

A. John Martin
Executive Director



1250 N. Pitt St., Alexandria, VA 22314-1453
(703) 739-9515 Fax (703) 549-3891

CEP THE CHARACTER EDUCATION PARTNERSHIP

PHOTOCOPY
PRESERVATION

Membership:

Membership in CEP is open to organizations, corporations and individuals who share a commitment to developing moral character and civic virtue in youth. Annual dues are \$25 for individuals and \$300 for organizations and corporations.

Please complete this form and return it with payment to:

Character Education Partnership
1250 North Pitt Street
Alexandria, VA 22314

I/We would like to join CEP as an:

☐ INDIVIDUAL MEMBER ☐ ORGANIZATIONAL MEMBER

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____ Fax: (____) _____

Name of Organization: _____

Title: _____

Daytime Phone: (____) _____ Fax: (____) _____

Please indicate which best describes you:

- ☐ Educational Administrator ☐ Teacher ☐ Parent ☐ Student
☐ School Board Member ☐ Curriculum/Resource Developer
☐ Organizational Professional ☐ Lay Leader ☐ Volunteer
☐ Corporate Executive ☐ Government ☐ Military ☐ Clergy
☐ Other: _____

Your experience and/or particular interest in Character Education:

I am happy to assist CEP with: (please check any that apply)

☐ Consulting with interested parents, community leaders, and school officials about:

- ☐ Starting up K-12 character education activities
☐ Service learning (community service) activities
☐ Other youth activities (Specify: _____)

☐ Public Relations

☐ Newsletter (managing, writing, editing, producing)

☐ Resource list (identifying and briefly describing organizations, individuals, programs, activities, and curriculum materials relevant to CEP's mission)

☐ Fundraising (identifying potential corporate and foundation donors and preparing grant proposals)

☐ Other (Please specify: _____)

Moral education does mean that students should be concerned not just about what will work, but about what is right. It means teaching them to ask: "Is it good?"

Ernest Boyer, President
Carnegie Foundation for the
Advancement of Teaching

The Holocaust reminds us forever that knowledge divorced from values can only serve to deepen the human nightmare; that a head without a heart is not humanity.

President Bill Clinton

It is the responsibility of every adult — especially parents, educators, and religious leaders — to make sure that children hear what we have learned from the lessons of life and to hear over and over that we love them and that they are not alone.

Marian Wright Edelman, President
Children's Defense Fund

Only a virtuous people are capable of freedom. Nothing is more important for the public weal than to form and train up youth in wisdom and virtue.

Benjamin Franklin

A free society cannot survive unless the values upon which it is grounded are fully comprehended and practiced by each succeeding generation.

Report of the Task Force on Values
Education and Ethical Behavior,
Baltimore County Public Schools

America is great because she is good, but if America ever ceases to be good, America will cease to be great.

Alexis de Tocqueville

PRINTED ON RECYCLED PAPER

CEP THE CHARACTER EDUCATION PARTNERSHIP

A nonpartisan coalition of

organizations and individuals

who are concerned about the

moral crisis confronting America's youth

and dedicated to developing

moral character and civic virtue

in our young people as one way of

promoting a more compassionate

and responsible society.

Character Education Partnership
1250 North Pitt Street
Alexandria, Virginia 22314

Tel: (703) 739-9515

Fax: (703) 549-3891

To develop civic virtue and moral character in the youth of the United States is to strengthen the very fabric of our nation and to sustain the American experiment in liberty.

We recognize and affirm the primary role of the family in shaping the moral character of children, the vital task of schools in teaching and inspiring civic virtue, and the shared responsibility of each individual and

community to model moral character and civic virtue.

By civic virtue, we mean living by the guiding principles of our nation's framing documents that are at the heart of our common compact as citizens.

By moral character, we mean living by core values widely held in our society such as caring, honesty,

fairness, responsibility, and respect for self and others.

We are a compassionate society if we demonstrate in our life together an active concern for the welfare of others.

We are a responsible society if we guard the fundamental rights of all citizens and carry out the obligations of citizenship by working toward a common vision of the common good.

While we affirm our commitment to shared civic and moral values, we also recognize that deep differences exist on moral and social issues before the nation. We affirm, therefore, our commitment to address such differences within the civic framework of rights, responsibilities, and respect.

Mission Statement:

"Developing civic virtue and moral character in our youth for a more compassionate and responsible society."

The Purpose of Character Education

"Character education helps students develop good character, which includes knowing, caring about, and acting upon core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others."

CEP's Programs & Activities:

National Clearinghouse:

Collecting and distributing information on educational and community programs designed to develop moral character and civic virtue.

Community Programs:

Facilitating the implementation of character and civic development programs in communities throughout the nation by sharing information and resources.

School Support: Working with school boards, teachers, and administrators to initiate and strengthen comprehensive K-12 character education programs.

Publications: Disseminating information on successful character education programs.

Annual & Regional Forums:

Bringing together experts and concerned individuals to exchange information and further develop effective character and civic education programs.

National Awards: Recognizing exemplary programs in character and civic education.

Media Campaign: Raising public awareness of and increasing support for effective character and civic education programs.

Ten Reasons for Character Education

from Educating for Character
by Professor Thomas Lickona

1. There is a clear and urgent need, as young people increasingly hurt themselves and others because of unawareness of and/or indifference to moral values.
2. Transmitting moral values to the next generation has always been one of the most important functions of a civilization.
3. The school's role as character educator is even more vital when millions of children get little moral teaching from their parents, communities, or religious institutions.
4. Common ground exists on core moral values although there may be significant disagreement on the application of some of these values to certain controversial issues.
5. Democracies have a special need for moral education because democracy is government of and by the people themselves.
6. There is no such thing as value-free education. Schools teach values every day by design or default.
7. Moral questions are among the great questions facing the individual person and the human race.
8. There is broad-based and growing support for character education in the schools.
9. An unabashed commitment to character education is essential if we are to attract and keep good teachers.
10. Effective character education is a doable job which improves student behavior, makes schools more civil communities, and leads to improved academic performance.

The Character Education Partnership

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The Character Education Partnership

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A P R I M E R

Developing Character IN STUDENTS

Philip Fitch Vincent



Developing Character

*The systematic approach to developing
respectful, responsible and caring students*

Quality Without Controversy

Developing Character moves beyond the subjective, emotional arguments over "morals" and "values" to the universally desirable traits of respectful, responsible, caring student/citizens.

Systematic Approach

Developing Character takes what was once abstract theory and presents concrete, step-by-step process applicable to any learning environment.

No Add-On Burden To Teachers

Developing Character implements tools and techniques already in use by today's educators to produce results not more work.

“

An eminently useful and timely book—built on Phil Vincent's solid experience and good sense. . . . A comprehensive, balanced approach emphasizing both moral reasoning and the development of virtuous habits. . . . Gives practical guidelines and numerous examples for building character education programs. . . . A great resource for teachers & administrators. ”

JOHN ARNOLD, PH.D.

Director of Middle Grades

Graduate Program, North Carolina State University

“

Phil Vincent has written an excellent book on character education. This book provides valuable information to educators, parents and youth professionals who struggle to help our children and youth develop personal, family and community responsibility. ”

LINDA R. HYLER

President/State Director

Cities in Schools of North Carolina

New View Publications is a publisher and developer of books, seminars and multi-media programs that apply Control Theory to real-life.

Developing Character. Now in stock for \$12.00

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Organizational Members (1/95)

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Administrators
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Arlington, VA 22209
(703) 875-0752
Contact: Virginia Vertiz

American Federation of Teachers
1555 New Jersey Avenue, N.W.
Washington, DC 20001
(202) 393-6374
FAX (202) 879-4537
Contact: Ruth Wattenberg

Association for Supervision and
Curriculum Development
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110
FAX (703) 549-3891
Contact: Diane G. Berreth

American Youth Foundation
1355 Ann Avenue
St. Louis, MO 63104
(314) 772-8626
FAX (314) 772-7542
Contact: Robert S. MacArthur

Cameron R-1 School District
105 E. Fifth Street
Cameron, MO 64429
(816) 632-2170
Contact: Randall Relford

Center for Character Education
5215 Old Orchard Road
Suite 410
Skokie, IL 60079
(708) 967-8080
FAX (708) 967-9215
Contact: Gerald T. Rogers

Center for the 4th and 5th R's
(Respect and Responsibility)
P.O. Box 2000
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SUNY Cortland
Cortland, NY 13045
(607) 753-2456
FAX (607) 753- 5987
Contact: Tom Lickona

Center for Learning
21590 Center Ridge Road
Rocky Road, OH 44116
(216) 331-1404
FAX (216) 331-5414
Contact: Sister Rose Shaffer

Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314
(703) 706-3330
FAX (703) 706-0001
Contact: Eric Goldman

Community of Caring
Joseph P. Kennedy Jr. Foundation
1350 New York Avenue, N.W.
Washington, DC 20005
(202) 393-1250
Contact: Keith M. Sovereign

Dayton City School District
348 W. First Street
Dayton, OH 45406
(513) 461-3080
Contact: Rodolfo Bernardo

Developmental Studies Center
2000 Embarcadero
Suite 305
Oakland, CA 94606
(510) 533-0213
FAX (510) 464-3670
Contact: Eric Schaps

Elkind-Sweet Communications
3315 Sacramento Street
San Francisco, CA 94118
(415) 564-9500
FAX (415) 665-8006
Contact: Alice Burkart

Ethics Resource Center
1120 G Street, N.W.
Suite 200
Washington, DC 20005
(202) 434-8468
FAX (202) 7337-2227
Contact: Gary Edwards
Frederick P. Close

First Amendment Center
1207 18th Avenue South
Nashville, TN 37212
(615) 321-9588
FAX (615) 321-9599
Contact: Charles C. Haynes

Milton Hershey School
P.O. Box 830
Hershey, PA 17033-0830
(717) 534-8763
FAX (717) 534-8777
Contact: Mavis Kelley

Hyde Foundation
616 High Street
Bath, ME 04530-5002
(207) 443-5584
FAX (207) 443-8631
Contact: Joe Gauld

Jefferson Center for Character
Education
2700 E. Foothill
Suite 302
Pasadena, CA 91107
(818) 792-8130
FAX (818) 792-8364
Contact: B. David Brooks

Josephson Institute of Ethics
4640 Admiralty Way
Suite 1001
Marina Del Ray, CA 90292-6695
(310) 306-1868
FAX (310) 827-1864
Contact: Michael Josephson

Mini Page Publishing Co.
550 N Street, S.W.
Washington, DC 20024
(202) 488-7919
Contact: Betty Debnam

National Association of Secondary
Schools Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200 ext. 273
FAX (703) 476-5432
Contact: Tim Dyer

National Education Association
1201 16th Street, N.W. #800
Washington, DC 20036
(202) 822-7711
Contact: Mary Faber

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6700
FAX (703) 683-7590
Contact: Thomas A. Shannon

Personal Responsibility Education
Process (PREP)
13157 Olive Spur Road
St. Louis, MO 63141
(314) 576-3535
FAX (314) 576-4996
Contacts: Sanford N. McDonnell
Linda McKay

