies program I received my initial contact with the Scamper techniques developed by Robert Eberle. I subsequently reinforced my understanding of these techniques through interaction with Mr. Eberle at the Creative Problem-Solving Institutes.

I first experienced a variation of the attach-and-connect exercise during an undergraduate art education class taught by Dr. Vincent Arnone at S.U.C.B. The session devoted to this within this thesis is one of many variations I have subsequently developed after my initial contact with the attach-and-connect problem.

The basic terminology that I have utilized has been adapted from these sources, as well as from the additional sources listed in the bibliography.

Most of the art- and dance-related exercise have been influenced by my own knowledge and experience in these areas. However, I have had exposure to related but different art and dance exercises during my participation in the Creative Studies program, which might have influenced the weight I put on them in my curriculum design.

Other individuals who have significantly influenced the direction and nature of my efforts are: Angelo Biondi, of the Creative Education Foundation and its C.P.S.I., for his influence on my group

process skills; Joette Trusso, for her insightful feedback on this thesis as it was developing, for our team-leadership efforts which have greatly influenced the development of this curriculum, and for her continuous encouragement, support and validation of my efforts; and Scott Isaksen, Delores Young, and Tom Potter, with whom I also shared many pioneering experiences as the Creative Studies program's first Master's Degree candidates.

Many other friends, instructors, and associates have influenced, supported, and guided my efforts. But most of all, I wish to thank my parents and family for their patience, encouragement, faith, love, and understanding.

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I. INTRODUCTION TO THE PROBLEM

A. General Introductory Note

Exploration of the multi-faceted and interdisciplinary area of creativity and problem-solving led to the recognition that there existed a need for alternative methods, techniques, and strategies for helping any individual to learn how to nurture and develop his own creative behavior, abilities, and potential. This might then aid and provide anyone with a greater chance and opportunity for self-actualization.

Many programs have been developed over the past twenty-five years attempting to accomplish this goal. Various studies and experiments have shown that creativity and problem-solving skills can indeed be nurtured deliberately (Parnes, 1973; Gordon, 1973). Some of these methods for approaching problems are: the Creative Problem-Solving process (CPS), Synectics, Creative Analysis, and Kepner-Tregoe. Although there is a basic overlap in many of these methods concerning goals, terminology, and strategies, there are variations in their emphases. Furthermore, certain systems seem more effective for handling one type of problem over another.

Another method for helping individuals to clarify goals and develop alternative means for accomplishing them is the Values Clarification process (Raths, 1966; Simon, 1972). This process aids individuals in developing a clearer picture of themselves and their problems.

This new self-knowledge is then used for developing alternative behaviors, actions, and solutions to their problems. Although this process varies greatly from the above-mentioned methods of problem-solving, especially procedurally, there do appear to be overlapping concerns and goals.

The emerging picture suggest an increasing awareness of the need for techniques that could be utilized by any individual to develop a clearer understanding of his needs, attitudes, habits, values, priorities, goals, fears, problems, and obstacles. Understanding this might lead to a deeper comprehension of how an individual functions and behaves under stressful as well as pleasurable circumstances, as well as perhaps providing more answers to the question "why". Hopefully, this would increase an individual's ability to cope with problems and also provide a sturdier platform or base for developing problem-solving skills. This then might result in a greater probability that an individual could increase control over his life, through increased independence, self-sufficiency, and self-confidence.

B. The Need for this Study

Acknowledgement of the need for this study evolved from a recognition of values conflicts, poor problem-solving skills, and inability or difficulty in integrating knowledge, experience, priorities, needs, and values into a clear picture of goal desires and ways to implement them. Many individuals are posing complex questions related to their life goals and life styles, often desiring self-actualization. The rapidity of changing needs, values, ideals, goals, technology, and life life-style in society often adds to the feelings of helplessness

and fragmentation that many individuals have been experiencing. A glance at college curricula or at many of the best sellers at bookstores, as well as the increase of growth centers and self-help groups in almost every community, further emphasizes the struggle and search many people are going through in an attempt to "find themselves" and develop a greater understanding of their problems and methods for solving them.

Little has remained constant or unaltered in this technological age of man. This has contributed to the insecurity and transiency of many people in today's society. There is more recognition of feelings of being controlled and manipulated by many forces and powers in society. Most people, even if they recognize those feelings, do not know what they might do to alter or change the circumstances or situations which caused them. The growing complexity of society, contributing to an age of specialists, has magnified the difficulty any individual has in putting all the intricate pieces together to see how and why something works. Due to the quantity and rapidity of change in pertinent knowledge, it is difficult to be an "expert" in any area. This increases the difficulty in discovering where and why there appears to be a problem or breakdown in the functioning of society.

These conditions emphasize the need for techniques to aid people in becoming more effective at recognizing problematic situations. There is a need to be able to recognize the factors which might be contributing to and feeding the difficulties. Methods are also needed for developing, implementing, and gaining acceptance for alternative

actions to solve these problems. Integration of the available problem-solving and valuing methodologies might aid in accomplishing this goal. This might also result in increasing the chance for any individual to become self-actualizing, or all that he is capable of becoming.

C. The Significance of this Study

The purpose of this study is to compile and interconnect the research being done in the areas of problem-solving, values clarification, and self-actualization techniques. This investigation will identify and define significant terminology, procedures, philosophical foundations, and will show overlapping concerns. This will be useful in developing new techniques and methodologies, perhaps through integration of techniques, as well as hypotheses for later testing of implications of these methods. This study will focus on developing a greater understanding of the problems, needs, goals, and values of the college student, although perhaps the information collected will be pertinent to many other individuals.

D. Statement of the Problem and Subproblems

1. The Problem: In what ways might college students be aided in developing awareness and understanding of the functioning of their valuing and problem-solving systems, so that techniques might be developed and used by them to improve and increase their effectiveness in these areas, thereby, increasing chances for their becoming self-actualizing? In what ways might a curriculum be designed and developed to aid students in accomplishing these goals?

2. Related Subproblems: As the literature was being researched, and the proposed experimental curriculum was being designed, the following questions were kept in mind.

- a. In what ways might the attitudes, beliefs, goals, values, and priorities of an individual be determined?
- b. How do these develop and change?
- c. In what ways do understanding and awareness of these assist the individual in solving his problems and accepting challenges?
- d. What attitudes, values, proficiencies, and behaviors may be found in self-actualizing individuals?
- e. What is creative behavior?
- f. In what ways do the attitudes and values of an individual affect his ability to nurture his own creative behavior?
- g. In what ways might conditions needed for self-actualization be developed?
- h. In what ways do an individual's belief structure and behavior influence those of another individual?

II. REVIEW OF RELATED RESEARCH

How effective an individual is in becoming self-actualizing often depends on the size and quality of his acquired territory. This territory has been described as being composed of the physical domain and boundaries, and the psychological domain or space. The physical territory involves how much control a person has within his living situation for himself and over other individuals. Size factors include

the quantity of territories possessed and the actual physical scope. Psychological space refers to the quality and quantity of time others spend listening to an individual, as well as the amount of acceptance gained for ideas, thoughts, and desires. How a person approaches his problems is directly related to the amount of physical and psychological space that can be accounted for. Those individuals with extremely small territory have less risk-taking flexibility than those with a large amount of territory. In fact, those with this small territory may find, if loss of the little territory they are allowed does occur, that this loss is equivalent to no longer being alive (Bakker, 1973).

What values clarification and creative problem-solving techniques attempt to do is to develop skills in the individual through the practice of new techniques that will aid this person to more effectively manage his territory, and to increase its growth and development. As the individual and his territory grow, he begins to acquire alternative means for interacting with the territory of other individuals.

Bakker and Bakker-Rabdau (1973) present and discuss techniques for learning how to recognize behaviors that limit one's ability to become self-actualizing. They also offer alternatives that will help an individual become more self-reliant, independent, supportive in interactions with others, and better at approaching and solving his problems.

Quite often society acknowledges both hostility and aggression as being negative. Hostility and aggression are often aimed at ideas.

To approach ideas aggressively involves exploratory searching for truth and knowledge, which is a means of expanding the individual's territory without infringing on, or diminishing that of another. The characteristics of an individual with this approach are eagerness, pleasure at exploring new worlds, and a non-judgmental receptivity to new input received. In contrast, the hostile approach to ideas is usually destructive, seeking to denounce or distort anything contrary to the preconceived thoughts held. This second approach occurs more often when the individual is inflexible and dogmatic. These people often feel that the security of their territory is being threatened because it is difficult to defend (Bakker, 1973). The belief and value structure of this type of individual is often developed through traditional means.

To eliminate hostility involves aiding the individual in acquiring tools to counter territorial invasion with an assertive response. Learning problem-solving techniques and values clarification strategies can help ameliorate the feelings of helplessness which often accompany hostility. The traditional approach to values has in general been a negative and non-permanent one. This approach to developing values occurs by observing the examples set by others, convincing or persuading someone of one's own beliefs, inspiring another, rules and regulations (written and unwritten), cultural or religious dogma, and appeals to the conscience. Values conflicts are produced by the contradictions individuals observe in these approaches. These conflicts often immobilize and inhibit an individual from making choices and decisions, which negatively affect his problem-solving abilities. (Raths, 1966).

Raths (1966) states that "clear" individuals generally have a

positive, purposeful, outgoing, and proud outlook. These individuals often seek to constructively change and improve that with which they interact and observe in society. The "unclear" individuals are for the large part underachievers who have not found stability in their lives or meaningful roles to fulfill. The "clear" individuals are more aware of their values, attitudes, needs, priorities, abilities, and goals. They are more skillful than others in utilizing the knowledge derived from this understanding toward turning problems and obstacles into challenges and opportunities.

The process of valuing has been defined by Raths and colleagues (1966) as being the act of (1) choosing one's beliefs and behaviors freely, from among alternatives, and after thoughtful consideration of alternatives; (2) prizing one's beliefs and behaviors by cherishing and affirming them; and (3) acting on one's beliefs, which means acting on choices, with a pattern, consistency, and repetition. To be a value something must fit all of these characteristics. Some of the elements that might help indicate whether or not something might be a value are: goals or purposes, aspirations, interests, feelings, attitudes, beliefs, actions, activities, worries, problems, and obstacles.

Many techniques and strategies for clarifying valuing systems have been developed into manuals and materials which almost any individual or group may find adaptable to its needs. In addition to this, under the auspices of the National Humanistic Education Center, Values Clarification Workshops are being held around the country. At a recent one day workshop, Simon presented some of his latest values clarification strategies and philosophy. One of the basic issues dealt with during

this workshop was the change theory for a person. Simon feels that there are two basic concepts that contribute to change.¹

First, the quantity and quality of nourishment that an individual receives can make change difficult and threatening, or desirable and growth producing. Nourishment consists of validation, meaning acknowledgement, and verbal recognition of positive characteristics, behaviors, or qualities observed in a person; being listened to, so that responses by listeners will show comprehension of verbal and non-verbal behavior; and being touched by others. These three concepts show physical and psychological acceptance and affirmation of an individual and his territories.

The second basic concept Simon claims contributes to change involves the need for alternatives. These often come from people, places, things, and books. To make a change one must often break a habit and replace it with an alternative which becomes the new habit. Simon suggests three procedures for developing a new habit: (1) begin immediately - not tomorrow; (2) begin flamboyantly - it is easier to back out of something kept a secret; and (3) allow NO EXCEPTIONS.

Drawing from these two theories helps make change possible. The nourishment makes change less threatening, especially because it will be occurring in a non-judgmental atmosphere. This is the type of atmosphere needed for most individuals to become self-actualizing. A person is not likely to change if someone criticizes one of his qualities or actions. Although he might change as a result of criticism, the

¹Sidney B. Simon. Values Clarification Workshop. D'Youville College, Buffalo, New York, November 23, 1975.

manner in which he was prodded to do so usually has a destructive and tearing down effect on a person's self-concept and on his trust in the other person involved with the change. Instead of getting someone else to change, Simon proposes that it might be more appropriate for the individual to probe into himself to discover what triggered the dislike and to then change himself and his reactions instead of the other individual.

If a change is desired in the other individual after looking into oneself, a non-judgmental questioning technique can aid in getting the individual to recognize, desire to change, and develop alternatives to his behavior. This helps the individual to develop an increased awareness of himself and his values, as well as being a way to help him develop skills in problem-solving. A person's psychological and physical territories are generally not threatened by this non-judgmental technique. This allows freedom to grow, expand, and extend nourishing behavior to others.

Possick (1969), in his research in the area of value engineering, discusses the study conducted by Herzberg and his colleagues for the Psychological Service of Pittsburgh. This study attempted to determine the factors that influence and produce changes in an individual. A group of 200 engineers and accountants was used to determine some of the factors that might have influenced an individuals' happiness or dissatisfaction with his work.

After examining these individuals reactions, the Pittsburgh Group attempted to draw a distinction between what they called "motivators" and "hygenic factors". The "motivators" have been defined as

being the influences that most often have an uplifting effect on the performance and/or attitudes of an individual. The "hygenic factors" do not seem to cause improvements in the productivity of an individual, but tend to prevent loss of efficiency and morale. They are also a prerequisite for effective motivation.

In order for there to be sustained motivation certain conditions must first be met. These conditions are: the freedom to exercise initiative and ingenuity; freedom to handle a problematic situation in his own way; achievement; recognition of the individual's accomplishments; work itself; responsibility; and advancement. These conditions are also examples of nourishment. Possick shows how this relates to Maslow's Need Hierarchy and leads to self-actualization or self-maximization of an individual's development.

There are five different levels to Maslow's Need Hierarchy. The lowest and first in order of priority are the basic physiological needs, such as food, water, air, rest, sexual urge. The second deals with safety elements which include the physical protection of one's body and psychological protection. The third level refers to social activity and attention which includes acceptance of and from one's fellow man and also in love relationships. The fourth level deals with esteem and self-respect needs in relationship to the recognition and acknowledgement one receives. The fifth and highest level that one might reach is that of self-actualization.