Princeton Project 55
32 Nassau Street
Princeton, NJ 08542
Contact: Stephen Boyd
4400 Cathedral Avenue, N.W.
Washington, DC 20016
(202) 244-8391
FAX (202) 244-9539

Quest International
537 Jones Road
P.O. Box 566
Granville, OH 43023
(614) 522-9165
Contact: Joyce E. Phelps

Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(205) 264-0286
FAX (205) 264-3121
Contact: Sara Bullard

Yukon High School
1000 Yukon Avenue
Yukon, OK 73099
Contact: John E. Riley

CHARACTER
EDUCATION:

*A Time for
ACTION*

in our Schools

CONFERENCE
PROGRAM

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Friday, February 3, 1995

- 8-9 a.m. Registration, Exhibits, Bookselling, and Continental Breakfast
- 9-10:15 Opening Remarks: Sanford McDonnell, Chairman of the Board
Keynote Address: William Galston, Deputy Assistant to the President for Domestic Affairs
- 10:30-11:45 Breakout sessions
- 12-1:30 Lunch
Introduction: Sylvia Peters, CEP Vice President
Keynote Address: Senator Pete Domenici
- 1:45-3 Breakout Sessions
- 3:15 - 4:30 Breakout Sessions
- 4:30 - 5:30 Exhibits, Bookselling, and travel to Capitol
- 5:30 - 7:00 Capitol Hill Reception, Room SC-5, U.S. Capitol

Saturday, February 4, 1995

- 8-8:30 Continental Breakfast, Bookselling, and Exhibits
- 8:30-9:30 Introduction: Thomasina Portis
Keynote Address: Gail Christopher, National Rainbow Coalition
- 9:45-11 Breakout Sessions
- 11:10-12:25 Breakout Sessions
- 12:40-2 Lunch
CEP Organizational Update: Diane Berreth, CEP President
A. John Martin, CEP Executive Director and CEO
- 2:10-3:10 Annual Meeting - Committee Meetings
- 3:20-4 Committees report to Board of Directors

SCHEDULE

The Executive Room - CURRICULA

CEP offers a unique opportunity at one-stop curriculum shopping -- representatives of eight separate character education programs will explain their curricula in a daylong look at the broad range of character education program options. Learn about the world of available curricula and find out which is right for you and your community.

8:45-9:30 Josephson Institute
 9:35-10:20 Character Education Institute
 10:25-11:10 Quest International
 11:15-12 Ethics Resource Center
 1-1:45 Jefferson Center
 1:50-2:35 Community of Caring
 2:40-3:25 Close Up
 3:30-4:15 Heartwood Institute

The Forum Room - FUNDRAISING

CEP has assembled a top-notch lineup of government, private, and community leaders to take you through the nuts and bolts of finding money for your character education program. Representatives from federal departments will explain the whole spectrum of available government programs, speakers from foundations will be on hand to lay out the ABC's of where to look for grants, and private business people will help you tap the myriad resources in your own community.

9-4:15

The Cabinet Room - RESULTS

Developmental Studies Center

Representatives of one of the country's most thoroughly researched character education models, the Developmental Studies Center's Child Development Project from Oakland, Calif., will explain how they have implemented an exemplary and comprehensive elementary program. The project, an approved program of the National Diffusion Network, will provide an in-depth guide to fundamentally changing schools in caring communities.

9:15 - 4:15

FRIDAY, 10:30 - 11:45

The Empire Room

Panel Discussion: Building Character Schoolwide: The Allen School Experience

Rodolfo S. Bernardo -- Principal, Allen Classical/Traditional Academy, Dayton, Ohio

Charles Scott -- School Board Member, Dayton, Ohio

Dr. James Williams, Superintendent of Schools, Dayton, Ohio

Moderator: Linda McKay, PREP, St. Louis, Missouri

Title: Building Character Schoolwide: The Allen School Experience

This is a turn-around story -- an account of how the principal, teachers and parents of an elementary school that was laden with discipline and achievement problems have created a school where teachers are proudly teaching, children are succeeding, and parents are eager to enroll their youngsters. It's a success story that has character education at its heart.

The Senate Room

Betty Halliwell

Author

Washington, D.C.

Title: A Sociologist Looks at Current Fiction and Drama

Starting from discussion of how formulas or mechanisms (such as those in humor or tragedy) carry implicit messages about reality whether in mass media or literature, the presentation will show how prevailing patterns in our popular culture can be replaced with those that reinforce norms for more socially constructive values.

The Council Room

David Brooks

President, Jefferson Center for Character Education

Pasadena, California

Title: Community-based Character Education

"It takes an entire village to raise a child." No longer can only one segment of the community focus on the teaching of character. This session will entail how two communities have instituted character education in the schools, through the parents, the business sector, the faith community and law enforcement. The emphasis will be on how these communities brought all elements of the community together.

The Eisenhower Room - Room 263

Mary Williams

PACE University, School of Education

Pleasantville, New York

Title: Teaching Strategies that Help Create Moral Communities

Participants will examine a case in order to create teaching strategies and principles that will enable them to build moral communities in their classrooms. Models of effective and ineffective character educators will be examined and the students' perspectives will be explored.

The Roosevelt Room - Room 163

Michael Loren

Independence, Missouri

Title: What Counts: Based on Ben Franklin's 13 Virtues

A poster for presenting Ben Franklin's 13 Virtues can be used as a tool for teaching character education/virtues in the classroom. This can be a seamless way of bringing character education to students. Virtues are illustrated with quotations from various cultures.

AND

Philip Fitch Vincent

Director of Middle Schools, Catawba County Schools

Newton, North Carolina

Title: The Five Spokes of Character

This presentation will describe how a school or school system can develop students' character by educating the mind as well as the heart. The program will focus on the "five spokes" of character: rules and procedures, cooperative learning, teaching for thinking, a quality literature program and service learning. Participants will learn how this program can be implemented without the addition of another "add-on program."

The Kennedy Room - Room 363

Michael Gallion

Teacher, Cardozo High School

Washington, D.C.

Title: Developing Racial, Cultural, and Gender Sensitivity Toward Other Groups In the Multicultural Classroom and Community

This presentation makes us aware of the differences and similarities of all groups, whether they be racial, cultural, or gender. It also makes us realize that at different times in our lives we are members of a minority group, depending on the circumstances, and that we must never play the role of the oppressor toward a different group of people.

The Johnson Room - Room 463

Kim Moody

American Youth Foundation

St. Louis, Missouri

Title: Student Leadership for Service -- A Team Process

This experiential session introduces adults and youth to the American Youth Foundation's school-tested group process that empowers young leaders while developing their skills in communication, problem solving and task management. Participants work in small interactive teams, learning methods for creating a VISION for service, setting GOALS, developing an ACTION PLAN, reflecting on their experience and RE-VISIONING.

The Forum Room

Athena Viscusi, Jessica Alvarez, Russell Greene

National Coalition Building Institute

Washington, D.C.

Title: For Youth and Beyond: Leadership Skills for Diversity

This will be a taste of an experiential, participatory workshop pioneered by the National Coalition Building Institute (NCBI) dealing with issues of diversity, including race, gender, ethnicity, religion, sexual orientation, physical difference, etc. In a positive, empowering manner, participants will be led through several activities to identify stereotypes and misinformation we have about other groups, share and reclaim pride in one's own background and build bridges with other groups, identify the visible and invisible things which bridge us as human beings.

FRIDAY, 10:30 - 11:45

The Empire Room

Panel Discussion: How To Prove Your Character Education Program Works

Eric Schaps -- Developmental Studies Center, Oakland, California

James Leming -- University of Southern Illinois at Carbondale, Carbondale, Illinois

Joyce Feinberg -- University of Pittsburgh, Pittsburgh, Pennsylvania

Moderator -- Kevin Ryan, Boston College, Boston, Massachusetts

A look at assessment techniques and how to use them effectively to monitor your program's progress.

The Senate Room

F. Clark Power/Tatyana Makogon

University of Notre Dame

Notre Dame, Indiana

Title: An Ethical Approach to Providing Self-Esteem Development

The presenters will examine the relationship between building character and promoting self-esteem by discussing the results of their research on self-esteem development. They will then present the practical implications of their approach for the classroom and school.

The Council Room

Joe Gauld

President, Hyde Foundation

Founder, Hyde School

Bath, Maine

Title: Character First

Character First: A major paradigm shift that focuses education and childrearing on the development of character and unique potential of each child, while re-centering the learning process upon the family. We will actually put participants through one of the exercises of the Hyde Family Learning Program, which is primarily geared toward parents and teachers. The Hyde program is presently being practiced at the original Hyde School in Bath, Maine, as well as at our first public school: The Hyde Leadership School of Greater New Haven, Connecticut. A Hyde model will open in Baltimore in September, 1995; other Hyde models are on the drawing board in six school systems.

The Roosevelt Room - Room 163

Teri Traaen

Paradise Valley Unified School District #69

Phoenix, Arizona

Title: A Matter of Ethics: A Critical Partnership For America's Future

This workshop will provide excerpts from an ethics training curriculum that can be adopted to use with secondary and post-secondary students, as well as with employees in both public and private industry.

The Eisenhower Room - Room 263

Noel Rideau

Author/storyteller

Covington, Louisiana

Title: If You Want To Teach Character, The Characters To Reach Are The Parents

An entertaining presentation by author/storyteller Noel Rideau of his "Parent Involvement Fun Fables Program," with audience participation in informative and challenging discussions (with prizes) utilizing the literature to identify and inculcate values.

FRIDAY, 1:45 - 3

The Kennedy Room - Room 363

Holly Salls -- The Willows Academy, Niles, Illinois

Barbara Falk -- Oakcrest School, Washington, D.C.

Title: Parents, Students, Curriculum: 3 Schools That Do It All

Panel discussion among administrators from three states representing 3 schools. They will discuss programs currently in place in their schools which are successful with parents, in the classroom, and in student guidance.

The Johnson Room - Room 463

Alice L. Halsted

Executive Director, National Center for Service Learning in Early Adolescence

New York, New York

Title: Service Learning: Providing a Forum for Practicing Civic Responsibility

Participants will learn what service learning is and how it can help young adolescents develop the skills required by citizens in a democratic society. Particular focus will be given to skill building, responsible behavior, caring for others and taking action.

Participants will learn about programs in which young people are involved in social action.

The Forum Room

Maurice B. Howard

Assistant Superintendent, Baltimore City Public Schools

Baltimore, Maryland

Title: The Character Education Project - A Model

Learn how one major school system has addressed its responsibility to develop the character of its students. The need for and the history of Baltimore's Character Education Project will be detailed. Examples of the infusion and direct instruction models will be provided.

FRIDAY, 1:45 - 3

The Empire Room

Panel Discussion: Character Education and Goals 2000

Participants to be determined

Members of the character education movement discuss where character education fits into the recently passed Goals 2000 legislation.

The Senate Room

Sharon L. Banas

Sweet Home Middle School, Values Education Coordinator

Sweet Home, New York

Title: Smart Kids, Good Kids: A Success Story in Character Education

The Sweet Home Central School District's K-12 Values Education program has been recognized both statewide and nationally. It was one of the first concerted efforts of its kind, and is an integrated approach, involving all areas of the curriculum. The program also includes active participation in transportation, food service, custodial, and secretarial groups, as well as with parents. The presentation will include practical strategies and extensive handouts for implementation.