In discussing his self-actualization theory and how it affects an individual, Dr. Abraham Maslow (1968) suggests that:

...He does not know in advance that he will strive on after this gratification has come, and that gratification of one basic need opens consciousness to domination by another, "higher" need. So far as he is concerned, the absolute, ultimate value, synonymous with life itself, is whichever need in the hierarchy he is dominated by during a particular period. These basic needs or basic values therefore may be treated both as ends and as steps toward a single end-goal. It is also true that there is a single, ultimate value or end of life, and also it is just as true that we have a hierarchal and developmental system of values, complexly interrelated.

Thus, it appears by gaining knowledge and clarity of one's values and needs, the individual might become self-actualizing. Awareness of these needs and values might evolve gradually, as the individual begins to satisfy them.

Directly related to the clarification of values and also to problem-solving are some of the thoughts of Dale (1972) in relation to developing learning environments. He believes that if the statement of desired goals or outcomes is made clearly, realistically, and relevantly, learning becomes more effective. It is difficult to aim toward and to hit that which is not clearly visible. Therefore, the clarity of one's goals might aid the individual in reaching them. Although there may be many methods for accomplishing this, one in particular will be elaborated on now. It is known as the Creative Problem-Solving process (Parnes, 1967 a & b).

By using this process it is possible to develop a clear and focused picture of a problem after thorough fact-finding. One must try to identify and uncover the real problem in order to be able to solve it. When clarifying values, this fact-finding procedure used in the Creative Problem-Solving process may aid the individual in

determining his needs, goals, desires, and priorities.

In the Creative Problem-Solving process ideas are evaluated against criteria. These ideas might be equated with aspirations and values which are in the process of being actualized. The criteria for evaluating an idea might be likened to the tests of worth that values and aspirations must pass. Thus, to guide aspiring actions one makes value judgments when considering the alternative choices (Zirbes, 1959).

The term value has been defined by many and in countless ways. Each way touches on one or more aspects of this complex concept. It is important to reach a universal understanding and agreement of this term, however,

...while it is difficult if not impossible to define values, it is possible to identify ways in which an inquirer's values influence his inquiry. To inquire is to make choices and to take action. At each step of one's inquiry individual values become apparent through the choices one makes and the actions one takes in each choice. (Babcock, 1971)

In order to effectively make and act on choices an individual must gain acceptance of his ideas and solutions in his own mind and from others. To maximize the number of successes one might have with implementing ideas, it helps for the individual to have a thorough understanding of how and why this action will serve him. With this understanding it also helps to be able to recognize one's needs, goals, values, and priorities. Lack of clarity in this area might mean implementing an idea which may later produce conflicts in the individual because of the discrepancies he may feel and/or observe in relation to his goals, priorities, values, etc. Therefore, the use of values clarification techniques in conjunction with problem-solving systems and

methods might aid in achieving greater success in attempts to gain acceptance of an idea.

Synectics is another problem-solving process that also deals with values. A critical phase of this process is in the determination of the essence of the problem at hand. This is generally no more than a short phrase which aids in clarifying the direction to be used for producing alternative plans of action. Another important part of this process is the use of analogies or metaphors to create psychological distance from and objectivity toward the problem, as well as revealing feelings and thoughts which provide a clearer picture of values, attitudes, needs, and desires.

The essential paradox or compressed conflict of Synectics is a special and deliberate phrasing of two opposite types of concepts. Examples of these would be sly honesty, structured freedom, and loosely solid. These compressed conflicts can be used to further clarify the problem, as well as to provide a means for attaining fresh insights. These fresh insights might then aid the individual in developing new ideas or alternative solutions to a problem (Gordon, 1971 & 1973).

The Synectics process differs from the Creative Problem-Solving process in several ways, but most significantly, it does not encourage spending much time on the redefinition of the problem, which is often needed to accurately determine the needs and goals one is seeking to fulfill. There has been a tendency for the Synectics process, when used as a whole, to function more effectively in producing creative solutions to thing- and product-oriented problems, rather than with people- and value-related problems. When Synectics techniques are incorporated into

the Creative Problem-Solving process, and are also used in conjunction with values clarification techniques, there seems to be a greater effectiveness with more people-oriented and value-oriented problems.

In different problem-solving systems there are variations in the emphasis they place on the relative importance of techniques for aiding the individual in discovering his goals, as compared with other steps and techniques found within these systems. Techniques for discovering personal goals are important, however, as they may significantly affect one's level of success in life. Furthermore, if an individual has been asked or told to pursue a goal that was not necessarily one of his own, and this goal is not valued, it is not likely for him to try to fulfill it even if there might be a good chance of his being successful. On the other hand, a goal that is highly valued by an individual will trigger motivated action even if there appears to be little chance of success. It is the morally autonomous individual who realizes that he, and he alone, must assume responsibility for his actions (Rich, 1968). This individual, who determines his own values and goals, usually has a greater chance and likelihood of becoming self-actualizing than an individual who is dependent on others for making his decisions and determining his goals.

It seems inevitable, and indeed often necessary, for certain behaviors and ideas of an individual to conform with those of society. In general, there seems to be a pattern and consistency to the life style and habits of each segment of society. This may be observed in the housing, education, food, clothing, and communication system of each of these segments. This type of conformity, however, often

allows the members of a particular society more leisure time, since basic survival needs do not take up all the available time of each individual. This free time that becomes available by conforming to certain guidelines and patterns established by a society, may then be used for developing new ideas. These new ideas in turn lead to adaptations and changes in the growth and development of that society. Therefore, even conformity is subject to, and in turn, helps to produce change and growth in a society.

In the socialization process, those behaviors that are sanctioned should remain open to examination, judgment, and re-evaluation, thereby allowing the individual the opportunity and flexibility to praise as well as reconstruct the practices being prescribed. In this socialization process, guards must be developed to prevent the crush of spontaneity and to encourage independent and moral decision-making (Rich, 1968). This is necessary to prevent the stagnation and/or death of a society or civilization. Many societies that were not willing to change and adapt with the times did not survive. Evidence of this can be seen through archeological findings of the remnants of past cultures and civilizations. Those individuals and cultures that were flexible and willing to alter their life styles had a greater chance of living and surviving within each succeeding and dominating civilization.

The preservation of the remains of past civilizations has provided evidence of the creative nature of man. The changes and growth in technology over the years have shown that man is by nature and learning a problem-solver. Certain individuals and societies have had more problem-solving skills than others, which often prolonged their

survival.

In recent years, considerable concern and effort have been made to understand the nature of this problem-solving process with which many individuals and cultures have shown adeptness. It seems paradoxical that many men desire to make more conscious that natural problem-solving ability of man, so that eventually this self-knowledge will allow him to become more successful and consistent when using it. In other words, by clarifying and recognizing a definite pattern and technique for solving problems, an individual would not have to rely on chance to help him solve his problems. Thus, a problem-solving process becomes another tool or implement for helping man make his work go faster, smoother, and easier, which makes for more free time for developing ideas.

The problem-solving ability of man evolved as he became more aware of his actions and consequences. Man began to observe which actions and activities, when repeated in different situations, helped him to develop solutions to his problems. Eventually, many different individuals deliberately tried to establish a systematic pattern or process for solving problems.

A basic method for problem-solving which has been previously referred to herein, is the Parnes and Osborn Creative Problem-Solving process, also referred to as CPS (Parnes, 1967 a & b). This process, like many of the above-mentioned processes, was developed over many years of trial and error. The result was a five step process which may be used with all types of problems. The basic steps of this process are: fact-, problem-, idea-, solution-, and acceptance-finding.

Problem-solving of any kind usually begins when there is an awareness that there is a problem, opportunity, obstacle, or challenge that is a concern, hindrance, or annoyance to someone. Thus, problem sensitivity initiates the flow of the creative process. This initial recognition of a problem situation or challenge, often referred to as the mess, objective, fuzzy-picture, or goal, begins the first active phase of the Creative Problem-Solving process.

The phase known as fact-finding concerns itself with gathering all the known data related to the general mess or fuzzy-picture. Then it determines the potential sources where further facts might be gathered. Non-judgmental questions are posed asking who, what, when, where, why, and how, to distinguish between known facts and desired information. The purpose of fact-finding is to clarify and focus the fuzzy-picture, so that a clearer picture of the goals and scope of the situation is at hand (Parnes, 1967 a).

The next phase of the process, problem-finding, redefines the problem by asking the question "why". This, in turn, contributes more factual information on real concerns and is in turn used to formulate an additional problem-statement. Most frequently, these problem statements are begun with the phrase "In What Ways Might I (We)". These words help to remind the individual to consider more than one alternative. During this phase, subproblems and concerns are often uncovered. The use of the question "why" tends to open up and broaden the problem. This eliminates imposing a narrow solution, which often results if only the initial problem-statement is used. The individual selects the best

redefinition of the problem before moving on to the next step.

During the idea-finding phase, the concept of deferred judgment is emphasized, although it is used during all of the Creative Problem-Solving process phases. Deferred judgment refers to the withholding of judgment on any individuals' ideas until a later time. This allows any individual to share any idea he has no matter how silly, impractical, or irrelevant, etc., it initially appears to be. Furthermore, the ideas are listed without discussing each one, until after all that are initially thought of have been listed. To aid in developing original ideas, some idea-spurrers, such as magnify, minify, rearrange, etc., may be used. Individuals are encouraged to let other people's ideas trigger new ones of their own. Some of the "wilder" ideas that may be generated by following this procedure may later be "tamed" down and made more acceptable when judgment is encouraged and permitted. Often, these "wild" ideas help one to develop unique and original solutions to a problem.

In the solution-finding phase, ideas are selected, elaborated on, or improved. A list of pertinent criteria is developed to aid in evaluating these ideas. Cost, time, effect on self, etc., are examples of criteria. Often a grid is used to increase objectivity when rating ideas, as well as to point out flaws in the ideas that need improvement.

In the last phase of the process, acceptance-finding, the idea or solution to be implemented is incorporated into a plan of action. Who, what, when, where, why, and how questions are used to consider all the ways one might gain acceptance, and to thoroughly prepare and

develop a plan to be used to implement the solution. Anticipation of what might go wrong with the plan is encouraged, so that safeguards may be developed to prevent failure of the solution's implementation.

The structure of this process becomes flexible and interchangeable with practice, and can also be internalized, so that many of these concepts become habits in approaching difficult situations and aids in making snap decisions when a lot of time is not available for developing a solution.

The survey of the literature thus far appears to be showing that by clarifying one's understanding of his valuing system, his method for approaching problems and challenges, and his pattern of interaction with people, it is possible to increase the likelihood for an individual to become self-actualizing. Therefore, if a deliberate synthesis is made of existing techniques related to these issues, the likelihood for this to occur might become even greater. It is therefore necessary to select the important strategies within each and to clarify how they might be synthesized and integrated with one another.

A few studies have been initiated and statistically examined to clarify an individual's process of valuing. Milton Rokeach (1975) has done a substantial amount of testing and research in this area. In one of his studies he attempted to determine whether a computer, rather than a human being, could induce value change. From the results of this study he concludes that values, attitudes, and behaviors will undergo long term change if they have been experienced as not being consistent with self-conceptions concerning morality and competence.

A critical appraisal of the work of Rokeach on this same subject has been made by Kitwood and Smithers (1975). Their surveys of several values studies have led them to note that the difficulty with various methodologies used is that personal conceptions of values differ greatly. Therefore, consistency is often lacking in what they are testing for. They acknowledge that the Rokeach Values Survey is simple, appealing, and more accurate than other instruments that have been used, but it inadequately defines the values it uses, so that individual interpretations are possible. This survey could easily distort the information which it is appearing to give.

Another conflict in the Rokeach survey is that the values being used are not of the same type, and are instead, a mixture of terminal, personal, social, and instrumental values. These various types of values answer different questions and hence give an inaccurate picture when they are ranked against one another.

Thus the invitation to rank self-respect, A World at Peace, and True Friendship is about as meaningful as to ask, "which do you prefer, strawberries, Bach, or air travel?" (Kitwood, 1975)

Just because this ranking method is being used, does not automatically validate its logic.

It is not doubted by Kitwood and Smithers that there is a need to discern the effect that values have on behavior and action. What is doubted is that although there has been improvement, the surveys that have been developed inadequately test and measure values, attitudes, behavior, and their interrelationship. They suggest criteria for developing future surveys which, hopefully, will provide a more authentic

picture of the human valuing process.

In a different type of values study, Norman (1975), has attempted to verify the theory that an individual's behavior is significantly affected by his attitudes. In particular, this research has been directed toward identifying attitudinal structural characteristics which may possibly help to foretell the strength of their relation to behavior.

A series of three experiments was undertaken to test the importance of affective-cognitive consistency. In the first two experiments all the subjects had a single common variable of being introductory psychology students at a university. The experimental procedures were administered to them in their normal classes. The last experiment took volunteers from among the initial subjects who on a sign-up basis were administered the last part of the series with an experimenter and an experimental confederate.

The results of these experiments support, on the whole, the hypothesis that predictive validity of both cognitive and affective scales is moderated by affective-cognitive consistency. The affective scale in all three studies has shown the predictive validity to be a function of its consistency with an individual's belief structure. This study also showed that the predictive validity of cognition was not a function of its relation to the affective. The third study does not offer statistically significant support for the following prediction: the extent to which subjects will conform to others in behaviors that are relevant to the attitude issue is effected by the degree of affective-cognitive consistency.

The value of assessing both the affective and cognitive components of an attitude, before attempting to make predictions of behavior, has been shown in the results of these studies despite the problems and unresolved issues that arose. This research emphasized and supplemented issues dealing with attitudes and behavior in past studies. It seems that prediction of social behavior can be improved through consideration of structural characteristics of attitude and may be a function of this.

Experimental research has also been done in the problem-solving field. The development of courses, programs, methods, and pilot experimentation for the nurturing of creative behavior in students began at the State University of New York at Buffalo in 1949. This research was continually revised and improved through the input and insights gained from this experimental programming. Scientific evaluation of this research began in 1957 to determine methods for deliberately stimulating creativity, and also for developing creative problem-solving abilities. Parnes (1973) found that the semester programs significantly increased on a few measures both the quantity and quality of idea-production. In another experiment, on almost every test the Experimental subjects taking the course made significantly greater gains than the control students who were not taking the course.