The Council Room

Annemarie Flood

Metro Achievement Center

Chicago, Illinois

Title: Teaching Character to Inner-city Girls

A description of how a character education program is helping inner-city girls develop into morally and socially responsible women; providing students with knowledge of social and moral values and encouraging them to incorporate these values into their daily lives and aspirations. Lively discussions, role-playing interviews, films, and more, held at a practical level with continued reference to the experiences and situations in the lives of the students, encourage the girls to set personal goals.

The Eisenhower Room - Room 263

Lisa B. Rhoades

National Society for Experiential Education

Raleigh, North Carolina

Title: Bringing the Community into Service Learning

This workshop will provide participants with an overview of service-learning, including elements of successful service-learning programs and ways by which service-learning contributes to the goals of character education. Strategies for encouraging stakeholders in character education (parents, teachers, administrators, community members, students) to become involved in service-learning will be discussed. Participants will break into small groups to plan strategies for their own communities.

FRIDAY, 3:15 - 4:30

The Roosevelt Room - Room 163

Madonna Murphy
Chair, Education Department
College of St. Francis
Joliet, Illinois

Title: Character Education in our Nation's Blue Ribbon Schools

In this presentation, Murphy will report on the character education programs found in the elementary schools which have won the Blue Ribbon National Recognition Award in the past ten years. Schools report on the importance of their discipline program, drug education programs, and schoolwide character education programs. Participants will get many ideas they can implement at their own schools.

The Kennedy Room - Room 363

Beth Drew
Director of Education Services, CONTACT
Syracuse, New York

Title: No Putdowns ... Pass It Around

Developed in 1992 and implemented in 45 Central New York elementary and middle schools to date, No Putdowns is a comprehensive, skill-based character education program that encourages schools, homes, and communities to reject putdowns and replace them with positive and respectful communication skills. Participants will be introduced to No Putdowns, have an opportunity to try some classroom activities, review materials, and ask questions. Participants should be prepared to work in small groups and to examine their own behaviors.

The Johnson Room - Room 463

Howard Kirschenbaum
State University of New York at Brockport
Webster, New York

Title: A Comprehensive Model for Character Education, or 100 Strategies for Character Education

Presenting a comprehensive and practical model for values, moral, character, and citizenship education. Combines the best of traditional and contemporary approaches to values education and character education. Will distribute a handout including 100 specific methods of inculcating, modeling, facilitating, and developing skills for values, character and morality among youth. Will describe many of these methods with practical and concrete examples for use in schools and youth settings.

The Forum Room

Linda McKay
Coordinator, Personal Responsibility Education Process
St. Louis, Missouri

Title: Whose Values Do You Teach and How?

Join Linda McKay to hear about character education processes involving 23 public school districts in metropolitan St. Louis, Missouri. Participants will hear an overview of a variety of ways a community can use to reach a consensus on "Whose Values Do We Teach." Participants themselves will try two of these processes; brainstorm who they would want to involve in the process from their community; explore ways to reach a consensus on the definitions for the character traits they chose.

FRIDAY, 3:15 - 4:30

The Empire Room

Panel Discussion: Balancing Character Education With Competing Political Agendas

Charles Haynes, Vanderbilt University, Nashville, Tennessee

Stan Scheer, school administrator, St. Louis, Missouri

Mary Faber, National Education Association, Washington, DC (unconfirmed)

Forest Montgomery, National Association of Evangelicals, Washington, DC (unconfirmed)

Meg Sommerfeld, Education Week, Washington, D.C.

Moderator: Tom Lickona, SUNY Cortland, Cortland, New York

Lessons from the OBE debate and other spots of educational controversy in how to make sure character education is understood and accepted by various political philosophies.

The Council Room

Ed Wynne

University of Chicago

Chicago, Illinois

Title: Teacher Education and Character Education

Abstract not provided.

The Eisenhower Room - Room 263

Hal Urban

Woodside High School and University of San Francisco

Redwood City, California

Title: The Power of Affirming Words: 10 Simple Phrases That Help Build Character

In his book, 20 Things I Want My Kids To Know, Hal Urban writes that "...Most of our young people sell themselves short. They have opportunities they never dreamed of. It's our job to bring out this goodness. Helping young people grow is one of life's greatest joys." Urban believes strongly that our kids, bombarded daily with negative language, need to hear more affirming words. He presents 10 simple phrases that can enhance life and build character. They are the subject of a book he is currently writing.

The Roosevelt Room - Room 163

Pearl Salotto

Director, "Respect for Living Things" program

Providence, Rhode Island

Title: Pet-based and Music-based Developmental Programs and Collaborations Between Them that Build Character in Children

Salotto will describe how youngsters in her program interact with therapy dog D.J. and through ensuing discussions learn about the feelings and needs of people and animals. She will describe the experiences that children have in this program that allows them to grow in their understanding of their own rights and value as human beings and in their responsibilities in helping the world become a better place for all living things.

SATURDAY, 9:45 - 11

The Kennedy Room - Room 363

Eric Berger

Assistant Superintendent for Administration

Locust Valley Central School District

Locust Valley, New York

Title: Implementing Dr. Thomas Lickona's Process Model To Reinforce Ethical Values In A School District

Berger will explain Dr. Lickona's process model for character education and how it is being implemented in a K-12 school district to reinforce nine ethical values for character development adopted by the Board of Education. Many examples of specific classroom and schoolwide activities consistent with the model will be shared along with a research base for the model.

The Johnson Room - Room 463

Jennifer Tabola and Andre Lee

National Association of Partners in Education

Alexandria, Virginia

Title: Service-Learning Partnerships

Teachers nationwide are infusing service-learning projects into their curriculum, students are becoming resources and problem-solvers in their communities and the private sector is partnering in these initiatives. How does this movement reflect changes in education pedagogy and will it be sustainable as a teaching methodology?

The Forum Room

Terrence Moore and Brian Hall

United States Air Force Academy

Colorado Springs, Colorado

Title:

Character has always been an important mission of the USAF Academy. In August of 1993, the Center for Character Development was established in order to be more systematic and overt regarding character development. This briefing will describe the Academy's systematic and comprehensive approach. The content of briefing has applicability for middle schools, junior high, and high schools.

SATURDAY, 9:45 - 11

SATURDAY, 11:10 - 12:25

The Empire Room

Panel Discussion: CEP and School Prayer

Charles Haynes, Vanderbilt University

Moderator: Thomasina Portis, Multicultural/Values Education, Washington (D.C.) Public Schools

Charles Haynes, the leader of CEP's effort to draft a position on school prayer, spearheads a discussion on how CEP can take advantage of the recent furor over school prayer to help the nation come together around the common set of core values that binds us all together.

The Council Room

George Brockway

Independent Consultant

Alexandria, Virginia

Title: The Conditions of Civility in the Classroom

This talk proposes a minimal set of necessary conditions for civility in the classroom presented in the form of rules to which everyone can agree. It is suggested that this approach avoids the classic pitfalls of both "values clarification" and "character education."

The Eisenhower Room - Room 263

William Vanderhoof

Texas Christian University

Fort Worth, Texas

Title: Cacophony or Harmonious Resolution: Engaging Students In The "Great Moral Conversation"

The continuing dialogue among human beings about ethics and values -- their nature, their proper role in governing and directing human conduct, and standards for assessing such conduct -- has engaged us over the past several millennia. This presentation will examine some of the conditions that should exist if these conversations are to bear fruit. Particular logical, psychological, and socio-political examples will be discussed. In addition, the pedagogical implications for those involved in educative efforts in the area of moral education will be examined.

The Roosevelt Room - Room 163

Martin G. Gardiner

Director, Woonsocket Children's Crusade Choir

Providence, Rhode Island

Title: Pet-based and Music-based Programs and Collaborations Between Them That Build Character In Children

Two Rhode Island elementary school programs that develop musical skills through group activities will be discussed, one a multicultural after-school chorus stressing sight reading and performance, the other an in-class Kodaly music-based program integrated into the curriculum. Both programs foster feelings of uniqueness, self-esteem, and personal empowerment, but also of community, thus promoting simultaneously senses of opportunity and also of responsibility. The music provides important models for dealing with negative emotions as well. Collaborations with the pet-based programs discussed in Part I have helped one of these programs with its character development goals, and further collaborations of this kind are planned for the future.

The Kennedy Room - Room 363

Dave Wangaard

Columbine Character Institute

Ft. Collins, Colorado

Title: Character Education: Components of a Model Program

A literature-based model for a school/community character education program is described with the identification of critical action components for program success. The action components include: the clear mission definition where prosocial role modeling is encouraged, the recruiting and training of teachers and volunteer participants, the promotion of multi-faceted curricular inclusion and community-wide projects and the ongoing assessment of program efforts. The role of the school principal is emphasized in gaining meaningful school-based support. The field testing of this model is also described as it has been used in a case study evaluation of two public elementary schools with ongoing school-wide character education.

The Johnson Room - Room 463

Anne Lyons

Principal, Lakeview Elementary School

Lakeville, Minnesota

Title: Instilling Values and Good Behavior: A Program That Works

This presentation will describe a proven and highly successful program that promotes universally held values, good citizenship, courtesy, respect, responsibility, and self-discipline. Lyons will explain the practical workings and results of this easy-to-use program. She will show how it promotes better behavior and creates a peaceful, harmonious climate throughout the school.

The Forum Room

Carl Yochum

Ferguson-Florissant School District

Florissant, Missouri

Title: Portfolio Assessment and Character Education

Alternative student assessment processes specifically the portfolio, can be designed to incorporate and reflect positive character traits. A St. Louis County school district has a student assessment program that incorporates its Personal Responsibility Education Process program into rubrics and student self-assessments.

SATURDAY 11:10 - 12:25

USING THE METRO

The METRO (subway) station entrances are marked by brown columns capped by the letter "M" and colored stripes indicating the line serving the station (use the "red" line to get to and from Capitol Hill). The METRO stop closest to the Omni Shoreham is the "Woodley Park-Zoo" station (see map of hotel area in registration packets). All METRO cards can be purchased at the vending inside the stations at the base of the escalators. All machines accept \$1 and \$5 bills, and many also accept \$10 and \$20 bills. A round-trip fare to Capitol Hill is \$2.00. Follow the instructions on the farecard vending machines to purchase a card.

To get to the train tracks where you will board a METRO train, slide your farecard through a gate marked by a green arrow. Be sure to keep your farecard accessible because you will need it to leave the station. If you have any problems, ask the METRO attendant in the booths by the gates.

TO CAPITOL HILL

Take the Red Line train marked "Wheaton" (named for the last stop on the line) six stops to "Union Station" (refer to the METRO maps in the stations and in your registration material). After exiting the train, take the escalators to your left marked "To Massachusetts Ave." Leave the station by feeding your farecard through the gates (you get to keep it if there is any money left on it). Walk through the hallway and go up the escalators on the left-hand side.

Walk around the escalators so you are facing a large semi-circular parking lot in the front of Union Station with a fountain in the middle. Follow the crosswalks in the parking lot, past the fountain toward the traffic light. Cross the street, and continue straight for three blocks along Delaware Avenue (see the map in your registration materials). You will see the U.S. Capitol across the street. Head toward the entrance facing you. You will need to put your belongings on a conveyor belt and walk through a metal detector. Ask the guards to direct you toward room SC-5 in the basement. CEP Staff will be downstairs to direct you to the reception.

RETURNING

Retrace your steps to Union Station and take the Red Line train marked "Shady Grove" six stops to the "Woodley Park-Zoo" station.

William Galston, deputy assistant to the President for domestic policy, is the author of five books and numerous articles on political philosophy, American politics, and public policy. He is on leave from the University of Maryland, where he is a professor and senior research scholar. Galston received his B.A. from Cornell University, and, after serving in the U.S. Marine Corps, earned a Ph.D. from the University of Chicago. He taught at the University of Texas for nearly ten years before moving to Washington, D.C.

Galston will deliver the kickoff address during the conference's opening session, from 9 a.m. to 10:15 a.m. on Friday, February 3, 1995.

Senator Pete Domenici is one of Congress' strongest advocates of character education. The New Mexico Republican led the charge for Senate approval of the Character Counts Week resolution, and was an important force behind character education amendments to the Elementary and Secondary Education Act. Domenici, in his fourth term, is the chairman of the Senate Budget Committee. He and his wife Nancy have eight children.

Domenici will deliver a luncheon address on Friday, February 3, 1995, from 12 noon to 1:30 p.m.

Gail Christopher is nationally recognized for her work with families and children, her unique and successful approach toward human development for diverse populations as well as her expertise in educational issues. She is the President of Gail Christopher Enterprises, Inc., a Washington, D.C.-based company that offers a holistic approach to human development and social change. Christopher is the author of a book, a K-12 curriculum and training program, and more than 100 articles, presentations, and technical publications. She is also an advisor to The National Rainbow Coalition.

Christopher will speak on Saturday morning, February 4, 1995, from 8:30 a.m. to 9:30 a.m.

The Cabinet Room

8-5:30 Friday

8-3 Saturday

Congressional Directories \$5.00

Educating For Character by Tom Lickona \$12.95

100 Ways To Enhance Values

And Morality by Howard Kirschenbaum \$29.95

20 Things I Want My Kids To Know

by Hal Urban\$10.00

What Counts by Michael Loren \$7.95

Character First by Joe Gault..... \$10.00

Shared Values For A Troubled World

by Rushworth Kidder.....\$22.00

How Good People Make Tough Choices

by Rushworth Kidder..... \$22.00

Finding Common Ground

Charles Haynes, editor..... \$9.50

How To Develop A Character Education Program

By Henry Huffman \$13.95

The Dynamics of Relationships -- A Guide For Relationships, Self-Esteem,
and Coping Skills By Pat Kramer

Teacher's Manual - Teen..... \$35.95

Student Guide - Teen..... \$20.95

Teacher's Manual - Pre-Teen..... \$17.95

Student Guide - Pre-Teen..... \$13.95

BOOKS

The Cabinet Room

8-5:30 Friday

8-3 Saturday

The Character Education Institute

San Antonio, Texas

Sunburst Communications

Pleasantville, New York

New View

Chapel Hill, North Carolina

Developmental Studies Center

Oakland, California

The Heartwood Institute

Wexford, Pennsylvania

Young People's Press, Inc.

San Diego, California

Josephson Institute of Ethics

Marina Del Ray, California

Ethics Resource Center

Washington, D.C.

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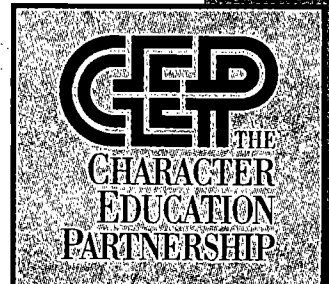
This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

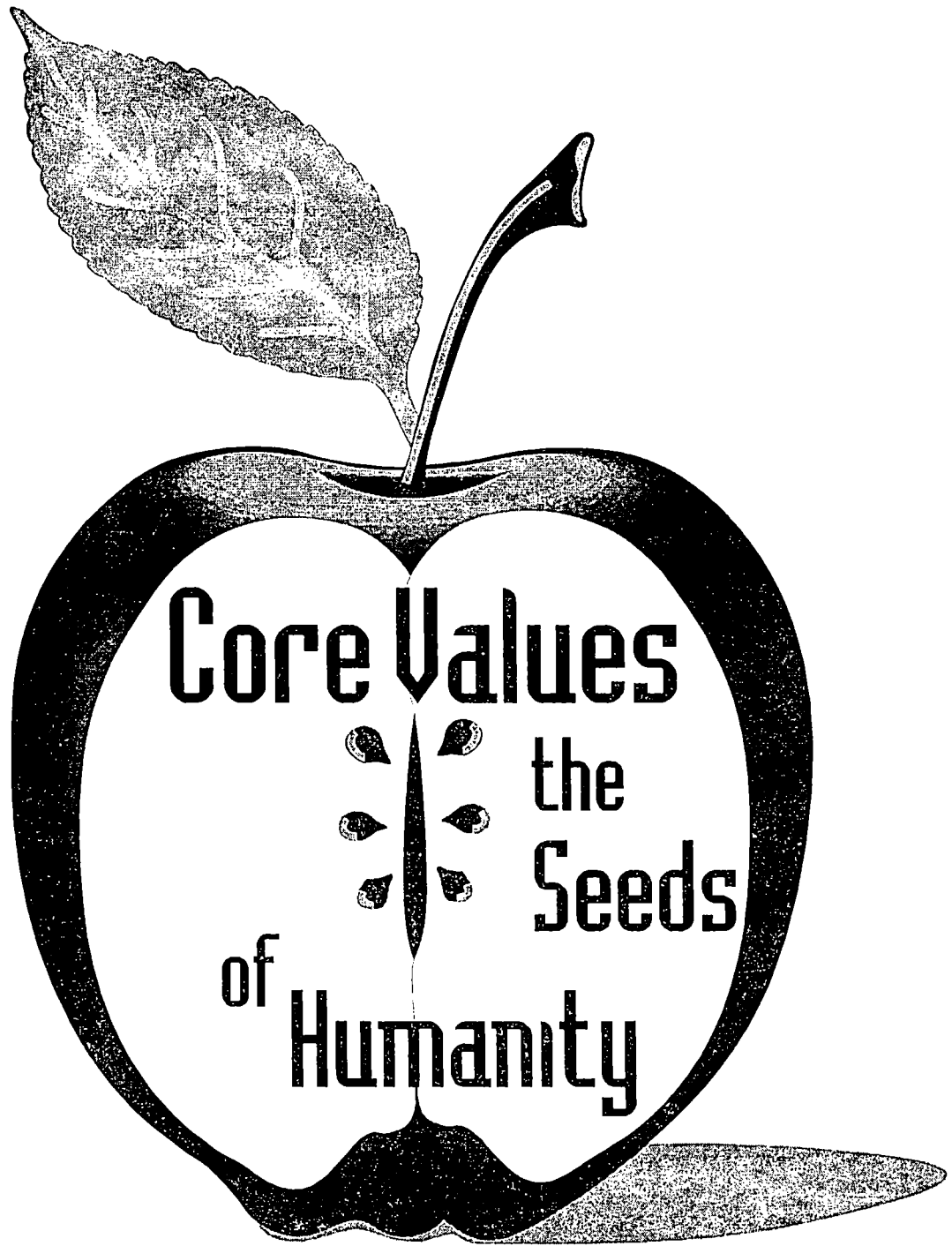
This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

character education

questions & answers





Core Values Committee

Chairperson: Kathleen McDonnell

Members: Carol Clarke, Dee Driscoll, Jilda Fitchett,

Donna Glinos, Joseph Kelly, Sue Ann Kirstein,

Mary Ellen Lane, Joseph McHibban,

Barbara Norcross, Beverly Sue Palaia,

Letitia Sarracino, Joan Wechter

Gloucester City Schools

Gloucester City Jr.-Sr. High School

Route 130 and Market Street

Gloucester City, New Jersey 08004

(609) 456-7000 ext. 16

Clinton Library Transfer Form

Case #, if applicable		Accession #			
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Gaynor McCown		
Subgroup/Office of Origin	Domestic Policy Council	Subseries	Subject Files		
Folder Title	Character Counts [1]	OA Number	7385	Box Number	3
Description of Item(s)	Button: "Core Values the Seeds of Humanity". Came with a book by the same name, that was produced by the Core Values Committee of the Gloucester City Schools (New Jersey). Book remains with the collection				

Donor Information

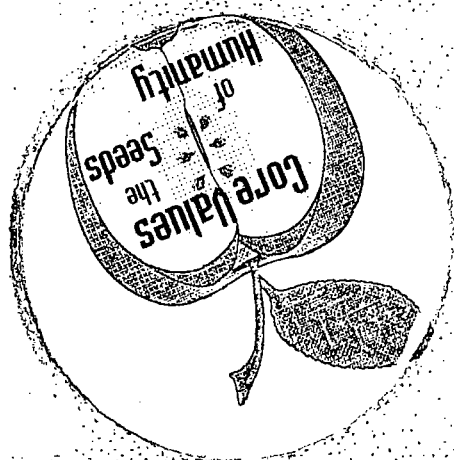
Last Name:		First Name:		Middle Name:		Title:	
Affiliation:		Phone (Wk):		Phone (Hm):			
Street:		City:		State (or Country):		Zip:	

Transferred to:	Museum
Other (Specify):	

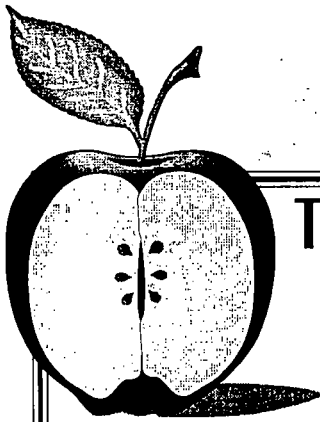
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Transfer Point	During Processing

Date of Transfer	4/8/2005
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[Button was transferred to the museum collection.]



PHOTOCOPY
PRESERVATION



Core Values :

The Seeds Of Humanity

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*New Jersey
Department of Education
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Gloucester City Schools



Core Values : The Seeds of Humanity

Gloucester City Schools

Gloucester City Jr.-Sr. High School

Route 130 and Market Street

Gloucester City, New Jersey 08004

(609) 456-7000 ext. 16

Core Values Committee

Chairperson: Kathleen McDonnell

Members: Carol Clarke, Dee Driscoll, Jilda Fitchell,

Donna Glinos, Joseph Kelly, Sue Ann Kirstein,

Mary Ellen Lane, Joseph McKibban, Barbara Norcross,

Beverly Sue Palaia, Letitia Sarracino, Joan Wecliter

In the fall of 1993 a group of GHS staff members met to discuss the question.

"Is there any hope that those of us in the field of education can help our students develop better values?"

This volunteer, grass-roots committee, known as the Core Values Committee, became a subcommittee of the GHS School Based Planning Committee. Some members visited other schools with programs in character education. They collected information from current publications, professional organizations and the State of New Jersey and decided that they would like to present this information to the high school staff on an in-service day.