In 1970, Parnes and Noller (1974) began a two year, four semester sequence of Creative Studies credit-bearing courses. Many measurements were made over this period to determine the effects that the courses had on (1) selected tests of mental ability; (2) tests

showing creative application of academic subject matter, (3) non-academic achievement in areas calling for creative action, and (4) creative personality factors.

Of the 350 applicants to the Creative Studies program (approximately thirty percent of the total incoming freshmen), 150 were randomly selected as experimentals and 150 as controls. Although there has been an extensive write-up of the results of all the tests, only a brief summary will be quoted here.

(a) These course students show significant differences over comparable controls in ability to cope with real-life situational tests, including not only the production of ideas, but also their evaluation and development. (b) They show significant differences over comparable controls in applying their creative abilities in special tests given in English courses. (c) They perform significantly better than the comparable controls on the semantic and behavioral half of J. P. Guilford's Structure-of-Intellect (S-O-I) model, including three of five of his mental operations — cognition, divergent production and convergent production; they show no significant accomplishment over the controls in the symbolic and figural half of Guilford's model, nor in his memory or evaluation operations. (d) Most course students report large gains in their own productive, creative behavior; they rate the program as quite helpful in their other college courses and their everyday lives. In the second year, there is a significant increase in the percentage of students who report large gains in ability to cope with problems and to participate actively in discussions. (e) Test results bear out their significant year-to-year improvement over comparable controls. (f) Course students show a growing tendency (not yet attaining statistical significance) to become more productive than comparable controls in their non-academic achievement in areas calling for creative performance. (Parnes and Noller, 1973)

Overall, this study reveals that creative behavior and problem-solving skills can be nurtured and do have long-term effectiveness. As a result of this study, the four semester sequence of Creative Studies courses was made a permanent part of the course offerings at the State

University College at Buffalo. Students completing the sequence are also given the opportunity to continue working in this area through independent study. Many of these independent study projects incorporate the relating of various aspects of the Creative Studies program to the undergraduate major of the student.

III. THE RESEARCH PROBLEM

A survey of the literature has failed to show that there has been a deliberate synthesis of problem-solving and values clarification strategies and processes, but it has shown that there are overlapping concerns and goals which might be met more effectively through a deliberate integration of these methods. There has been a growing concern to develop techniques for aiding the individual to develop his creative behavior and problem-solving skills so that there will be a greater chance that he might become self-actualizing. It seems that while many of these systems already developed do help the individual to do this, certain systems emphasize and work on one part of the problem, and others concentrate on other parts. There is a need, therefore, to synthesize these processes to develop a balance, and to develop a more thorough system for aiding the individual to become self-actualizing.

The specific problem was to integrate and/or synthesize the major problem-solving methodologies and values clarification strategies into a synergistic system. This system was then used to develop a one semester interdisciplinary course outline geared toward the college undergraduate. This study did not attempt to validate the effectiveness of the materials developed.

IV. THE NATURE OF THE PROPOSED CURRICULUM:

A. The Nature of the Process

This investigation is an attempt to recognize and synthesize the essential components of the various problem-solving and values clarification methodologies examined within this thesis into a sequence of exercises to be developed for a one semester and experimental curriculum. The aim of this curriculum will be to increase: (1) understanding and clarity of one's values; (2) one's ability to solve problems and implement solutions; and (3) the self-actualizing behavior of an individual.

B. Explanation of the Curriculum Design

This curriculum has been designed for the undergraduate level. It has been designed for a one semester period of approximately fifteen weeks of thirty sessions. This curriculum, however, could be adapted for other levels and other time periods.

This particular selection of thirty class sessions, with each lasting approximately one and a quarter hours, was chosen for specific reasons. Advantages of this arrangement are: (1) the timing of each session in this arrangement allows for some depth of exploration of the subject matter, without being so long that it might tax the energy and concentration of the students; (2) it provides the opportunity to reinforce the subject matter more than once a week; (3) this arrangement allows enough time for more than one type of exercise, experience, and interaction; (4) although attendance is mandatory for each class, if a student is unable to attend, it will not be impossible to make up a missed session.

Other ways for structuring the curriculum-schedule were considered. They included: (1) a schedule of fifteen total sessions, with one session per week, lasting for two and one half hours; and (2) a schedule of forty-five total sessions, with three sessions per week, each lasting for fifty minutes. Each of these schedules has advantages and disadvantages. The selected schedule was chosen because it includes a combination of the advantages of the latter two types of schedules, and because it minimizes the disadvantages of each type.

The order or sequence of the sessions was deliberately selected after careful consideration of many alternatives. The nature of the sequence specifically goes from high structure to low structure as the students develop (1) a clearer understanding of their values and problem-solving behavior than they had when they entered the class, and (2) increasing knowledge of and skills in using values clarification and problem-solving strategies as the course progresses.

From the beginning until the end of the curriculum, the students are aided in recognizing and using problem-solving techniques, even though they will not be formally introduced to the Creative Problem-Solving process until slightly before the middle of the course-session sequence. The purpose of delaying the formal introduction of the Creative Problem-Solving process is to help the students to focus, to clarify, and to develop an understanding of their own methods and pattern for solving problems. This process itself develops after recognizing and defining the pattern that continually emerges when problems are solved.

Since the goal of this course is to aid the individual in clarifying his own values and behavior, it is important for him to discover: (a) the process he uses upon entering the course; (b) the process he begins to use, after experiencing different values clarification and questioning techniques, within specific problematic situations; (c) the areas in which he is weak when attempting to solve problems. Once the individual has begun to recognize these things, he will then begin to be able to recognize specific techniques and processes which might help him to improve his problem-solving skills. Furthermore, this recognition may help to facilitate the student's understanding and use of the Creative Problem-Solving process once it becomes formally introduced.

The course becomes less structured as each individual increases his problem-solving abilities and becomes more self-disciplined in applying the various techniques and strategies. This allows the person increasing freedom and opportunity to experiment with and refine his individual problem-solving skills, as well as to increase the amount and quality of his self-actualizing behavior.

A deliberate but flexible method of feedback and evaluation has been devised to maximize the opportunity for the instructor and students to share thoughts and feelings (see page 35 for detailed explanation).

A variety of types of exercises and projects are incorporated into this curriculum so that a student might: (a) increase his ability to verbalize feelings and thoughts; (b) experience and understand the

interrelationship of a variety of disciplines and techniques; and
(c) be able to increase his ability to act on his values and become more self-actualizing than he was upon entering the course.

This curriculum was designed for a class of approximately twenty-five students. This number was selected because it would be possible for all students to interact with every other student, yet would not be too many to prevent all students from having the opportunity to share their reactions. This number also provides the opportunity to have students with a wide variety of backgrounds, interests, personalities, and behaviors. This variety is desirable because it provides students with the opportunity to recognize, experience, and interact with students different from themselves. This might then come closer than otherwise to representing a cross-section of society with which the students will experience problematic situations during their day to day living.

C. Prerequisite Instructor Entry Skills

Knowledge and Experience including:

1. Values clarification techniques.
2. The Creative Problem-Solving process.
3. Basic Synectics strategies.
4. Maslow's Hierarchy of Needs.
5. The basic Elements of Design.
6. Creative body-movement techniques.
7. Gaming strategy.
8. Group process techniques.

D. Prerequisite Student Entry Requirements

1. Any student major is acceptable as the course is interdisciplinary in nature.
2. A willingness to deal with emotions and feelings.
3. A willingness to probe into oneself.
4. A willingness to write down feelings and thoughts.
5. A willingness to explore new experiences, and to try to verbalize responses to them.
6. A desire to gain knowledge and experience with values clarification and problem-solving strategies.
7. A desire to increase self-actualizing behavior.

E. Course Goals

To provide each student with the opportunity to improve:

1. Values clarification skills.
2. Problem-solving abilities.
3. Ability to share feelings and thoughts.
4. Self-confidence, self-concept, and recognition of skills possessed.
5. Skills and techniques to aid in reaching goals.
6. Ability to become a self-actualizing individual.

F. Course Requirements

1. Students are expected to attend every class session.

(See p. 27).

2. Students are expected to maintain a journal or log throughout the semester. They will be requested to bring it with them to every

class session to record responses when asked for or desired. Students will be asked to note observations, feelings, thoughts, ideas, changes in themselves and in others as the semester progresses. They will not be forced to write at any time. Students will be asked to record any questions, problems, concerns, insights, or whatever they desire. NO ONE WILL READ ANY PART OF THEIR JOURNALS UNLESS THEY GIVE PERMISSION. Students will be asked to note their resistances to anything (including requests made by the instructor). The instructor will note, without examining the contents, if each student possesses a journal and is using it. Responses to outside projects and questionnaires are to be recorded in the journal, too. The student will be responsible for determining how much effort he is willing to put into the journal. THE USE OF THE JOURNAL CONTRIBUTES TOWARD INCREASING: (1) SELF-AWARENESS; (2) ABILITY TO FOCUS ON AND UNDERSTAND FEELINGS; (3) SELF-ACCEPTANCE; and (4) SELF-ACTUALIZING BEHAVIOR.

3. Semester Self-Portrait Project: This will be a continuing project, evolving and emerging as the student develops his self-perception ability. Its purpose is not to be an art activity, although it will involve some "art or design" techniques. The following are materials the students are requested to begin the project with: (1) a sketch pad; (2) magic markers, water colors, tempera paint, or crayons (each should provide a good color range); (3) pen or pencil; (4) found objects. No written words may be used in this project. Presentation will take place during Sessions 28 & 29.

a. Project Objectives: (1) To construct a non-photographic, symbolic representation and self-portrait. (2) To develop a visual

statement about oneself by which, hopefully, when completed, the instructor and fellow students might be able to recognize its creator; (3) To increase and heighten sensory perceptions and awareness.

b. Self-Portrait Guidelines: Each student should try to:

1. Draw the patterns, shapes, colors, and objects that he observes as being prevalent and/or important in his life.
2. Develop a system for representing or including examples of materials, textures, images, style preferences, etc.
3. Devise a method for showing smells, fragrances, odors, and tastes preferred and disliked.
4. Devise a method for representing interests, hobbies, skills, activities, jobs, etc.
5. Devise a method for representing attitudes, values, needs, priorities, challenges, problems, etc.
6. Devise a method for showing physical make-up and characteristics without using a realistic representation of features.
7. Represent environmental preferences and reactions to size, shape, space, sound, etc.
8. Include only those elements that he believes will reveal uniqueness and individuality.

4. Students are asked to use feedback booklets every class session. (See Explanation of Evaluation System on p. 35).

5. Students are expected to complete any outside class assignments.

6. Students are required to submit an end of semester evaluation of their progress and the grade they each desire, as well as a

written justification of the grade.

7. Students are expected to participate in class discussions and experiences, even if it means just active listening. However, if a student is having a problem coping with any aspect of the course, he will not be forced to participate or remain in the class against his will. Each student will be asked to give feedback of his feelings, but he may choose to do so when he feels ready. If a student appears to be having difficulty coping with the course after a two week period, the instructor will ask this student to meet in his office and to discuss this problematic situation.

G. Grading Procedures

1. Each student may select pass-fail, letter grade, or a written evaluation (depending on each option's acceptability with the school policy).

2. Student will be required to submit a self-evaluation.

3. The instructor will compare each student's self-evaluation with his own evaluation of this individual.

4. If there is a discrepancy between these evaluations, the student and instructor may meet to discuss it and try to reach a grade consensus.

5. The final grade decision rests with the instructor.

6. Excessive student absence, without instructor-recognized make up, will lower grade.

7. Completing all projects is mandatory for a passing grade.

8. The quality and degree of effort extended will reflect in the grade given. "Success" with any project is not mandatory. It is

inevitable that this type of evaluation will be highly subjective. The availability of the instructor to discuss and re-evaluate any student will, hopefully, provide a balance to this.

9. Since grading is subjective, each student should be able to show evidence of how he believes he met the course goals and his own personal goals.

V. EXPLANATION OF EVALUATION SYSTEM

A. The feedback system will be available for use during each class session. The diagram below will be printed on $8\frac{1}{2}$ " X 11" sheets of paper with the same diagram on the reverse side. One whole sheet is used per session. Enough sheets for every class session will be put together in booklet form. Each student receives his own booklet.

ENTERING THOUGHTS + FEELINGS		EXITING THOUGHTS + FEELINGS	
Date:			NAME:
Session No.:			

DIRECTIONS: USE SMALLER SECTIONS FOR 1 OR 2 WORD STATEMENTS OR SYMBOLS.
USE LARGER SECTIONS FOR EXPRESSING WHAT IS ON YOUR MIND.

B. Goals of Evaluation System: To provide:

1. A direct and immediate line of communication between the instructor and each student.
2. A record of each student's thoughts, feelings, and needs as he enters the class.
3. A record of each student's thoughts and feelings in an immediate response to the completed session.
4. A system for recording observations of the patterns and changes of each student's entering and exiting behavior.
5. A method of private communication between the instructor and each student.
6. Necessary feedback for becoming aware of patterns of each student's thoughts, needs, and feelings, so that they may be accommodated for and incorporated into succeeding sessions.

C. Instructional Procedures:

Each student will receive a copy of the feedback booklet during the first class session; this will be used during succeeding class sessions. The instructor will explain the goals for using the feedback booklets; he will then explain how the booklets will be used.

I am giving you these booklets which you may use every session or only periodically during the semester. You may choose to write in them, or you may choose to leave them blank. Either way I am receiving feedback from you. No one will be forced to do anything in this class. You are responsible to and for yourself. You may choose to do a little or a lot of work here. You will get out of this class as much as you choose to put into it. You will judge for yourself how much you feel you can handle because this will be a demanding and intensive course. Ask for what you need...even if it means needing to refrain from responding or participating sometimes.