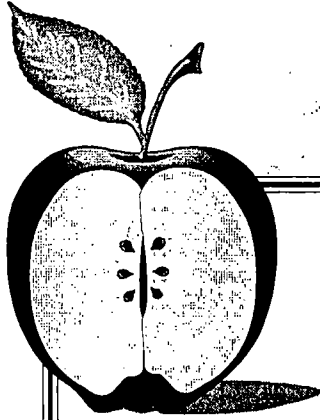
The Core Values Committee reported back to the School Based Planning Committee. This committee felt that the information was so vital that the district personnel at large should have the opportunity to hear it. The Core Values Committee was asked to present the idea to the Instructional Renewal Council.

Following the Instructional Renewal Council recommendations the Core Values Committee has grown in size and scope. In addition to members from the high school, the committee now includes representatives from the Neighborhood Schools, Mary Ethel Costello School, and the Adult High School.

To formally introduce the four core values, the committee is preparing a holiday assembly that will include a one act play for the Gloucester City schools' students. The play will be performed and produced by faculty members.

Working closely with Mr. Hetherington, Dr. Pritchett, and the Instructional Renewal Council, the committee is planning a program to be presented to the staffs of all three school systems at an in-service day in September of 1995. As a part of this process, a staff survey has been prepared, distributed, collected, and the results collated. It is hoped that this survey will widen the committee's base of knowledge concerning the needs of our students, thereby helping to focus the work of the committee.

While we feel that we have just scratched the surface, we can report, in answer to that first question, that there *is* hope! We have found that there *are* resources available to us and that there *is* a strong desire in our district to reach out to our young people and assist them in developing a strong set of values.

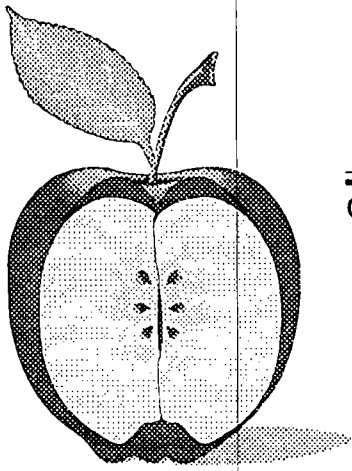


Core Values :

The Seeds Of Humanity

Mission Statement

Gloucester City Schools



Core Values: The Seeds of Humanity

Core Values Committee

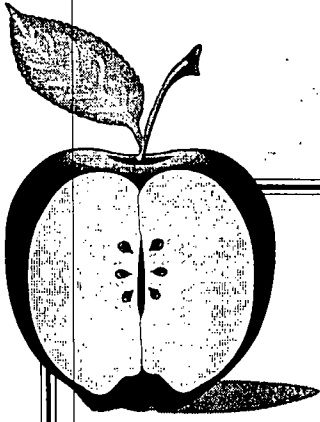
Gloucester City Public Schools

Mission Statement

As teachers we can and should make a difference in our school community, even though we may not be able to do much directly about the state of our country or our world. In fact, it is part of our obligation as educators to remember that we are teaching young people, not just subject matter. We must continue to make our students more conscious of their life styles and goals.

The members of this committee believe that, in both direct and indirect ways, values education will benefit all the youngsters who attend Gloucester City public schools. We believe that a greater consideration of the values system is not only appropriate but also imperative for a civilized people and should improve our students in ways that affect their school years as well as their lives beyond graduation.

We believe that more emphasis on values will improve our students' grades, attendance, discipline, and attitudes about themselves and others. Ultimately, such emphasis, school community by school community, will improve the state of our nation and the world.



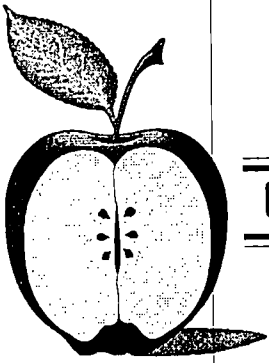
Core Values :

The Seeds Of Humanity

1995-96

Budget

Gloucester City Schools



Core Values : The Seeds Of Humanity

Core Values Committee

Gloucester City Schools

Proposed Budget for the 1995 - 96 School Year

September all district staff in-service

Keynote speaker - \$4,200

Multi Cultural Luncheon for 300 - \$1,500

Afternoon session speakers - \$1,500

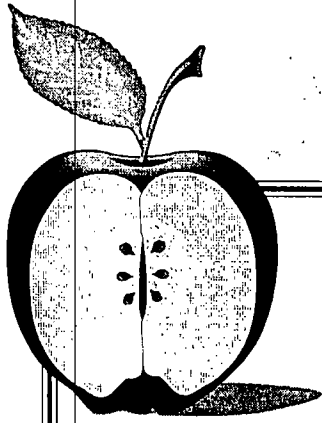
100 person-hours for planning and
coordination during the summer at
approximately \$23 per hour - \$2,300

total cost of in-service - \$9,500

Workshops and conferences for
committee members - \$1,500

Curriculum Development - \$2,000

Total - \$13,000

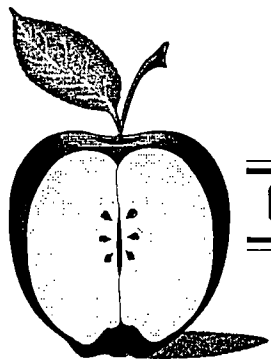


Core Values :

The Seeds Of Humanity

Staff
Questionnaire
&
Results

Gloucester City Schools



Core Values : The Seeds of Humanity

Core Values Committee

Gloucester City Public Schools

Chairperson: Kathleen McDonnell

Members: Carol Clarke, Jilda Fitchett, Sue Ann Kirstein,
Mary Ellen Lane, Mardi Leshner, Joseph McKibban, Beverly Sue Palaia, Letitia Sarracino, Joan Wechter

To the Employees of
Gloucester City School District, Brooklawn School District, and St. Mary's School:

*Is there any hope that those of us
in the field of education can help our
students develop better values?*

In the fall of 1993 a group of GHS staff members met to discuss this question. This volunteer, grass-roots committee, known as the Core Values Committee, has grown in size and scope. In addition to members from the high school, the committee now includes representatives from the neighborhood schools, Mary Ethel Costello School, and the Adult High School.

The members of the committee decided to use the four core values that the New Jersey Advisory Council on Developing Character and Values in New Jersey Students has identified as the basis for character education. They are as follows:

Respect for Self

Respect for Others

Respect for the Natural Environment

Civic Responsibility

To formally introduce the four core values, the committee is preparing a holiday assembly that will include a one act play for the Gloucester City schools' students. The play will be performed and produced by faculty members.

On December 13 a presentation of the committee's activities and findings to date will be made to the Gloucester City Board of Education.

Working closely with Mr. Hetherington, Dr. Pritchett, and the Instructional Renewal Council, the committee is planning a program to be presented to the staffs of all three school systems at an in-service day on March 24. As a part of this process, we have prepared a staff survey. It is hoped that this survey will widen our base of knowledge concerning the needs of our students, thereby helping to focus the work of the committee.

While we feel that we have just scratched the surface, we can report, in answer to that first question, that there *is* hope! We have found that there **are** resources available to us and that there is a strong desire in our district to reach out to our young people and assist them in developing a strong set of values. *We can make a difference!*

Please take a few moments to complete the survey.

The opinion of every staff member is valued.

(The forms will be collected in three days by the person who handed it to you.)

Thank You Very Much!

Please take a moment to read and answer the questions in the following survey. This survey will enhance our committee's ability to address the challenge of inserting the teaching of societal and personal values into the curriculum. Please note that when we speak of "values," we are referring to the "core values" as identified and defined in the state's "Report of the Advisory Council on Developing Character and Values in New Jersey Students."

1. How much of an effect can you as an individual have on the formation of values in the lives of our students? Please circle one.

- ☐ tremendous impact
- ☐ significant impact
- ☐ some impact
- ☐ very little influence
- ☐ no influence

2. How much of an effect can the entire school district, working collectively, have on the formation of values in the lives of our students? Please circle one.

- ☐ tremendous impact
- ☐ significant impact
- ☐ some impact
- ☐ very little influence
- ☐ no influence

3. Please identify what you feel is the greatest need of our students by checking next to the appropriate core value below.

- ☐ Civic Responsibility
- ☐ Respect for Natural Environment
- ☐ Respect for Others
- ☐ Respect for Self

4. Do you think that values education could make a difference in our classrooms? Circle one:

Yes No

5. Would you as a staff member be interested in learning specific ways to incorporate values education into the performance of your profession? Circle one:

Yes No

6. Please allow us to access your years of experience and knowledge. Out of all listed areas below, select the five that you feel are in most serious need of improvement. Prioritize your five choices by numbering the boxes 1 through 5 (1 being the greatest need).

Civic Responsibility

- ☐ Acknowledgment of Authority
- ☐ Global Awareness
- ☐ Justice / Fairness
- ☐ Patriotism
- ☐ Property Rights

Respect for Natural Environment

- ☐ Awareness of Conservation of Natural Resources
- ☐ Awareness of Importance of Other Living Creatures
- ☐ Awareness of Damage to Environment (pollution, litter, etc.)

Respect for Others

- ☐ Compassion / Service to Others
- ☐ Courtesy / Cooperativeness
- ☐ Honesty
- ☐ Loyalty
- ☐ Moderation
- ☐ Recognition and Understanding of Various Religions
- ☐ Regard for Human Life
- ☐ Tolerance

Respect for Self

- ☐ Accountability
- ☐ Courage
- ☐ Diligence / Commitment / Reliability
- ☐ Frugality / Thrift
- ☐ Knowledge and Learning
- ☐ Moral Courage
- ☐ Self-Esteem / Pride

Please continue on back.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page, possibly from a composition book. The edges of the paper are slightly irregular, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

THANK YOU VERY MUCH FOR YOUR INPUT.

CORE VALUES COMMITTEE STAFF SURVEY RESULTS

Approximately 300 surveys were distributed to the staffs of Gloucester City, Brooklawn, and St. Mary's schools. 217 (72%) of them were completed and returned. The results and some conclusions follow:

1. How much of an effect can you as an individual have on the formation of values in the lives of our students? Please circle one.

tremendous impact	27
significant impact	66
some impact	104
very little influence	17
no influence	3

[It is significant that the number of respondents giving a positive response (i.e. one of the top three answers) was 197 out of 217 or 91%]

2. How much of an effect can the entire school district, working collectively, have on the formation of values in the lives of our students? Please circle one.

tremendous impact	55
significant impact	99
some impact	62
very little influence	1
no influence	0

[When the question is changed slightly with the addition of "...the entire school district, working collectively...", the responses are practically unanimously positive - 216 out of 217 or 99.5%]

3. Please identify what you feel is the greatest need of our students by *checking the box* next to the appropriate core value below.

2	☐	Civic Responsibility
0	☐	Respect for Natural Environment
119	☐	Respect for Others
96	☐	Respect for Self

[Some respondents indicated that they saw a strong relationship between "Respect for Others" & "Respect for Self"]

4. Do you think that values education could make a difference in our classrooms?

Circle one: Yes 209 (96%) No 8 (4%)

5. Would you as a staff member be interested in learning specific ways to incorporate values education into the performance of your profession?

Circle one: Yes 189 (91%) No 19 (9%)

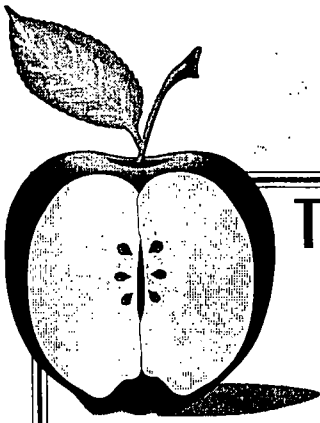
(Note: Nine respondents either left this question blank or wrote a comment of some type.)

[The results of questions 4 & 5 indicate a recognition of the need for values ed. and a willingness to work towards affecting change.]

6. When respondents were asked to select from a list of values and prioritize their choices, the results were as follows:

Place	Score	Value	Area
1.	435	Self-Esteem / Pride	SELF
2.	244	Courtesy / Cooperativeness	OTHERS
3.	234	Accountability	SELF
4.	212	Acknowledgement of Authority	CIVIC
5.	204	Regard for Human Life	OTHERS
6.	169	Compassion / Service to Others	
7.	121	Awareness ...Other Living Creatures	
8.	117	Honesty	
9.	112	Diligence	
10.	90	Knowledge and Learning	
11.	79	Tolerance	
12.	72	Justice / Fairness	
13.	50	Moral Courage	
14.	43	Awareness of Damage to Environment	
15.	39	Recognition & Understanding Various Religions	
16.	31	Property Rights	
17.	18	Awareness of Conservation of Natural Resources	
18.	10	Loyalty	
19.	9	Global Awareness	

[The narrative responses have not been compiled at this time. They will become available in the near future.]



Core Values :

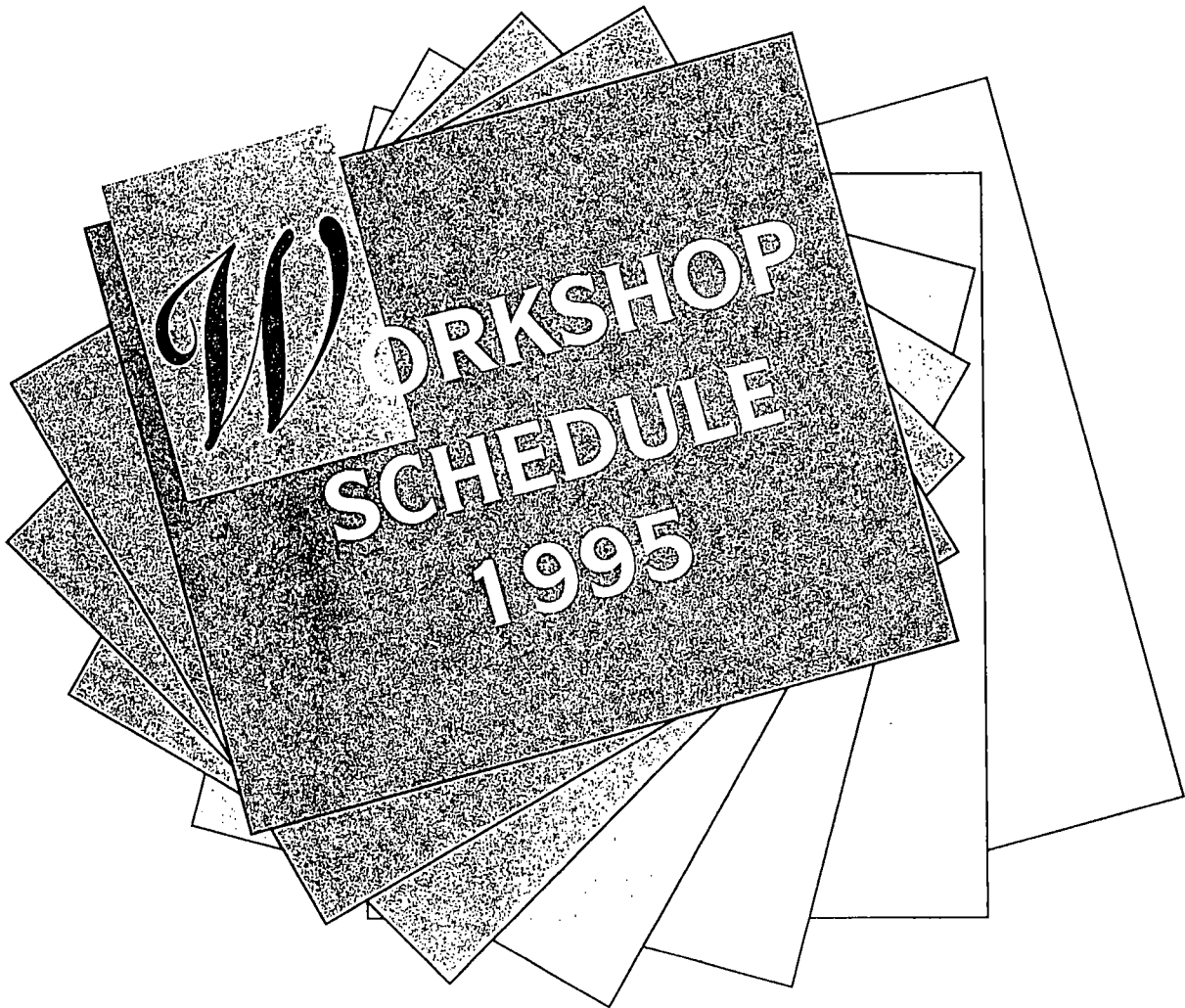
The Seeds Of Humanity

Faculty Development Institute

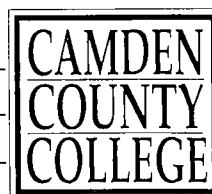
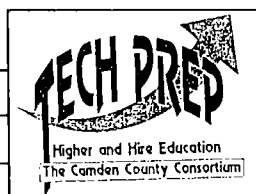
Gloucester City Schools

Faculty **D**evelopment **I**nstitute

at
Camden County College



... a partnership for the future



WHAT IS FDI?

The Faculty Development Institute (FDI) is a partnership among Camden County College, business and industry, and the public and private schools of Camden County.

Under the direction of its Faculty Development Institute Advisory Board, FDI creates training opportunities designed to promote instructional excellence in the schools of Camden County, and to prepare students for success in the work force.

A GENUINE PARTNERSHIP

The uniqueness of FDI is found in its emphasis on "partnership" College and school faculty, administrators, and business professionals jointly assess specific staff development needs.

Based on those identified needs, the training priorities selected are those with the greatest potential to enhance student skills in mathematics, science, communication, and high technology.

FOCUS TECHNOLOGY

The Faculty Development Institute provides state of the art training and re-training in such high tech disciplines as automotive technology, Computer Aided Design (CAD), Computer Aided Manufacturing (CAM), Computer Integrated Manufacturing (CIM), Fiber Optics, Laser and Engineering Technology, and computer science. While the primary thrust is in the high technologies, training is also available in business, allied health, human services, and a variety of other

fields. Customized training can be arranged for personnel in any school or business.

EVERYONE WINS

FDI is a superb model of what school/college/business partnerships ought to be. Providing more than 50 workshops and seminars each year, FDI works for everyone: Faculty win by keeping their skills up to date; Business wins through access to a highly skilled pool of new employees; and students win because their futures is what FDI is all about.

Hang your certificate with pride. All participants in FDI Workshops will receive a certificate of attendance.

For more information about the Faculty Development Institute, call 227-7200, Ext. 564.

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ENVIRONMENTAL EDUCATION: TECHNOLOGY AND THE ENVIRONMENT

April 25, 1995/4:00 pm - 5:00 pm
Camden Environmental Education Center



*James Flanagan, Supervisor
Camden City Schools*

Who Should Attend

Elementary teachers grades 2nd through 5th (limit of 20).

What You Will Learn

Environmental education for elementary students through technology and hands on activities in and outside the school. Teachers will tour the facility and have ample opportunity to be involved with hands on activities that can be duplicated at their home schools.

For information call 227-7200, Ext. 564.

CORE VALUES: THE SEEDS OF HUMANITY

April 25, 1995/3:30-5:00 pm
Gloucester High School



*Kathleen McDonnell,
Guidance Counselor,
Gloucester City High
School*



*Beverly Sue Palau-
Instructor,
Gloucester City High
School*

Who Should Attend

Educators who believe that the teaching of Core Values should be an integral part of our schools.

What You Will Learn

Understand how school systems are adapting to Core Values (as set by the State of NJ): Respect for self, for others, for the natural environment - and our civic responsibility. Arrive at an appropriate plan of action to implement your own Core Values. You will gain an overview of trends in values education, including the position of the New Jersey State Department of Education. You will receive a packet of resource information and a reading/viewing list.

AVIATION AND SPACE EDUCATION IN THE MIDDLE SCHOOL TECHNOLOGY PROGRAM

April 27, 1995/4:00 pm - 6:00 pm
Camden County College



*Mr. Richard Warren
Jr., Instructor
Lindwood Public*

*Mr. Robert Heitsenrether, FAA
Technical Center Airport
Planner*

Who Should Attend

Teachers of technology and vocational education, as well as administrators and curriculum directors.

What You Will Learn

Presentations will be made by Mr. Warren and Mr. Heitsenrether that integrate the technology, science and math curriculums with aviation activities. Participants will engage in activities that involve students in aviation/ space careers. Participants will be provided with: background information in integrating aviation/space concepts into the classroom curriculum; how aviation/space activities can act as student motivators to current curriculum; materials, speakers, and field trip information. All participants will go through the process of planning an airport and be able to use the process in their classroom.

For information call 227-7200, Ext. 564.



AVIATION AND SPACE EDUCATION - AN ORIENTATION

May 3, 1995/2:00 pm - 3:30 pm

FAA Technical Center
Atlantic City, NJ

*Michele Pareene, Education Office, Airport Program
Analyst, FAA Technical Center*

Who Should Attend

Teachers of physics, mathematics, science, technology and vocational education, as well as administrators and curriculum directors.

What You Will Learn

Presentations will be made by members of the New Jersey Aviation Education Council. Participants will learn how to involve students in aviation/ space careers, Young Astronauts, Civil Air Patrol, and other aviation organizations. Participants will be provided with: background information in integrating aviation/space concepts into the classroom curriculum; how aviation/space activities can act as student motivators to current curriculum; materials, speakers, and field trip information.

For information call 227-7200, Ext. 564.

BRIEF POINTERS ON SPEECH MAKING

May 3, 1995, Lincoln Technical Institute
See January 25 listing.

CREATING PRESENTATIONS USING MICROSOFT'S POWERPOINT

May 10, 1995/9:00 am - 11:00 am
See January 26, 1995 listing.

CULTURAL DIVERSITY IN A TECHNOLOGICAL SOCIETY: HOW TO UNDERSTAND AND APPRECIATE IT

May 11, 1995 (also scheduled on request)
3:00 pm - 5:00 pm Camden County College



*Dr. Frances Colon Gibson,
Superintendent
Magnolia School District*

Who Should Attend

College personnel, recruiters, job placement personnel, affirmative action officers, business industry people.