Hopefully, you will learn why you are reporting these needs. You may choose to experiment with this feedback system. I suggest that initially you use the small triangles on each sheet for writing one or two word statements, or for drawing a symbol of where your thoughts and feelings are. The large space on each page may be used to release your stream of consciousness. It may provide closure, upon entering class, of what you left behind. It may also make it easier to begin something else, knowing that by recording your entering thoughts, you will not lose or forget them. They will be available for future recall. The large space, on the section entitled "Exiting Thoughts & Feelings", may be used to share reactions to the session you just experienced. I would like to know how it affected you, so that I can take all your thoughts, feelings, and needs into consideration for future sessions. If you don't like something, please say so, but I would like you to get in touch with why you feel that way. If you like something, please try to get in touch with why you liked it. Hopefully, this process might help to increase your ability to recognize and understand where your thoughts, feelings, ideas, needs, etc. are coming from. I hope you will use the feedback system to help you do this. Some days you may write very little, some days a lot. You may wish to draw. Listen to your needs and act on them. At the end of each class I will collect the booklets. I will also make them available for you to use at the beginning of each class session. You will have about five minutes to use them at the beginning of the session and also at the end. If you feel uncomfortable with the idea of using the booklets, this may be feedback you might wish to include in the booklet. Anything new usually feels strange and often uncomfortable until we get used to it, and make it a habit. You are not going to be graded on what you write in this booklet. No one other than myself will view your booklet unless you choose to show it to someone else.

THE VALUES CLARIFICATION AND PROBLEM-SOLVING CURRICULUM:
TOWARD THE SELF-ACTUALIZING INDIVIDUAL

SESSION 1: WHO ARE WE?

GOALS: 1. To clarify and recognize what might be important to know about an individual.

2. To know and understand course purposes, basic requirements, and student obligations.

3. To learn names and interests of the class members.

4. To begin to develop trust and rapport in class.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Formulate and write questions for getting to know other individuals.

2. Verbalize what he believes to be important to know about an individual.

3. Compare class purpose and his personal purpose to determine whether he wishes to remain in the class.

4. Identify every class member by name and at least one interest or characteristic.

5. Begin to share thoughts and feelings through verbalization and writing.

INSTRUCTIONAL PROCEDURES:

1. Students are asked to explain what a name circle is. If no one knows what it is the instructor gives the explanation.

SESSION 1: (Continued)

2. For this exercise the students are asked to form a circle.

The following instructions might be given by the instructor:

I will begin by saying my name and a few words about an interest of mine. We will then go around the circle clockwise, with each succeeding individual repeating the name and interest of every other individual, beginning with the initiator, before adding his own name and interest. Since I will begin, I will also end by saying everyone's name and interest.

3. Students are asked to reflect on what they heard about each individual.

4. Students are asked to write down a minimum of three questions that would help them to get to know the instructor and/or the instructor's relationship to the course: What would be most crucial for them to find out if these were the only questions they would be able to get answers to?

Incidental to this experience, the instructor mentions that at any time during the semester any individual in the class may choose not to answer any question directed toward him, and may pass until he decides he would like to answer it (if at all).

5. Students are given the opportunity to use their questions with the instructor.
6. Students are asked to write a set of questions which should reflect what they would like to know about any individual.
7. Students are asked to form dyads (pairs).
8. Students will be given three minutes each to question their pair partners and receive answers. They will receive a signal to switch

SESSION 1: (Continued)

roles after the first three minutes have elapsed.

9. When both have had their chance to question and answer, the students who questioned first are asked to raise their hands, stand up, and find a new partner from among those questioned second.

10. Students are given a minute to revise their questions if they desire, and are then asked to repeat the sequence with the new pair partner, but with the person who questioned second previously now questioning first.

11. Students are given five minutes to write down what they learned from the experience just given.

12. Students are asked to share some of their thoughts.

13. Students are asked to verbalize their purposes for taking this course.

14. Students are told the purposes of this session and of the total course, the basic course requirements, and their obligations. (See pp. 31-35 for further clarification of course and student requirements).

15. Students are given the opportunity to clarify objectives and requirements.

The feedback booklets are given out to the students with an explanation of how they are to be used during the course. (See pp. 35-37 for explanation).

SESSION 2: RECOGNIZING GOALS AND PERSONAL PROBLEM-SOLVING STRATEGIES.

- GOALS:
1. To recognize the basic steps used to solve problems.
 2. To recognize what influences the decision-making process.
 3. To recognize long and short term goals, and to understand the differences between them.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Recall and examine past problematic situations, and to list approximately four to six basic steps taken to help solve a problem.
2. Synthesize their lists with those of other students into five or six distinct basic steps.
3. State what helped, hindered, and influenced their decisions.
4. Define short and long term goals.
5. Each state his own short and long term goals.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Discuss how they each individually deal with different problematic situations. Do they each approach all types of problems the same way?
2. Reflect on some recent problems that they have encountered.
3. Analyze what steps they went through while attempting to solve a problem. (Steps should be written down. It should be stressed that they should each list four to six basic steps).
4. Form dyads, (and with this partner) synthesize and combine their steps, and if possible, reach a consensus on five or six basic steps.

SESSION 2: (Continued)

5. Answer the following questions: What helped the two of you to reach a solution? What hindered or slowed down the process of reaching a consensus? Who exerted a greater influence during the decision-making process? To what degree were you satisfied with the solution? What would make the solution more acceptable to you?

6. Join one pair with another to form groups of four. The new groups of four will try to reach a consensus on a basic five or six step process.

7. Answer the above-mentioned questions, but this time, in relation to the four individuals (responses should be written).

8. Share the final lists of the groups of four.

9. Define the term goal. What are the differences between long term and short term goals?

10. Each give examples of both types of goals.

11. Each write down some of his own short and long term goals.

12. Share some of their goals and how they feel about them.

13. Write and share their understanding of the goals for the session.

14. Share observations and feelings about the session.

SESSION 3: NON-VERBAL OBSERVATION OF BEHAVIOR.

- GOALS:
1. To observe and become more conscious of the non-verbal behavior of other individuals.
 2. To become more aware of one's own non-verbal behavior.
 3. To become aware of the significance or meaning of certain gestures, actions, postures, and movements.
 4. To learn how different people communicate with their bodies.
 5. To understand without using words.
 6. To non-verbally learn about another individual.
 7. To discover the relation between the solution to the problem given and the process that one goes through to solve the problem.
 8. To recognize and verbalize what transpired during the exercise.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. State observations made of other individuals' non-verbal behavior.
2. Describe his own non-verbal gestures and give an explanation of them.
3. Describe how he clarified his understanding of another person's gestures, so that both are in agreement as to their correct interpretation and understanding.
4. Discuss and confirm observations and feelings perceived.

SESSION 3: (Continued)

5. State the new facts and information that he learned about himself and the others.
6. State his problem given, the process used, and his solution.
7. Write at least five new things he has learned from this experience.

INSTRUCTIONAL PROCEDURES:

1. Students are asked to form groups of three individuals.
(Depending on the class, the instructor may wish to group the students by two or by four).
2. The following explanation of the session might be given:

After instructions are given and you have had the opportunity to clarify the directions and your understanding of the problem, there will be no talking until time is called and you are given the next set of directions. (An exception is given in case of an emergency). Non-verbally try to find out as much as possible about each other. You will have the advantage of seeing more than one other individual's approach by being in groups of three. Discover how to question non-verbally. Discover how to clarify your understanding of another person's actions. What do the gestures, actions, movements, and body postures tell you about the individual? Be conscious of what you feel you understand quickly, and what takes more time and more gestures to explain and understand. Take turns questioning and answering each other. Remember which actions and gestures of others might be incorporated into your own for your further clarity. What would you like me to clarify further for you? If there are no (more) questions, you may begin.
3. Students are asked to sit down after time has been called, and to discuss in their groups of three, what they observed and learned about each other.

SESSION 3: (Continued)

4. Discussion is opened up to the total group. Possible questions might include: What were some of your observations? What was most difficult about this experience? What helped you the most? What helped to break the ice at the beginning of your non-verbal interaction? What helped you to feel less self-conscious? What did you learn about yourself? What did you learn about others? What did you feel most successful at describing? Do the others in your group agree with this? What did you feel least successful trying to show? What types of gestures that you used now, have you seen before during the course of a normal conversation? What helped you to be able to describe complex information? What examples can some of you share with us now of how you shared or described complex information? What did you learn from this experience that you might apply to your everyday lives?

SESSION 4: THE VALUES CLARIFICATION PROCESS.

- GOALS:
1. To clarify understanding of the following concepts (Raths, 1966): Attitude, value, habit, priority, prejudice, needs, goals, beliefs, convictions, feelings, value indicators.
 2. To clarify the process of valuing.
 3. To discover the differences between focused and unclear individuals.
 4. To understand the function of choice in a valuing system.
 5. To examine traditional approaches to values, and to compare these with the values clarification process.
 6. To recognize focused and unclear values and attitudes.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Define the concepts: attitude, value, habit, priority, prejudice, needs, goals, beliefs, convictions, feelings, value indicators.
2. State the steps involved with the process of valuing.
3. Define and give examples of focused and unclear individuals.
4. Explain and give an example of the function of choice in a valuing system.
5. List traditional approaches to values, and describe the differences between these approaches and the values clarification process.
6. List values and attitudes that are focused and unclear, and explain his reasoning.

INSTRUCTIONAL PROCEDURES:

1. It is recommended that a dictionary or a glossary of the

SESSION 4: (Continued)

session terms be available during the session for usage by the students and/or the instructor.

2. A class discussion is initiated. The following questions might be used:

What does the word attitude mean to you? Give examples of attitudes? What does the word value mean to you? What examples can you give for this term? In what ways do these concepts differ from one another? What do the concepts belief and conviction mean to you? Give some examples of these concepts. What relationship do these have to the concepts values and attitudes? What examples of goals can you give? Define and give some examples of needs. What are habits? Give some examples of "good" and "bad" habits. How do we determine if a habit really is good or bad? Why do we need habits? Is there a relationship between these concepts and "feelings"? Is prejudice a value, an attitude, or both? Why? What does the concept prejudice have to do with habits? Which of these concepts are value indicators? What other concepts might be value indicators?

Following the discussion students are asked to:

3. Write down how they believe values are formed.
4. Share their responses.
5. List and discuss traditional approaches to values (see Raths, 1966).
6. Examine the process of valuing (see Raths, 1966; Simon, 1972).
7. Discuss this process and compare it with their own process that they have listed.
8. Define and give examples of focused and unclear individuals.
9. Describe when an individual might be both focused and unclear.
10. Share why they feel that choice might be important in the valuing process.

SESSION 5: LISTENING, VALIDATION, AND CHANGE.

- GOALS:
1. To clarify understanding of the previous session.
 2. To develop and strengthen listening skills.
 3. To develop and strengthen feedback skills.
 4. To understand and use the validation process.
 5. To understand the effects of criticism on an individual.
 6. To understand the change process.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. State understanding of the previous class session, and any needs for clarification of the material or experience.
2. Each listen to a fellow student and repeat the essence of what was said to the satisfaction of the student sharing his thoughts.
3. Each react to what the other said, only after repeating to his partner's satisfaction, the essence of what was said.
4. Define and give examples of validation.
5. Describe the concept criticism and its effects on an individual. (Refer to pp. 10 & 11).
6. Describe the change theory for an individual, and their personal reactions to it. (Refer to pp. 9 & 10).

INSTRUCTIONAL PROCEDURES: Students are asked:

1. To discuss and clarify their understanding of the previous session.
2. To form dyads.
3. For one of them to aid in demonstrating the technique to

SESSION 5: (Continued)

be used in class by the students: The instructor asks the student to share something he has learned during the semester. He then tries to repeat the essence of the student's statement (not verbatim) to the satisfaction of that student. Once this student is satisfied, the instructor may then respond to the statement with his own thoughts and feelings. The student then repeats the process used by the instructor.

An example of this procedure:

Student: I have learned that I value people that stand by me during times of stress.

Instructor: Do I hear you saying that when you are feeling stressed you appreciate the people who make themselves available to you for when you might need them?

Student: Yes, that is what I am meaning to say.

Instructor: That is a value that I have for myself, too. I find that the people who can do that for me have known me for at least a year, and under many different circumstances.

Student: I hear you saying that you agree with what I said. I also hear you saying that people who stand by you are generally people who have seen you under many different conditions for longer than a year.

Instructor: Yes, that is basically what I said.

4. To use this process with their partner.
5. Complete the statement "I learned that I...." after each person has had the opportunity to both make his own statement, and to

SESSION 5: (Continued)

restate his partner's idea. If desired, this sequence may be repeated with the same partner or a new one.

6. To discuss what the concept of validation suggests to them.
7. To give examples of how an individual might be validated.
8. To take turns validating each other in their dyad.
9. To recall something that transpired in this class, where they appreciated something an individual said or did. Each student is provided the opportunity to publicly validate that individual he chose to recall. (If an individual does not desire to do this in front of the group, he should be encouraged to try to validate that individual privately. No one should be forced to do this).
10. To describe what criticism means to them.
11. To describe how unsolicited criticism differs from solicited appraisal of something.
12. To describe which individuals in their life they allow to critically evaluate them.
13. To describe when they have willingly changed because of criticism.
14. To write down when it is least threatening for them to change.
15. Simon's Change Theory for a Person is presented and discussed.
16. To experiment with this theory over a few weeks. They will be asked to share their observations during a subsequent session.
(Session 12).
17. To write how they felt using listening and validation techniques.

SESSION 6: MASLOW'S HIERARCHY OF NEEDS.

GOALS: 1. To understand the concepts in Maslow's Hierarchy of Needs.

(Refer to pp. 12 & 13; Maslow, 1954 & 1968).

2. To recognize at which stage(s) of development an individual may be in relation to the need ladder.

3. To understand motivational forces.

4. To understand the relationship of motivation and responsibility to the self-actualizing individual.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Describe each level of the Hierarchy of Needs.

2. Discuss the concept of self-actualization.

3. Explain under what circumstances an individual may be at more than one level of the Hierarchy simultaneously.

4. Describe the stage(s) of the Hierarchy at which he finds himself.

5. Define and state examples of "motivators" or motivational forces. (Refer to pp. 11 & 12).

6. Describe the relationship of "motivators" to the self-actualizing individual.

7. Describe the relationship of responsibility to the self-actualizing individual.

INSTRUCTIONAL PROCEDURES: Students are asked:

1. If any of them know of and can describe Maslow's Hierarchy of Needs. If not, they are asked to try to interpret and express what

SESSION 6: (Continued)

this term suggests to them. The students' interpretations of the Hierarchy are corrected and/or elaborated on by the instructor.

2. To describe what the term self-actualizing individual means to them.
3. To share examples of self-actualizing behavior.
4. To discuss becoming self-actualized.
5. To look at themselves and to begin to think of how their present needs would relate to the Hierarchy.
6. To define the terms "motivator" and motivational forces.
7. To give examples of these forces.
8. To describe how "motivators" relate to the self-actualizing individual.
9. To describe the relationship of responsibility to the self-actualizing individual.

SESSION 7: ROLE PLAYING (PART I).

- GOALS:
1. To become more conscious of the variety of different mannerisms and habits that people acquire.
 2. To recognize the characteristics that make each person different and unique.
 3. To develop a realistic character portrayal.
 4. To become more aware of the role of attitudes, values, habits, prejudice, beliefs, goals, and priorities in one's actions, appearance, life style, and communication skills.
 5. To develop further understanding of one's own make-up.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. State observed mannerisms and habits of several individuals.
2. Observe differences and similarities among the individuals.
3. Select a character, and try to assume its traits and characteristics, etc. (See number four above).
4. Interact with other individuals as this character. (To be completed during Session 10).
5. Describe the essential traits of a particular individual (the identifying characteristics).
6. Write and verbalize what he learned from the experience.

INSTRUCTIONAL PROCEDURES:

1. Students are informed that this session will begin in class, will be continued by them at home, and will be completed during a subsequent session (Session 10).

SESSION 7: (Continued)

2. Students are asked to reflect on their previous class experiences, especially the non-verbal session, and to write down mannerisms and habits that they observed of their fellow classmates.

It is requested that these observations should be kept private.

3. Without referring to any particular individual, the students are asked to share some of their observations. (i.e. playing with glasses, wrinkling one's forehead while thinking, walking with a bounce in one's step, etc.).

Each student is asked to:

4. Select one individual that he has observed and with whom he has interacted a great deal in class, and to describe what he has learned about this person's values, attitudes, feelings, priorities, beliefs, habits, actions, etc.

5. Note particular actions, mannerisms, habits, etc. that are displayed by this individual, and to note the possible origin of these attitudes, values, and feelings.

6. Use this exercise to help him select an individual or character that he would like to portray. (It should not be a class member). Students are informed that they will not be asked to act for an audience, but rather, they will be asked in Session 10 to interact within a group of six individuals in a situation to be specified during the subsequent continuation of this session. Because each individual will be involved in his own role and participation in solving the problem given, there need be no concern for how others observe his actions.

SESSION 7: (Continued)

7. Select one of the following options: (a) An individual that he has had continuous contact with over an extended period of time, and under many different circumstances; (b) A character from a book or story that has a well developed personality; (c) An original character based, at least in part, on the elements that have been discussed and experienced in past class sessions.

8. Use the value indicators to help get to know whichever character was selected or developed. This knowledge will be used to help the student to assume the role of this character.

9. Try to discover as much as possible about his character's personality, habits, life style, age, occupation, physical appearance, family situation, background, etc. Some of the following questions might be asked to help each individual prepare this assignment: What would his typical day be like? What would a typical week be like for this character? What food preferences would there be? What type of social life would there be? How would this character spend money? Is this person graceful, clumsy, athletic, etc.? What type of recreation is preferred? How does this character treat other people who are: strangers, acquaintances, known over a long period of time? What reactions would there be to the present political situation? Is this character a leader or a follower? Does this character generally remain calm in an emergency or get excited and/or nervous? How are problematic situations generally handled? Is he satisfied with his career?

SESSION 7: (Continued)

10. The following instructions may be given by the instructor:

Have fun with this, use your imagination, and be as thorough as you have the time and energy for. The more you do, however, the easier it will be for you to try to act as this individual. You will not be graded on how much you do, or how well (successfully) you do it. You will be your own judge on what you have learned from the total experience. A major reason for requesting you to become another personality other than your own, is to make the second part of this experience in a subsequent session less threatening to you. You will be acting out someone else's values and attitudes which will also help you to clarify your own. Don't necessarily pick a nice, sugary character. Bring any accessories to class Session 10 that will help you to assume your role and make it easier for people to see who and what you are. Be creative and try not to spend any money on your props. What concerns do you have related to this assignment? Has the assignment been made clear? Please write down a brief statement of your understanding of what this project is all about. Will a few of you please share what you have written? What would help each of you to minimize any natural apprehensions you might be having? What would help you to feel more comfortable with these feelings? Take the rest of this session to begin working on this assignment. If you have any other questions or concerns as you work on this, please let me know and we will discuss them.

SESSION 8: NEW PROBLEM PERSPECTIVES THROUGH SCULPTURE.

GOALS: 1. To clarify feelings and knowledge of the dimensions of a particular problem.

2. To recognize and use another technique for approaching problematic situations.

3. To gain fresh insights into a problematic situation.

4. To gain experience in the process of forcing relationships.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Write down new observations of feelings and ideas related to a particular problematic situation.

2. Sculpt his problem in clay (through a directed experience in which he will develop a unique and original three dimensional solution).

3. Write down and describe the fresh insights he has gained with his problematic situation.

4. Recognize and use the process of forced relationships.

INSTRUCTIONAL PROCEDURES:

1. Each student is given about four ounces of clay (plastilene is suggested).

2. The following explanation of the session might be given:

This experience is intended to help you gain some new insights into a problematic situation that you have. It may be very deep or superficial in nature, depending on your needs at the moment. No previous art experience is needed for this session. Regardless of the amount of experience you have had with using clay, please try to use the clay in a fresh way. There will be an opportunity to share each of your experiences in small groups

SESSION 8: (Continued)

and as a total class, after your individual experience. Use your journals to record any thoughts, feelings, ideas, or solutions that might be triggered as we go along, that you would like to remember. Let's begin by having each of you write down a few possible problems or challenges that you would consider working on now. Look over them and select one which you will use during this session. You may find that what you select begins to change as we go through this experience. Does everyone now have a piece of clay? I will shortly begin to lead you through a series of questions which will help you to sculpt the problem or challenge that you have selected. Include only what you feel relates to your situation. However, it does not hurt to try to force a relationship with the concepts that do not initially appear to relate. It is with these that you might gain your greatest insights. There will be no right or wrong, or good and bad solutions. Have a seriously fun time with this. Are there any questions before we begin? I will write the concepts for your viewing as I go along so that you may refer back to them if my pace does not coincide with your own.

3. The instructor may begin the sculptured-problem exercise

in the following manner:

What shape(s) do you see your problematic situation as having? How many parts might you find to your problem? Are the parts all connected right now? How might they be connected? What size do the parts of your problem have in relation to one another? What textures does your problem have? In what ways do you choose to show the texture(s) of your problem in the sculpture?

4. This same questioning technique is applied to the following concepts: Weight, color, light, dark, feelings, emotions, hardness and softness, pliability, durability, mobility, roundness, angularity, sound, edge quality, amorphic, space, solidity, wholeness, time, sequentiality, linearity, etc.

SESSION 8: (Continued)

5. After being led through all of these concepts the following may be requested of the students:

Examine your sculpture. Turn it around and look at it from all sides and angles. When you have done this, re-examine the original statement of your problem. How has the problem changed from the way in which you initially perceived it? If you desire, make any final changes on your sculpture that you feel the need for, now that you have re-examined your initial statement of the problem. You might choose to record any new insights you may have gained, if you have not already done so.

6. Students are asked to form groups of four or five with the individuals seated nearby.

7. Each student is asked to look at the sculptures of all the other group members and to share some of his observations of these sculptures and what any of them say to him.

8. Each student is asked to apply some of the observations made by any of the others, as well as by himself, to his own problem, to see what new insights or ah-ha's they might discover.

9. Students are asked to share some of their reactions and insights with the total group.

SESSION 9: ACQUIRING AND RECOGNIZING SKILLS.

- GOALS:
1. To express an emotion through a particular part of the body.
 2. To communicate emotions from one individual to another through each other's hands.
 3. To recognize emotions as they are expressed through one's body.
 4. To clarify the concept skill.
 5. To recognize the different types of skills accumulated over a lifetime.
 6. To recognize when and how certain types of skills are acquired.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Act out different emotions through his hands to another person's hands.
2. Discuss feelings raised from communicating in this manner.
3. Define the concept skill.
4. Describe the skills involved in the hands exercise.
5. Give examples of the different skills acquired during:
infancy, pre or nursery school, elementary school, high school, college,
etc.
6. State the skills most individuals possess as compared to the skills combination that only he possesses. (What makes him unique?).

SESSION 9: (Continued)INSTRUCTIONAL PROCEDURES:

1. The following session introduction may be given:

In this session we will need a large open space with no loose articles or possessions remaining in it. As we proceed through this experience, please be aware that I will be looking out for your safety when I ask you for a brief period of time to carefully mill around this space with your arms extended and your eyes closed. During this experience you will be paired with another individual. Because it is preferred that you do not know this person's identity, you are asked to close your eyes. Please do not speak after we begin. You will be guided through this experience which will involve showing and sharing emotions through your hands to another individual's hands. Are there any questions? Begin to walk around within the open space we have formed in the room. It does not matter if you accidentally have contact with one another. Try to get a sense of the size and shape of this space. Now extend your arms and keep walking for a few more moments. For the next few moments, with your eyes closed, continue to walk around. Your arms will help to warn you of obstacles, and I will also warn anyone, if necessary. Now, stop where you are, let your arms down, and keep your eyes closed. I will come around now and join your hands with those of another individual. When all of you have a partner, I will proceed with a set of instructions. After each instruction I will pause for you to act on it with your partner.

Say hello to these hands...
 Share laughter with these hands...
 Show sweat and toil with these hands...
 Show exhaustion with these hands...
 Share excitement with these hands...
 Play with these hands...
 Share tenderness with these hands...
 Fight with these hands...
 Now, make up with these hands...
 Share strength with these hands...
 Send a personal message to these hands...
 And finally...say goodbye to these hands...

When I give the signal, open your eyes and for a full

SESSION 9: (Continued)

minute without talking, make eye-to-eye contact with your partner. Open your eyes now. (Pause). The minute is completed. You may now talk with your partner if you wish.

2. Students are asked to sit down in a circle, and to share their thoughts and feelings about the experience.

3. Students are asked to define the concept skill, and to describe the skills that they used in this hands experience.

4. Each student is asked to list some of the skills he has acquired during: infancy, pre or nursery school, elementary school, high school, college, etc.

5. Each student is asked to describe the skills which he believes would be common to most individuals, and the combination of skills that he alone might possess.

SESSION 10: ROLE PLAYING & THE SURVIVAL GAME (PART II).
(Refer to Session 7 for Part I).

- GOALS:
1. To recognize the components of a personality.
 2. To recognize the things that help one to get in touch with becoming a particular character or personality.
 3. To recognize what hinders one from thoroughly becoming immersed in all the traits that make up a particular individual's personality.
 4. To understand how one might interact as a particular character in a given situation with other characters.
 5. To learn more about how one's own personality might have been formed.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. State some of the basic elements that form an individual's personality.
2. Identify some specific things that help one to assume a particular character's personality and traits.
3. Identify what might have hindered him from feeling comfortable as his chosen character.
4. Interact in his chosen character role with other individuals in a given situation, and to try to develop a solution to the problem given, through their interactions with one another.
5. Describe what he learned about his own personality and values development from the process of evolving his own interpretation of a particular character.

SESSION 10: (Continued)INSTRUCTIONAL PROCEDURES:

1. Students review as a group, the role playing assignment given to them during Session 7, and discuss any concerns they may still have with it.

2. The following session introduction may be used:

In this next phase of your problem assignment it is not critically important how successful you have actually been with assuming this character's personality and mannerisms. Just try to do the best you can. This is not a performance. There will be no audience. I will randomly divide you now into groups of approximately six individuals each. After I describe the problematic situation which each of your groups finds itself in, you will try to come up with a plan of action. Although finding a solution to the problem is important, in some ways the process you go through with each other to develop it might be considered even more critical. Are there any questions before I present the problem situation to you?

You are each on a plane bound for one of the Caribbean Islands for a one week vacation. Take one minute to get in touch with your feelings as this character by answering some of the following questions for yourself: How do I feel about this trip? Am I travelling alone or with someone? Do I vacation often? What is the first thing I would like to do after I get settled into my hotel? The problem situation is this: Something goes wrong with one of the engines of the plane which is carrying about fifty passengers. The pilot heads for the nearest island in view and makes a crash landing. The people you find yourself grouped with now are the only survivors of the crash. You are all strangers to one another. Would one individual in each group raise an arm. One of your arms was broken during the crash. The rest of the survivors only have minor bruises.

Take the next few minutes to ask me any essential questions about your situation that come to mind. Your problem is to decide all the things you must do to alert others to you situation, and to be rescued.

SESSION 10: (Continued)

As you each become your character now in your interactions, plan your strategy. You will be given twenty minutes to do this.

3. When time is called, each person is asked to become himself again.

4. The following discussion questions might be asked following the problematic situation interaction after each group has presented its solution:

What did you feel happening to your group as you got closer to finding a solution to your problem? What helped you to become immersed as your chosen character in the situation? What hindered you from feeling as that individual or character might feel? What did you learn about yourself and other people from this experience? What did you learn about the development of your own personality and identity? What was important about the process you went through when trying to devise a plan of action? What did you learn about the decision-making process in relation to personalities? How did you feel about the other characters in your group by the end of the interaction? (This means the individuals in their roles and not as themselves). What might we learn from this problematic interaction that we might apply to situations we might encounter in the future?

SESSION 11: SCULPTURED BODY-MOVEMENT.