What You Will Learn

Because of the way world events and more diverse communities are unfolding, there is a greater need to focus on the development of human resources within our multi-cultural society. There will be discussion and exchange on the many issues revolving around technology and cultural diversity.

For information call 227-7200, Ext. 564.

MIDDLE SCHOOL TECHNOLOGY

May 12, 1995 (repeat of 3/29/95)
3:00 pm - 5:00 pm, Haddonfield Middle School
Technology Laboratory, Room 15
See March 29 listing.

CAMDEN COUNTY TECH PREP CONSORTIUM

The Camden County Tech prep Consortium is a partnership among Camden County College and the 19 public high schools of Camden County. Tech Prep is an academic college-bound program designed for high school students who are seeking careers in Nursing and Allied Health Technologies, Computer Integrated Manufacturing, Office Systems Technology, Automotive Technology, Laser/Fiber Optic Technology and Computer Systems Technology, CADD and Marketing. The Tech Prep Program usually includes the final two years of high school and two years in a degree or certificate program at Camden County College.

The high schools which will have the most successful Tech Prep programs--the programs which truly help students follow a seamless curriculum to college and work--are those schools which are making the effort to implement courses in applied physics, applied mathematics, applied communications and applied biology/chemistry. Until those courses are in place, Tech Prep can't accomplish the ambitious goals it has for high school students.

In high schools, the Tech Prep curriculum parallels the College Prep curriculum. The College Prep curriculum lays out for students, course by course, an educational plan which leads to a bachelor's degree from a four-year college. Similarly, the Tech Prep curriculum lays out, course by course, an academic plan which leads to a two-year associate's degree, and a career in one of the technologies.

Both College Prep and Tech Prep are academic programs requiring students to take solid courses in mathematics, science and communications. The difference is that the academic courses in Tech Prep (called applied academics) focus on how the course material applies to job skills needed in the technologies.

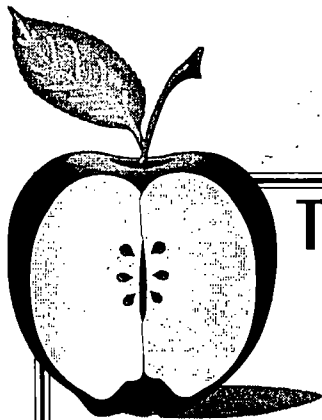
To help high schools get started on Tech Prep, teacher training workshops are offered in Applied Mathematics, Principles of Technology (physics), Applied Communications, and Applied Biology/Chemistry. These workshops provide an overview of the content and learning activities recommended for Tech Prep students.

Tech Prep workshops are announced periodically during the academic year primarily through Advisory Board Members. Some activities scheduled at this time are:

- ☐ October 13, 1994 - Tech Prep Curriculum Committee
- ☐ October 27, 1994 - Tech Prep/FDI Advisory Board
- ☐ October 28, 1994 - Cherry Hill School District Guidance Counselors Orientation to Tech Prep
- ☐ November 30, 1994 - Applied Communications
- ☐ December 15, 1994 - Tech Prep Advisory Board Meeting
- ☐ February 7, 1995 - Applied Mathematics
- ☐ February 8, 1995 - Applied Physics - Principles of Technology
- ☐ February 8, 1995 - Principles of Technology Classroom Visit
- ☐ February 8, 1995 - Tech Prep - Advisory Board Meeting
- ☐ February 16, 1995 - Tech Prep - Curriculum Committee
- ☐ February 24, 1995 - Tech Prep - Career Exploration
- ☐ April 20, 1995 - Tech Prep - Advisory Board Meeting
- ☐ May 18, 1995 - Marketing Your Tech Prep Program

Members of the Faculty Development Institute (FDI) and Tech Prep Advisory Boards

- James Adams, Camden County College
- James Beach, Highland High School
- Dr. Len Berman, Office of County Superintendent of Schools
- Mary Lou Bianco, University of Medicine & Dentistry of NJ
- Bill Braislis, General Motors Corp
- Gail Brooks, Camden City Schools
- Steve Burick, Highland High School
- Bruce Cecchini, Haddonfield Memorial High School
- Dave Chando, Haddon Heights High School
- Dean Anthony Cherby, Camden County College
- William Clark, Pennsauken High School
- Dr. David Coghlan, Superintendent of Camden Diocesan Schools
- Andrew DiNardo, Camden County Vocational Technical Schools
- Vice President Michael Donohue, Camden County College
- C. Barry Dykes, Kennedy Hospital System
- Dr. Donald Edge, Camden County College
- Dr. Barry Ersek, Superintendent, Haddonfield School District
- Fred Ewell, Triton High School
- John Faubl, Haddonfield High School
- Jerry Feidt, Cherry Hill High School East
- Dr. Marilyn Feingold, Camden County College
- R. Sanders Haldeman, Superintendent, Camden County Vocational-Technical Schools
- Asst. Dean Marge Hamilton, Camden County College
- Kathryn Hammond, Camden County College
- Kathleen Hartford, Haddon Township High School
- James H. Hetherington, Superintendent, Gloucester City Schools
- Dr. Richard Hollinshead, Black Horse Pike Regional High School District
- James Hudgings, Camden County College
- Lucian Janik, Camden City Schools
- Gary Kasprack, Superintendent, Sterling High School District
- Robert Kenney, Courier-Post
- Shern Kier, Gloucester City Jr-Sr High School
- Richard Lee, Camden City Schools
- Gay Mocerit, Audubon High School
- John McGovern, Superintendent, Haddon Township Schools
- Paul Monzo, Haddon Heights High School
- Dr. Edward McNamara, Lower Camden County Regional School District
- Dr. James O'Hara, Camden County Vocational-Technical Schools
- Fred Pacello, Pennsauken High School
- Robert Peddle, Audubon High School
- Joseph Polomano, Jr., Superintendent, Audubon Schools
- James Ponter, Collingwood High School
- Win Powell, Sterling High School
- Dr. Ronald Pritchett, Gloucester City Jr-Sr High School
- Shirley Prybylkowski, Kennedy Hospital System
- William Sarkas, Sterling High School
- Vice President Martin Schwartz, Camden County College
- Dr. Richard Serfass, Cherry Hill School District
- Scott Share, Our Lady of Lourdes
- Dr. John TenBrook, Camden County College
- Ted Toth, Jr., Toth, Inc.
- David P. Unger, General Motors Corp.
- Asst. Dean Russell Waite, Camden County College
- Dr. Edward McDonnell, Tech Prep Project Director
- Fred Cappello, Tech Prep Coordinator
- Bruce Morgan, Tech Prep Curriculum Specialist
- Lucille Graziano, Tech Prep Secretary



Core Values :

The Seeds Of Humanity

*Random Acts
of Kindness
Week*

Feb. 13 - 17

Gloucester City Schools

To: Gloucester City District Staff

From: Core Values Committee

Re: Acknowledgement of Students for Especially Nice Behavior through
Random Acts of Kindness

In celebration of Student Week, February 13 - 17, the Core Values Committee is providing you with five (5) CORE VALUES SUPER STAR badges. Please distribute to the student(s) of your choice whom you have observed performing a "Random Act of Kindness."

Extra badges may be obtained from your school's Core Values Committee members.

Please return the bottom of this page at the end of the week so that we may create a bulletin board listing all who received a badge. OPTIONAL: - If you wish to add a line or two to clarify the good deed, you may; it is not required.

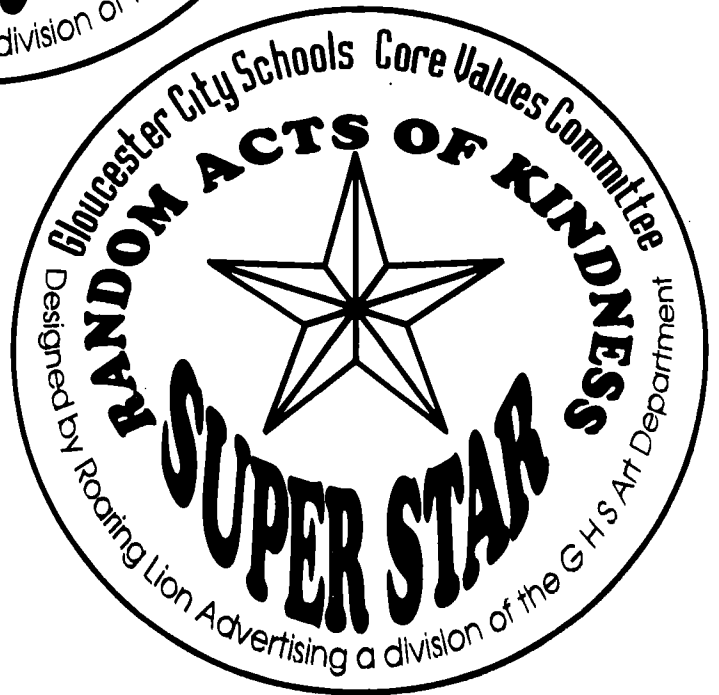
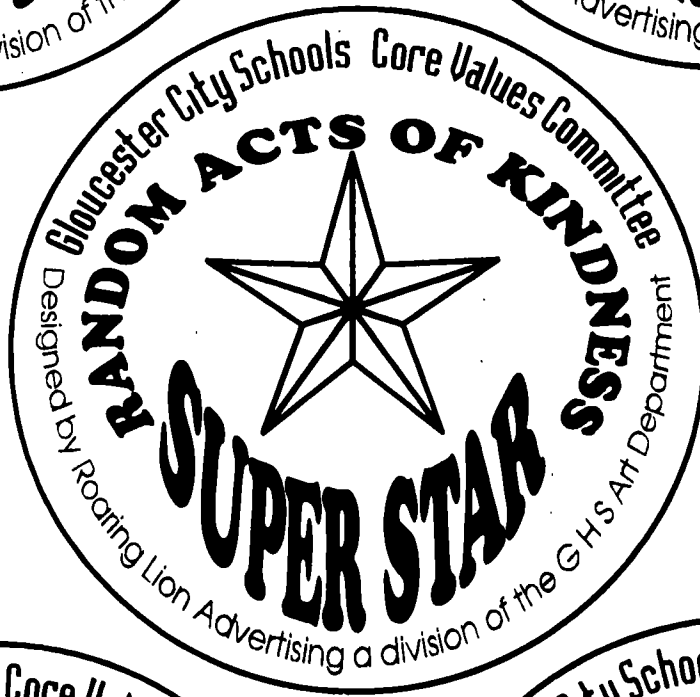
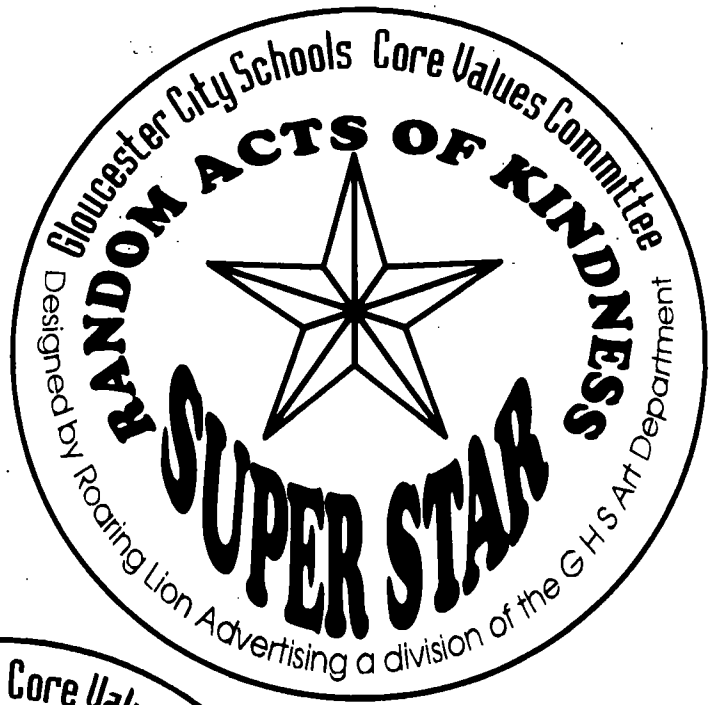
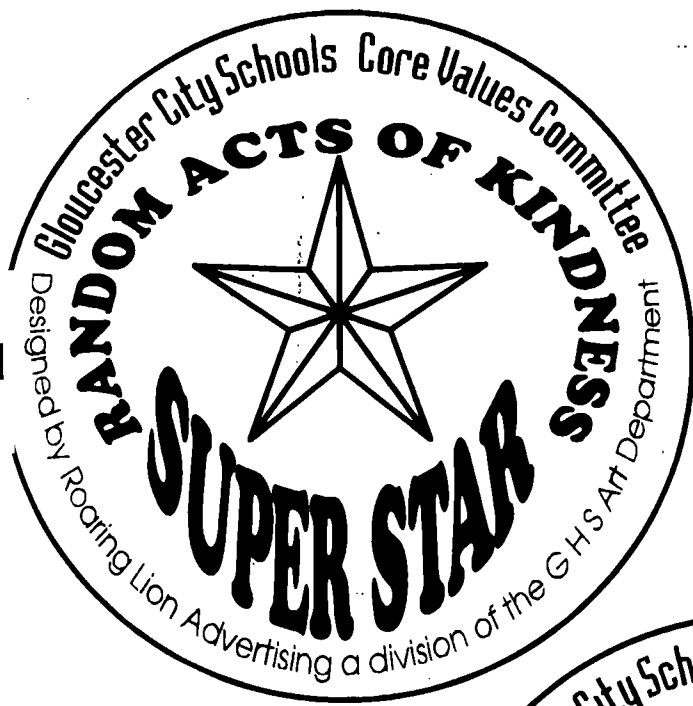
From: _____