- GOALS:
1. To express emotions in terms of size and shape.
 2. To experience various emotions and feelings in terms of physical movement.
 3. To express various emotions and feelings as a sculptured body-movement.
 4. To experience feelings and emotions in terms of an art composition.
 5. To portray one object through physical total body movement.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Demonstrate showing different emotions by varying the shape and size of the space formed through body-movement.
2. Demonstrate various emotions and feelings through body-movement in general, and also as a consciously sculptured movement.
3. Compose a movement piece, consisting of feelings and emotions, by using the basic elements of design.
4. Select an object that he would like to portray physically, in terms of shape, size, texture, movement, sound, etc., so that it might be possible to recognize or discover what the object is.

INSTRUCTIONAL PROCEDURES:

1. The following questions might be used during the introductory discussion: In what ways might sculpture be made? What sculptural styles are you aware of? What is a sculptural composition? How might sculpture and body movement be related to one another? What key elements

SESSION 11: (Continued)

do you think should be included in a sculptured body-movement? In what ways might this sculptured body-movement exercise be compared to the clay experience we had during a previous session? In what ways might this be similar to dance composition? In what ways might it be different?

2. After the discussion the room is cleared of obstacles and the students are asked to space themselves around the room.

3. Music is played and the students are asked to begin to move just their hands to the music. (The instructor participates, too).

Students are asked to:

4. Begin to move their arms to the music and to explore the space around them.

5. Add movement of their upper torso to their arm movements.

6. Keep one leg stationary while the rest of the body explores the surrounding space, using the music to help form a rhythm and pattern.

7. Allow their bodies to move to the music and travel in space.

8. Sit down and rest.

9. Think of the emotion elation and to try to feel this emotion inside of themselves. They are then asked to think of this emotion in terms of size and shape.

10. Demonstrate with their arms and hands, the size and shape of this emotion (elation) after viewing a demonstration by the instructor. It should be stressed by the instructor that individual interpretations will and should vary.

SESSION 11: (Continued)

11. Discuss their different interpretations.
12. Express various emotions in terms of physical, non-stationary movement. (i.e. sadness, strength, anger, etc.). This may be done as a total group simultaneously.
13. Compose a sculptured body-movement of different textures. This may be done by forming small groups of approximately four to six individuals.
14. Form groups of four and compose a sculptured body-movement in terms of emotion (i.e. anger, joy, guilt, etc.) and the basic elements of design (which might include size, shape, texture, line, depth, form, weight, substance, time, touch, rhythm, light intensity).
15. Decide as a group on an object that they would like to physically portray by using the basic design elements and the additional element of sound (without using words), and present their solution.
16. Describe what they learned about their personal approaches to problematic situations from this experience.
17. Think about, and if desired, to write down and/or share what changes they might have made in their approaches to solving problematic situations.

SESSION 12: WHERE ARE WE? CATCH-UP AND FEED-FORWARD

- GOALS:
1. To complete discussion of the previous class session.
 2. To complete the validation assignment given during Session 6.
 3. To clarify each individual's problem-solving growth and development.
 4. To clarify what progress and developments have taken place with the self-portrait projects and the journals.
 5. To recognize and understand the feelings each individual possesses toward the new insights which are being gained through the course.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Share thoughts and feelings about the previous class session.
2. Discuss his findings of what he discovered after using validation techniques.
3. Write down the process he now uses to solve problems.
4. Compare and note similarities and differences between the process he wrote during the second session with the one written during this session.
5. Identify how he is progressing with his journal and self-portrait projects.
6. Recognize his feelings towards any new insights gained so far during the course.

INSTRUCTIONAL PROCEDURES:

1. The session discussion might be initiated with the following:

SESSION 12: (Continued)

The movement experience may have been a new and perhaps intense session for many of you. Let's take a few minutes to finish sharing any thoughts and feelings you now have about it after having this period of incubation. You may wish to write down some of your thoughts about what you learned from this experience. A few weeks ago I asked you to try to use some of the validation techniques that we discussed and used in class, and to see what happened when you used them over a few weeks time period. What were some of your findings from this experiment?

Students are asked to:

2. Complete this thought: "The validation technique might become more effective for me if I.....".
3. Share any questions, concerns, or problems which they might still have with regard to this strategy.
4. Write the basic steps that they can identify themselves using when they are solving problems.
5. Compare and write down the similarities and differences between the process just written and the process that was written during the second class session.
6. Discuss as a group and then submit a written progress report on where they stand with their journals and self-portrait projects.
7. Identify any new insights they have gained, and state the ways in which these provide a greater focus in their lives.

SESSION 13: INTRODUCTION TO THE CREATIVE PROBLEM-SOLVING PROCESS.

- GOALS:
1. To present an overview of the Creative Problem-Solving or CPS process. (Refer to pp. 18-21; Parnes, 1967 a & b).
 2. To clarify the objective-finding, fact-finding, and problem-finding phases of the process.
 3. To emphasize questioning techniques.
 4. To clarify the usage of the Values Clarification Questionnaire developed by this researcher.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Identify the different phases of the CPS process.
2. Define the objective or mess concept, the fact-finding phase, and the problem-finding phase of the process.
3. Use the questioning techniques found within the fact- and problem-finding phases of the process.
4. Verbalize their understanding of the Values Clarification Questionnaire.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Examine the Creative Problem-Solving process with the instructor.
2. Write down non-private problems or challenges.
3. Share some of the challenges or problems that they have written down.
4. Select from among these one for the class to work on together.
5. Identify and clarify the mess or objective.

SESSION 13: (Continued)

6. Apply fact-finding techniques to this mess or problematic situation.
7. Apply problem-finding techniques to this problematic situation.
8. Form groups of three and develop some problematic situations. Then to select one of these to use with the techniques just covered in this session.
9. Request assistance when they are having any difficulties or wish to verify that they are using the techniques of the CPS process correctly.
10. The following introduction to the Values Clarification Questionnaire may be given:

During the course of this semester you have been trying to uncover and clarify your own method for handling problems, challenges, and opportunities. Today we began to explore the Creative Problem-Solving process which has specific techniques and phases for aiding an individual with his problems, challenges, concerns, and opportunities. You have also been using a variety of techniques, prior to today, to aid you in exploring and recognizing your feelings, thoughts, goals, needs, priorities, and ideas. You have also begun to further your understanding of your attitudes, values, habits, skills, prejudices, and preferences. All of these things should help you to use the Values Clarification Questionnaire, which I will be giving each of you a copy of in a minute. After I hand out the questionnaire, please read the instructions that accompany it and ask me any questions you may have about its usage.

FOCUS ON SELF-CONCEPT: A VALUES CLARIFICATION QUESTIONNAIRE

This questionnaire may be used in a variety of different ways to suit the needs of the individuals using it. The questions are not necessarily in sequential order. To build in greater flexibility, the questions may be put into a small looseleaf binder, with one question (or set of questions) being written on each page. This would allow for the order of the questions to be easily varied and experimented with by the user, depending on his needs, present ability, and willingness to try to answer the questions for himself. Additional questions may be added by the user or instructor at a later time if desired.

This questionnaire could also take the form of a filing system, with cards used as each page of the binder would be used. This system, as well as the binder and straight questionnaire might be used by the individual within the class setting when the need arises. For the most part, its use will be emphasized for outside the class.

The nature of these questions is very serious and direct, and as a result, might be potentially threatening to any individual who is not ready and willing to confront himself and find answers to certain issues. This questionnaire is to be used only to help clarify and strengthen one's values and self-concept, not to weaken it. Initially, one should try to answer only the questions he feels ready for, and to defer until a later time those with which he feels uncomfortable. It is recommended, however, that the user make a note of the questions he is uncomfortable with, so that he might eventually get in touch with where his feelings are coming from and why he possesses them.

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

No one is expected to use or answer all of the questions. One may discover that he is not ready to use this question system at all during the duration of the course. If so, he should try to note why he does not choose to use this system. However, it is desired that this system be left as an option which might be used at a later time.

It is recommended that responses to the questions be included in the individual's journal. As it has been stated before, no one will examine any individual's responses unless asked to do so.

Try to recognize patterns of acceptance or resistance to certain types of questions, and note which ones were easy to answer. Speed and progress with using this system will vary with each individual.

FOCUS ON SELF-CONCEPT: A VALUES CLARIFICATION QUESTIONNAIRE

1. Who and what was I in the past?
2. Who and what am I now in the present?
3. Who and what might I be in the future?
4. Where do I appear to be headed now?
5. Where might I like to be headed?
6. How do I feel about where I am headed now?
7. What roles do I find myself assuming in my life? (List at least ten).
8. What do I value about myself in these roles?
9. What skills do I have, from most simple to most complex?
10. What qualities or attributes do I have?
11. What principles do I try to uphold and follow? When have I actually done this publicly? How willing am I to do this in the future?
12. What major mistakes do I feel I've made in my life?
13. What would I approach differently now? Why? How?
14. If I were transported to the future and could begin my life again, what skills, interests, and qualities would I wish to have?
15. What do I wish to shed from my personality and existence?
16. What do I value in my friends? What do I value in my various friendships?
17. What friends have I chosen that stand by me during stress, conflict, and emergency?
18. How do I put up barriers to close family, friends, and work associates when I am feeling down and negative?
19. Rank in order the people with whom I feel closest right now in my life, to the people with whom I feel the greatest distance.
20. Why do I feel a distance with these individuals?

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

21. How does it serve me to maintain this distance with these individuals or groups?
22. How might it serve me to get closer to the people with whom I am distant now?
23. How do I reach out to others when I need them? Verbally? Non-verbally? Through positive or negative actions?
24. What kinds of thoughts, problems, ideas, and concerns do I choose not to share very often, if at all, with others?
25. Who is the person I would consider going to first if I really needed help? Am I afraid to ask for help or assistance? Why?
26. How do I feel when I do something which is not in line with what I really feel and value? What clues help me to recognize that this is happening?
27. What do I do for myself to help ease inner conflicts and turmoil?
28. Under what circumstances have I felt conflict, stress, turmoil, and confusion?
29. What do I believe I need to do to get my actions to coincide with my values?
30. What aspects of my life am I excited about now? Why?
31. In what ways do I believe all people are created equal? Why?
32. Do I believe all people should be given or aided in getting equal opportunity? Why?
33. What are my thoughts on the roles of men and women in today's society?
34. If I could change anything in daily and/or weekly schedules to use my time in different ways, what would I change and why?
35. In a group do I prefer to be a leader or a follower?
36. When in a group do I tend to: say nothing or very little; say a lot but allow others the opportunity to speak; monopolize things by being the center of attention?
37. In what groups am I now a leader? How do I feel about the way I am responded to by others when in this role?

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

38. In what groups am I now a follower? How do I feel about the way I am responded to by others when I am in this role?
39. Which role (leader or follower) is more comfortable for me? In what ways might I help myself become more comfortable with the other role? Why might it be desirable to do this?
40. What has been the happiest (most satisfying) period of my life? Why?
41. What things do I do well or excel in?
42. What things have others noticed that I am good at?
43. How do I feel when I am complimented or praised? Why?
44. How do I acknowledge praise when I receive it? Do I feel awkward?
45. In what ways might I help myself to feel and respond more comfortably to praise?
46. What outlets do I use to express feelings? Thoughts?
47. Describe some of my peak experiences.
48. What peak experiences might I like to have? Why do I think of them as being peak?
49. What do I wish to improve in my skills? In what ways might I begin to do so?
50. Which of my habits are easily observable? Which habits are more subtle and are difficult for others and even for myself to perceive? Why?
51. What actions or habits do I wish to stop or change? Why? What might help me to do this?
52. What values am I struggling to establish? What obstacles do I need to overcome to do so?
53. What opportunities have I let slide by in my life?
54. What are my attitudes about risk? How might it serve me to alter these attitudes?
55. What slows me down in solving problems and implementing solutions?

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

56. What causes me to procrastinate?
57. What helps me to stop procrastinating? How might I speed up the process?
58. When have I felt grief? What helped me to put it in perspective with the present and the future?
59. What causes me to worry and be unhappy?
60. What things do I do poorly? Which ones do I continue to do anyway? Why?
61. When and why do I avoid seeing something about myself?
62. What strong opinions do I have? What experiences led me to feel this way?
63. What issues (personal and/or public) am I not clear on yet? Why? What would help me to clarify where I stand? What is holding me back from doing this? How does it serve me not to clarify my understanding of these issues?
64. Under what circumstances do I feel most challenged?
65. Under what conditions do I feel terrible about myself?
66. At what times in my life have I demonstrated being courageous? Have I ever played a critical role in saving someone's life? What helped me to do so?
67. Have I ever neglected someone during an emergency? Why didn't I help him? How did I feel about it afterwards?
68. Under what circumstances do I feel threatened? What might I do to prevent or minimize this feeling?
69. Under what circumstances do I wish to disappear so that no one would see me?
70. How do I feel about my physical self?
71. What varied impressions do I convey with my different clothes and accessories? What do I wish to convey about myself through my dress?
72. How do I find others reacting to me when I dress in different ways.

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

73. What aspects of my physical appearance do I have control over changing or maintaining?
74. What aspects of my appearance (body) must I accept as unchangeable?
75. What changes might I wish to make in my appearance? Why? When might I do this? How might I go about doing this?
76. How do I react to criticism?
77. How do I feel when I change myself or my actions because of criticism I have received?
78. Under what circumstances might I find criticism desirable and acceptable?
79. Do I feel more comfortable with criticism or with praise? Why?
80. Under what circumstances do I put up resistance to do something? How do I react under pressure?
81. When do I argue most? With whom do I argue most? Why?
82. What usually provokes most arguments with me?
83. What inhibits me from arguing? What effect does it have on me holding those feelings inside and not letting them out in a spontaneous and natural manner?
84. What does the concept to argue mean to me? What relation does anger have to an argument?
85. How do I usually feel when I learn something new about myself: through self discovery; through facilitated discovery (being aided by another); from someone else telling me directly?
86. Under what circumstances have I found it acceptable to "stretch the truth" or to lie outright? How do I feel when I am doing this? Do I wish to change this type of action? When, why, and how might I do so?
87. What helps to charge me with energy and motivation?
88. What unexplained phenomena excite me? Why? Am I intrigued by the bizarre? Why?

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

89. What helps me to get out of a rut? To think of new ideas?
90. What impels me to create something?
91. When do I become curious?
92. How do I spend my free time?
93. What does the concept of time represent to me? Do I seem to have enough of it, too much time on my hands, or too little to satisfy my needs? Why? What changes might I make so that my needs will be satisfied?
94. What proportion of free time do I have as compared with work and/or school time?
95. How much of my free time is spent doing things with people?
96. How much time do I spend alone? Working on hobbies or projects?
97. What do I do when I break something or notice something being broken? Who fixes it? Why?
98. How do I spend my money now? Where does it go proportionately?
99. Am I a saver or discarder? Why? What advantages are there to being each one?
100. What things do I save? What things do I discard? How do I use what I save? How might I save and use some of my discards?
101. How many of my ideas for projects do I implement? How many do I actually complete out of the number I actually start? What prevents me from starting some of my ideas, and from finishing others?
102. When do I feel stagnation? Why? Where in my life do I see evidence of this now?
103. What causes me to feel depressed? How do I get myself out of feeling depressed? How else might I do this?
104. How do I think I appear to others who know me: for a short time under limited circumstances; for a short time under a variety of circumstances; for a long time under limited circumstances; for a long time under a variety of circumstances?

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

105. What helps me to be patient with myself and/or with others?
106. What makes me feel sad? Why?
107. When do I feel pain? Why? What helps me to mend those feelings?
108. With whom am I affectionate and in what ways do I show it?
109. When do I resist being affectionate?
110. In what ways do I show my love; for others; to others; and with others?
111. What moves me spiritually?
112. Do I believe in God or in any supreme being? Why?
113. Do I consider myself to be an optimistic or a pessimistic individual? Why? How do my actions show this?
114. Do I need religious ceremony to feel religious? Why?
115. Do I practice the religion I was brought up with? Why?
116. What personal way of believing do I have? In what ways do I let it show to others?
117. How do I feel toward my family right now? What is my role in it now? Do I care for this role? Why?
118. What do I value about my family as a whole? What do I value in its individual members?
119. How do I feel toward my upbringing now? Have my feelings changed about this? How would I bring up my family (now or future)?
120. How do I feel my family perceives me in my life style? Why? What do I see them valuing in me? What do I wish they would value in me?
121. What would I change about my interactions with my family? Why?
122. When I want an answer to a question do I try the most direct route to get it or do I get the answer in a round-about manner? Why?
123. What types of situations would make me choose one technique over another?

VALUES CLARIFICATION QUESTIONNAIRE: (Continued)

124. What type of life style do I prefer? What type of physical setting do I prefer? What type of "special features" must the area have? Why?
125. When do I like and need to be alone? When do I like and need to be with others?
126. Have I done much travelling out of the area in which I grew up? Do I wish to travel? Why?
127. What things in my life lie within the control of others?
128. What things in my environment do I have control over changing? What feelings do I have control over changing?
129. What seasons, temperatures, climates, and weather conditions do I prefer? Why?
130. When do I prefer to be outdoors? When do I prefer to be indoors?
131. What would be an ideal day for me?
132. What focus do I now have on where I am headed with my life?
133. How do I feel about myself? In what ways have those feelings changed?

SESSION 14: DEFERRED JUDGMENT: THE IDEA-FINDING PHASE OF CPS.

- GOALS:
1. To introduce the principle of deferred judgment.
 2. To experience the principle of deferred judgment in relation to brainstorming techniques.
 3. To clarify understanding of idea-finding as a phase of the Creative Problem-Solving process.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Explain the rationale behind the principle of deferred judgment.
2. Apply the principle of deferred judgment to the brainstorming technique for gathering ideas.
3. Describe and use the total idea-finding phase of the Creative Problem-Solving process.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Describe what they feel the principle of deferred judgment might mean. The instructor clarifies this definition if necessary.
2. Examine the principle of deferred judgment in relation to brainstorming techniques.
3. Examine and discuss the idea-finding phase of the CPS process.
4. Defer judgment while each individual brainstorms and then shares some of his ideas for uses of a grocery bag.
5. Each recognize when he is not deferring judgment.
6. Share why many people hold back their ideas.

SESSION 14: (Continued)

7. Determine for themselves if they are still holding back ideas, even while attempting to apply the principle of deferred judgment.
8. Defer judgment and brainstorm as a group, statements or things that often restrain them from sharing their ideas (i.e. that's stupid, it will cost too much, they might laugh at me, someone looked at me with a knife in his eyes).
9. Form small groups and list ways to improve the class setting.
10. Share their ideas with the total group, and determine how they might use some of them.
11. Clarify their present understanding of idea-finding techniques.

SESSION 15: GAMING STRATEGY.

- GOALS:
1. To make "something" out of "nothing".
 2. To discover the attributes of this "something".
 3. To discover the significance of the interrelationship of the parts to the whole of this "something".
 4. To learn gaming strategy.
 5. To discover one's personal criteria for decision-making.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Construct "something" out of seemingly useless materials.
2. State the attributes of his product.
3. State the significance of the interrelationship between the parts and the whole of this "something".
4. Develop a game from the parts of these constructions.
5. State the criteria that helped him to make his decisions during this experience.
6. Describe his understanding of gaming strategy.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Scrounge around the classroom area for different materials for the purpose of constructing what they believe to be a sound modulator.
2. Write down three attributes of their sound modulator.
3. Form a circle with each of them having his sound modulator in hand.
4. Each demonstrate how his sound modulator or instrument might be used.

SESSION 15: (Continued)

5. Follow the signals that the instructor develops with them for speeding up and slowing down, for getting louder and softer, and for starting and stopping their sound modulators.

6. Form groups of approximately five people.

7. Have each group develop a unique group sound.

8. List the attributes of their group sound.

9. Follow the signals previously determined by the group for conducting them as individuals with their sound modulators, but this time they are asked to focus on the signals by adapting and modifying their group sound.

10. Share reactions to the experience so far.

11. Use any or all of the materials from their group's sound modulators to develop a game. Magic markers, paper, masking tape, and scissors will be made available for them to use.

The following instructions are given:

12. a. The game must incorporate at least five of the attributes that their group sound possessed.

b. The group should determine who the game will be aimed toward.

c. Game rules should be developed.

d. The function of the parts to the game should be explained during the group presentation.

e. The theme of the game should be developed.

f. Each group member should help to present the game.

SESSION 15: (Continued)

g. Each group should decide on the cost of their game and develop a sales pitch to be used as part of their presentation to the other class members.

13. Students are asked to present their product, give their sales pitch, demonstrate how they met all the given criteria, and be evaluated by the rest of their classmates. The evaluation will be on how well each group met the problem criteria.

14. Student groups are asked to discuss this experience.

15. Students are asked to bring in a newspaper to the next class.

SESSION 16: PUBLIC SPEECH AND PRIVATE OPINION: WHAT'S IN THE NEWS?

- GOALS:
1. To become aware of personal views toward public events.
 2. To recognize personal attitudes and views regarding the communications media.
 3. To recognize personal attitudes and views on political issues.
 4. To become aware of how personal attitudes and views are being aired publically.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. State his views on the subject and particulars of public matters and events.
2. State his attitudes and views toward the communications media.
3. State his attitudes and views on particular political issues.
4. Analyze and state how his attitudes and views have been aired publically.
5. Give examples of where his values and actions coincide.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Divide into groups of about six or seven individuals each.
2. Discuss in these groups the observations they made of their feelings toward newspapers and the news media.
3. Discuss what they ideally would like to see in the news.
4. Consider themselves to be a group of individuals who wish to develop an alternative newspaper or news system based on these ideals.

SESSION 16: (Continued)

5. Decide what role they each wish to have in developing and producing a news system: What type of information do they wish to include? How large should this system be? How might it be funded? How might they choose to air politics? What would their group decide to include on the front page and how might it be included? If this system is not going to be a paper, what might it be instead?

6. Use the parts of the CPS process to which they have been formally introduced, as well as any other techniques that they have learned during the course of the semester, to develop a sample of their newspaper or news system for group-presentation during Session 22. They should develop as much of the system as possible. Completion is not a priority. It does not have to be typed, but if hand-written, it should be legible. The substance of this system is the most important element of this project and how they arrived at developing it. Students will be asked to describe the ideal appearance for their system when they give their group-presentation.

7. Prepare an explanation for their presentation including: the influences that affected their project system decision; a description of the completed project; the level(s) of satisfaction that each individual feels with the group's decision-making process and final product; the problems that were encountered with this project, and the methods used to trying to resolve them and reach a consensus; a written account by each individual as to the values, beliefs, and attitudes that were affected for each of them during this project.

SESSION 16: (Continued)

8. Complete outside of class with their group whatever they will not be able to work on or complete in class. Each group will be given time to finalize its presentation during the session preceding Session 22. All groups will give their completed project-presentation during Session 22.

9. Discuss the assignment and share any concerns for questions that they may have.

10. Begin working with their group on this assignment for the duration of the class period.

SESSION 17: ADDITIONAL IDEA-FINDING TECHNIQUES.

- GOALS:
1. To understand the concepts: magnify, minify, and rearrange.
 2. To understand the process for developing idea-spurrers.
 3. To reinforce understanding of forced relationships.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Magnify, minify, and rearrange ideas, both verbally and non-verbally in their imagination.
2. Demonstrate ability to use the SCAMPER (Eberle, 1971) acronym for triggering ideas.
3. Use the forced relationship technique to develop new ideas.

INSTRUCTIONAL PROCEDURES:

1. The instructor draws a large circle on the board (approximately one foot in diameter). The students are then asked to imagine what this circle might represent. The following questions might be used to assist them in thinking of ideas:

If this circle is flat what might it be?
 What three dimensional objects might this be?
 Make it larger. What might it become?
 Make it smaller. What might it become?
 Cut into it. What might it be now?
 Set it in motion. What might it become now?
 What might it become if you add something to it?
 What might it become if you pull on different parts of it?
 What might it become if you pour into it?
 Blow into it now? What might it become?
 Eliminate some parts. What might it become?
 Now make it into something special for yourself?

2. Students are asked to share some of the ideas they had.
3. Students are asked to recall what words were used to trigger new ideas in them.

SESSION 17: (Continued)

4. The Scamper technique is explained to the students and they are then asked to brainstorm for additional idea-spurrers by using the SCAMPER acronym.
5. Students are asked to defer judgment and force relationships in the next exercise which will involve each individual in the class taking a turn in developing and adding on to a story.
6. A demonstration of the story-building technique to be used is given: students are asked to give the instructor a word or concept; a story is initiated around this trigger word. Next, the instructor gives the individual succeeding him a word which does not seem to relate to the story thus far begun. This individual must use in his addition to the story, this word, by forcing a relationship with the part of the story that has already been established. Each successive individual follows this pattern.
7. The final individual is challenged to provide closure for the story.
8. Students are asked to discuss their reactions to the session.

SESSION 18: THE JUDGMENT.

- GOALS:
1. To reinforce understanding of criteria.
 2. To clarify understanding of evaluation techniques.
 3. To clarify the solution-finding phase of the Creative Problem-Solving process.
 4. To understand the relationship of priorities to the process of ranking criteria.
 5. To clarify the function of criteria with the improvement of ideas and solutions.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Give examples of criteria used by them during the semester.
2. Describe and demonstrate the evaluation technique.
3. Describe and demonstrate the solution-finding phase of the CPS process.
4. Rank criteria.
5. Use criteria to improve ideas and solutions.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Reflect back on experiences of this semester, and to share some of the criteria they recall using in their problematic situations.
2. Describe how they evaluated and selected their ideas in those previous class sessions.
3. Participate in an explanation and demonstration of the grid method for evaluating ideas.
4. Defer judgment and brainstorm ways to find an apartment.

SESSION 18: (Continued)

5. Brainstorm for the criteria they might use for selecting an apartment.
6. Select both five or six ideas and five or six criteria for evaluating with the grid method. (Selection is from all of the ideas and criteria that have been listed)...
7. Decide on a rating system. (i.e. good, fair, poor; 1, 2, 3, 4; A, B, C, D, E; etc.).
8. Evaluate their ideas against the criteria, and to observe which ideas were rated highest, which ideas were rated lowest, and the ideas they like best on a "gut" level, regardless of the rating.
9. Participate in a demonstration of a technique for improving ideas with low ratings.
10. Improve an idea of their choosing by using this method.
11. Participate in a demonstration of the method for weighting and ranking criteria.
12. Each select a problem of his own and practice using all of these techniques.
13. Discuss and clarify their understanding of this session.

SESSION 19: VALIDATION AND ACCEPTANCE-FINDING.

- GOALS:
1. To provide further opportunity to practice and improve the ability to use validation techniques.
 2. To clarify the acceptance-finding phase of the Creative Problem-Solving process.
 3. To apply validation techniques to the acceptance-finding phase of the process.
 4. To improve ability to overcome objections to ideas and solutions.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Demonstrate using the validation techniques.
2. Explain and practice using the acceptance-finding phase of the CPS process.
3. Practice using validation techniques within the acceptance-finding phase of the CPS process.
4. Overcome objections to ideas and solutions by practicing the procedure for anticipating objections.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Think of an idea or solution that they would like to implement.
2. List concerns, problems, or obstacles that they feel might arise when they try to implement this solution.
3. Write their initial plan of action using the who, what, when, where, why, and how questions.
4. List who their toughest critics to their solution might be.

SESSION 19: (Continued)

5. Write down why they feel these particular people might give them a hard time. What elements of the solution might they object to most?
6. Think of ways for presenting their solution that would make it appear more acceptable to these people.
7. Write down why this presentation would make this solution more acceptable than it originally appeared to be.
8. Write down how they might validate the individual(s) who might contribute the most concern and prove the most difficult with implementing their solution. What might validation accomplish?
9. Revise their plan of action by taking these new insights into consideration.
10. Find someone in class that they would be willing to share their problem and solution with. If the problem is too personal, they will not be forced to do so, and may continue working alone.
11. Pair up and take turns sharing basic facts about the situation that they are trying to solve. Students are asked to let their partners role-play the individual(s) who might give them the most difficulty. They might each try out their presentation on the other to get an approximate idea as to how the actual people involved might react to their implementation strategy. These reactions and feedback should be used to further improve their plans of action.
12. Discuss what happened to their plans of action through following this procedure.

SESSION 20: PULLING IT ALL TOGETHER: THE TOTAL CREATIVE PROBLEM-SOLVING PROCESS.

- GOALS:
1. To solidify understanding of the total CPS process.
 2. To relate the CPS process to the problem-solving methods developed by the students' self-observation.
 3. To recognize growth* in self-actualizing behavior.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Implement in class a solution to a given problem, by using the total Creative Problem-Solving process.
2. Compare the CPS process to the problem-solving procedures that they observed and used in previous class sessions.
3. List the ways in which he believes his behavior has become more self-actualizing than what he recalls about his actions and behavior at the beginning of the semester.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Divide themselves into any size groups that they prefer. Each group will have the time remaining after receiving instructions, to use for developing a solution to a given problem. The time for implementing their solutions will be figured by subtracting ten minutes from the remaining time, to be used for end of class discussion and feedback, and by dividing the remainder of the time equally among all the groups for each of the presentations.
2. Take the problem that they are about to be given, and to use the CPS process for developing, implementing, and gaining acceptance

SESSION 20: (Continued)

from all class members of each group's solution. Each group is asked to develop a task in which each member of this class would desire to participate and which would not be threatening to them. The purpose and goal of this problem would be to validate each individual's inter-relationship with every other individual, as well as the class as an entity.

3. Clarify their understanding of this assignment.
4. Solve the problem given.
5. Present and implement their group's solution (which should include gaining acceptance of it).
6. Discuss the session experience.

SESSION 21: FEEDBACK AND NEWS-PROJECT PREPARATION TIME.

GOALS: 1. To share and provide assistance for concerns, problems, and successes encountered with any of the self-portrait projects, journals, sessions, etc. (Refer to the requirements on pp. 31-33).

2. To provide the opportunity for the newspaper or news system groups to solidify their presentations. (Refer to Session 16 on p. 87).

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Discuss problems, concerns, feelings, and successes encountered with any of the self-portrait projects, journals, sessions, etc.

2. Ask any class member for assistance with any concern(s).

3. Complete preparation for the news-project presentation.

INSTRUCTIONAL PROCEDURES: Students should be asked to:

1. Form a seated circle.

2. Share their feelings toward their self-portrait projects, the journals, past or future sessions, etc.

3. Share what needs they would like to have met in future sessions.

4. Share any concerns, problems, or difficulties that they may have encountered during the semester that they would like to do something about.

5. Share some of the things they presently find themselves successful with.

6. Find one or more individuals in the class to work with on each of their concerns.

7. Complete group presentation-preparations for Session 22.

SESSION 22: NEWS-PROJECT PRESENTATIONS.

- GOALS:
1. To view all of the news-project presentations.
 2. To clarify what was learned about values during preparation for this project session.
 3. To provide an opportunity for actions and beliefs to reinforce values.

BEHAVIORAL OBJECTIVES: Each student group should be able to:

1. Present and describe its project product according to the guidelines set forth in Session 16.
2. Show how they met the criteria given for this assignment.
3. Describe what each individual in the group learned about his own values and other individuals' values.
4. Show how their presentation reinforces and confirms their individual values.

INSTRUCTIONAL PROCEDURES: Students are:

1. Given a final five-minute presentation-preparation time.
2. Asked to decide the order in which their group will give its presentation.
3. Informed that each group will have approximately fifteen minutes for the presentation of their news system, an explanation of the product, and an explanation of how they met the given criteria.
4. Asked to discuss the presentations after all have been given.
5. Asked to record the most important things they learned from this project assignment.

SESSION 23: SYNECTICS TECHNIQUES.

GOALS: 1. To experience and learn some synectics techniques. (Gordon, 1971 & 1973).

2. To explore the use of metaphors in learning.
3. To practice evocative questioning techniques.
4. To understand and use the compressed conflict or essential paradox.

BEHAVIORAL OBJECTIVES: Students should be able to:

1. Give some examples of different "worlds".
2. Use a metaphorical process.
3. Demonstrate evocative questioning techniques.
4. Define and demonstrate the compressed conflict or essential paradox.

INSTRUCTIONAL PROCEDURES: Students are:

1. Introduced to the concept "worlds". Some examples are given. (i.e. architecture, food, clothing, toys, cars, etc.).
2. Asked to generate a list of "worlds".
3. Asked to select a particular "world" with which they would like to work. It should be one that is familiar to them.
4. Asked to pair up.
5. Each asked to select an object or part of his "world" that he might identify with in some way.
6. Asked to take turns with partners, sharing what they each chose, what they like about this choice, and what they don't like about

SESSION 23: (Continued)

it. This may be demonstrated first by the instructor.

7. Each asked to imagine himself as being this object or part of his chosen "world". The partner is asked to question what the individual can picture in his mind's eye. Some questions that might be used are: Where are you? What are you doing? What do you observe around you in this "world"? How are you feeling as this element of this "world"?

8. Introduced to the concept of "evocative questioning".

9. Each asked to write down three words that individually describe his feelings, thoughts, or reactions to his guided experience.

10. Asked to define and give examples of the concept "paradox".

11. Given an explanation of the terms "essential paradox" and "compressed conflict".

12. Provided examples of this concept, such as: gentle sharpness, forced welcome, bright-eyed weariness, aggressively resistant.

13. Requested to clarify their understanding of this explanation.

14. Asked to develop examples of essential paradoxes by each using the three words they previously wrote down.

15. Asked to select one of these compressed conflicts or essential paradoxes and determine where he might observe it as being a part of his life. The instructor clarifies this instruction with an example.

16. Asked to discuss their reactions to these techniques, including ways in which they might relate to CPS.

SESSION 24: FURTHER EXPLORATION OF OTHER "WORLDS".

- GOALS:
1. To increase awareness of the "world" surrounding us.
 2. To practice forced relationship techniques with problems.
 3. To gain fresh insights into a problematic situation.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Give examples of "worlds" viewed within his immediate surroundings.
2. Select, explore, and record observations of one of these "worlds".
3. Apply his observations to a personal problem to gain fresh insights.

INSTRUCTIONAL PROCEDURES:

1. Students are informed that this session will be devoted to the observations of "worlds" in a different manner than in the previous session.

Students are asked to:

2. Look around the room and examine their surroundings.
3. Write down the elements they observe in the room's composition.
4. Share the elements listed that they would consider as being examples of "worlds".
5. Re-examine their present environment and write down anything else that they would consider to be a "world".
6. Each choose one of these "worlds" that he would like to explore in depth.

SESSION 24: (Continued)

7. List a problem or challenge into which they would desire to gain fresh insights.
8. Observe the "world" that they have selected and list all the attributes, qualities, characteristics, facts, etc, that they can think of pertaining to it.
9. Change the physical positions their bodies are in, in relation to this "world", and to note any different observations that are made.
10. Relate these observations to the problem or challenge they have listed, to force relationships between them if necessary, and to note any fresh insights that are gained.
11. Discuss this session experience.

SESSION 25: MORPHOLOGY IN A "LAND OF MAKE BELIEVE".

- GOALS:
1. To reinforce deferred judgment.
 2. To increase practice with idea-finding techniques.
 3. To learn morphological analysis techniques (Parnes, 1967 a).
 4. To practice making a fantasy more useful.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Demonstrate and describe how he believes he is increasing his proficiency in deferred judgment techniques.
2. Practice using idea-finding techniques.
3. Define and experience morphological analysis techniques.
4. Demonstrate making a fantasy more useful.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Brainstorm the major elements found in a story.
2. Try to define the term morphological analysis.
3. Discuss their understanding of this technique after the instructor has given an explanation of it.
4. Select from their list of elements what they believe to be the ten most essential ones.
5. Brainstorm five ideas under each element or category by using the principle of deferred judgment.
6. Form groups with five students in each one. Each group is asked to select at random one idea from each of the ten categories listed.
7. Use these elements to develop a story or skit which should

SESSION 25: (Continued)

have its setting incorporated into some part of a "Land of Make Believe".

8. Present and discuss their story or skit.
9. Describe and list what they liked in their fantasy story, and to describe how they might adapt what they liked into their reality.
10. Share and discuss these ideas.
11. Develop a plan of action for incorporating one of these modified ideas into their own existence.

SESSION 26: GOALS: HOW MIGHT I REACH MINE?

GOALS:

1. To determine one's personal goals.
2. To learn how one might attach and connect.
3. To apply the attach-and-connect techniques to one's goals, so that by forcing relationships one might develop alternative plans of action for trying to reach one's goals.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. List and rank in order of priority at least ten personal goals.
2. First list individually and then in groups of four, ways in which one might attach and connect.
3. Force a relationship between the ideas listed for attaching and connecting and the goals he has listed.
4. Use the ideas resulting from this forced relationship to develop a plan of action for actualizing his goals.

INSTRUCTIONAL PROCEDURES: Each student is asked to:

1. List at least ten personal goals he would like to meet in the future.
2. Rank in order of priority the goals he has listed.
3. List ways in which one might attach or connect.
4. Form a group with three additional students and continue listing ways for attaching and connecting.
5. Select ideas from this list, force relationships between these ideas and his goals, and develop a plan of action which might help him to actualize his goals.

SESSION 27: SNAP DECISIONS.

GOALS: 1. To develop solutions to problems in controlled and limited time periods.

2. To recognize the variability and possibility of developing solutions within increasingly shorter amounts of time.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Develop solutions to problems within controlled time limitations.

2. State his understanding of the relationship of time to the development of a solution to a problem.

INSTRUCTIONAL PROCEDURES:

Students are asked to listen to each problem that is given and to develop a solution within the allotted time.

The Problematic Situations:

1. You and your family used to be very close to a particular family. Five years ago they moved to Florida and your contact with them became limited to an infrequent exchange of letters. They have been trying for some time to persuade your family to come for a visit to their home. Your family has finally saved up enough money for the air-fare and pocket money for food and entertainment. The return plane tickets must be used ten days after you fly down. After four days of living with this family, you notice tension beginning to mount. You accidentally overhear one of them saying that he is sorry that they asked your family to stay at their home instead of at a hotel. You

SESSION 27: (Continued)

can't afford a hotel now. What do you do? (25 minutes total, 5 minutes per CPS step).

2. You have been looking for a job and have been writing letters to send to prospective employers. You discover that you have accidentally sent the wrong letter to the place you had your best chance and greatest hope for getting a job. What do you do? (15 minutes total, 3 minutes per step).

3. Your family gave you a special gift for your birthday that you have been wanting for a few years. You have it for only one month and somehow you lose it and it can not be found anywhere. You are in the midst of a party with friends and relatives. at your home, when your mother asks you to show this gift to everyone. What do you do? (5 minutes total, 1 minute per step).

4. You have tickets for a play and have arrived at the theater five minutes before the play is to begin. You discover that you have left them at home. What do you do? (1 minute total, 12 seconds per step).

At the end of each problem the students are asked to share a few of the solutions they have developed. They are also asked to discuss how they adjusted to having less time for using each phase of the process with which to develop a plan of action. After all the problematic situations have been presented and the solutions to them have been discussed, the group is asked to share what they learned about the element of time in relation to developing a plan of action.

SESSIONS 28 & 29: PRESENTATIONS OF SELF-PORTRAIT PROJECTS.

- GOALS:
1. To discover how each student perceives himself.
 2. To discover identifiable qualities and characteristics of a particular individual.
 3. To share each other's self-perceptions.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Show a visual, symbolic, and graphic interpretation of his personal self-concept.
2. Share his understanding of the representation, in terms of growth, change, and evolution of his perceptions and self-concept.
3. State the identifying characteristics and qualities observed in each self-portrait project.

INSTRUCTIONAL PROCEDURES: Students are asked to:

1. Select a numbered sheet from among those available. The number represents the position they will each have for presenting the self-portrait project.
2. Each discuss his presentation: How he began the project; the growth and changes that he observed as the project evolved and the semester progressed; what some of the elements mean to him; and what he learned most about himself as a result of doing this project.
3. Observe and note the elements of each project that corresponded and/or differed from their perception of that individual.
4. Discuss what they learned from each other's presentations after all the projects have been shared.

SESSION 30: WRAP-UP: WHERE DO I GO FROM HERE?

- GOALS:
1. To clarify present understanding of one's direction.
 2. To clarify what one has learned and relearned about his personal goals and future.
 3. To clarify present priorities.
 4. To recognize and identify self-actualizing behavior.
 5. To provide closure for each individual to the course.

BEHAVIORAL OBJECTIVES: Each student should be able to:

1. Describe his present understanding of his life direction.
2. Describe what he has learned and/or relearned about his goals and future.
3. Describe present priorities.
4. Describe his own self-actualizing behavior now as compared to the beginning of the semester and the time(s) it was focused on during the semester.
5. Develop a plan to be implemented during this session, for saying goodbye to everyone in class.
6. Submit a final statement including: grade desired for the course; justification of the grade; and an explanation of how he used the journal and Values Clarification Questionnaire, as well as what he gained from each of them.

INSTRUCTIONAL PROCEDURES: Each student is asked to:

1. Write a description for himself for each of the following:

SESSION 30: (Continued)

his present understanding of his life direction; what he has learned and/or relearned about his personal goals and future; his present priorities; and his self-actualizing behavior.

2. Develop and implement during this final session, a plan for saying goodbye to each other. (This may be accomplished individually or in groups and is up to each individual to decide for himself the manner in which he will choose to do this).

3. Complete (if necessary) and submit his final statement of the grade desired, the grade justification, and the explanation of the usage and gains received by using the journal and Values Clarification Questionnaire.

4. Write down some ideas for how he might continue to use the methods used during the semester within this class.

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