To: Core Values Committee Member

Students who received from me a CORE VALUES SUPER STAR BADGE:

Please Print -

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- _____



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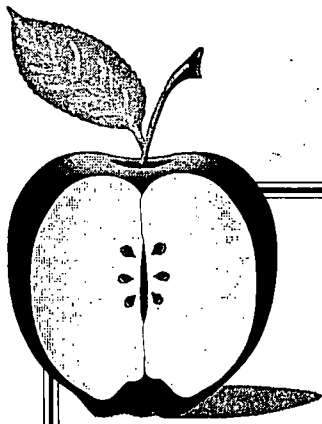
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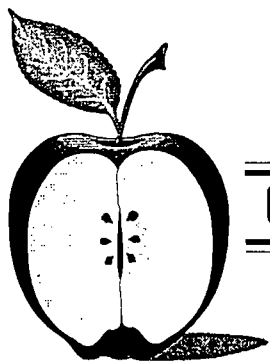
Core Values :

The Seeds Of Humanity

1994

*Holiday
Assembly*

Gloucester City Schools



Core Values : The See Is Of Humanity

Core Values Committee

Gloucester City Schools

Plan for December Holiday Assembly

Three assemblies will be presented for the high school students. One assembly period has been set aside for elementary school students if arrangements can be made for them to attend.

Assembly one - December 20th - 5th period -
11th and 12th graders (anyone who has 6th period lunch.)

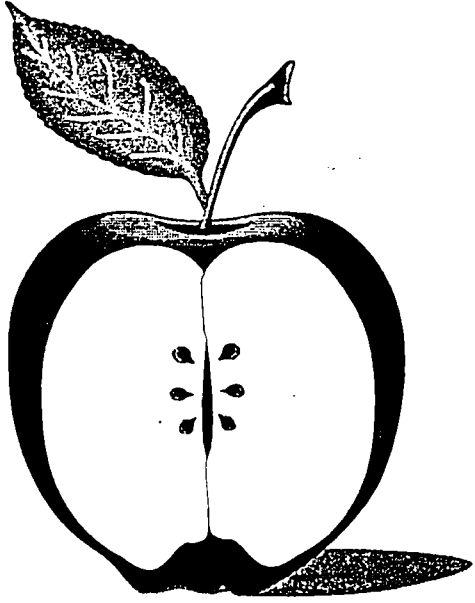
Assembly two - December 22nd - 5th period - Elementary school students

Assembly three - December 22nd - 6th period -
9th and 10th graders (anyone who has 5th period lunch.)

Assembly four - December 22nd - 7th period - 7th and 8th graders

Agenda for the high school assemblies

1. Students will go to their regular class for that period. Attendance will be taken.
2. The teacher will walk with his/her class to the auditorium. They will be seated in their assigned space (The teacher will get a copy of this assignment and instructions well in advance) The teacher will sit with his/her class.
3. The choir will sing two songs. (They will be in place on the risers on the right side of the stage when the students enter. After singing they will leave the stage and return to the band room.)
4. The play will be performed. (The setting for the play will be in place on the left side of the stage. It will commence as soon as the choir has cleared the stage, One minute tops.)
5. The band will play two songs. (The band will have been sitting in the "pit" area and will be ready to begin playing as soon as the play is completed.)
6. Students may leave the auditorium only in an emergency and then may not reenter. They must go to the main office and sit for the remainder of the period.
7. The students will be dismissed at the end of the period to go to their next class.
8. The entire program will run no longer than one class period.



The Seeds Of Humanity

A Morality Play for
the Holiday Season
in One Act.

by
Beverly Sue Palaia

Setting: Four large wrapped packages, one of them obviously a Hanukkah present, one in red white and blue like the fourth of July, and two in Christmas wrap, sit on various levels on the stage. There is also a park bench. The actors must be able to move around and sit and stand on the various levels. Inside each of the gifts is a person wearing a sweatsuit. On the front of the shirt is spelled out what that person represents.

box one - Xmas wrap -
Person wears Orange
sweatsuit with "Respect
for Self" on the shirt.

box two - Hanukkah wrap -
Person wears a Blue
sweatsuit with "Respect
for Others" on the
shirt.

box three - Xmas -
Person wears a Green
sweat-suit with "Respect
for the Natural
Environment" on the
shirt.

box four - 4th of July -
Person wears a Red
sweatsuit with "Civic
Responsibility" on the
shirt.

T: (enters and sits down
discouraged)

S: (lifts the top off his box and
places it against the side of the
package, stretches and looks
around, notices T, comes from
behind the package and sits facing
him on a lower level) So...Who
are you and how are you today?

T: Terrible (he looks hard at S
for a moment) I don't know who
you are, but it's almost Christmas
and I'm a guy with no money and
that means no gifts and that make
me nobody.

S: Says who...that your nobody?

T: Says everyone else I know.
Who's going to want me around if I
can't buy them a Christmas gift?
I can hear them now. There's Tony
who comes with nothing. Who needs
him?

S: Slow down...What makes you
think you can't give a gift
without spending money?

T: Right, I'm a little old for
weaving pot holders in art class
to bring home to my mommy. The
people I know want real stuff, not
junk.

S: Is that so? What kind of real
stuff did you get for Xmas last
year?

T: A video game system.

S: Do you use it everyday? Is it a
contributing part of your life? Do
you learn and grow because of it?
Do you love it?

T: Of course not. It is not even
the latest anymore and it doesn't
work as well as it did when it was
new.

S: Oh, real stuff, Hugh.

T: You know what I mean.

S: No, I don't think I do. Why
don't you give the first gift to
yourself?

T: Oh, that would be great!
Nothing, for anyone else, but I'll
buy myself something.

S: Who said anything about buying
anything? And I'm not talking
potholder here either.

T: What are you talking about
anyway?

S: I'm talking about respect.
Respect for yourself.

T: What kind of gift is that?

S: It's the best kind. You can't
get much of anywhere without it.
You need to be able to count on
you. If you can count on you,
then others will feel that they
can count on you too.

T: I still don't understand what
that has to do with Christmas
gifts.

S: Well, let's ask someone else.
(he goes over and opens box two,
"Respect for Others")

: Hello there, How are you doing today?

: I'm doing ok but how about talking to Tony here.

: Sure thing. How is life creating you Tony?

: Not so good. We were just discussing Christmas gifts and I don't have any money to buy any, but he(she) seems to think I don't need money.

: I believe that. The best gifts are things that money can't buy.

: So what shall I give my parents?

: How about your ear?

: Sure, like Van Gogh, I'll just cut it off and wrap it up.

: Well, that might be a bit drastic.

: Not to mention messy.

O: Listen to what they have to say. Take their ideas and opinions into account.

S: Don't assume that they don't know anything just cause they are old.

O: And to make it especially nice you can wrap it up with please and thank you, yes sir and no mam...that kind of thing.

T: But what if they really don't know what they are talking about.

S: It doesn't cost anything to listen.

O: And it make them feel good to know you care enough to hear what they have to say.

S: They might even surprise you and have a good idea.

O: Now and then.

T: Hugh...What about my girlfriend? Should I cut off the other ear for her?

O: Sensitivity to her feelings would mean more to her.

S: People that you really care about need to know that you are willing to look at things from their point of view and take their feelings into account.

T: She knows that I care.

O: Are you sure?

T: Pretty sure...but I guess...sometimes I think a lot more about what I need than about what she needs.

E: (after a moment E pops out of his box, he take a deep breath) Aww, What a great day!

T: What's so great about it?

E: The park is clean, the air is cool and crisp. We may even get snow for Christmas. Wouldn't that be a great gift?

T: Snow?

E: Snow for Christmas! It's the icing on the cake. People are doing a lot better you know but it's still up to each of us to take care of the Natural Environment. The world that we live on is every individuals gift to everyone else and to all the people who will live on it after we are gone.

T: A gift?

E: Sure. Sunshine and roses, pine trees and snow...

T: Poison Ivy and ice storms.

E: If you got a present everyday you wouldn't appreciate it as much and besides the way that the world looks like a fantasy land after an ice storm makes it a gift. If it's a school day it's a double gift.

T: Let me get this straight. When I pick up trash in the park or participate in a walk-a-thon to help find a cure for cancer, I'm giving a gift of the natural environment to my grandchildren, right?

S: Well, partly the natural environment (he walks over and take the cover off of Civic Responsibility).

C: (joins the group). And you are partly giving the gift of civic responsibility.

T: Civic Responsibility is a gift too?

C: It certainly is. Whether it's picking up litter in the park or serving as a member of the school board, you are giving service to

your community.

O: When you think about it..It's only fair...your community, the state of New Jersey and even the United States of America give you gifts.

T: Oh no...now wait just a minute. Government isn't a gift...We pay taxes.

S: How much freedom, which of your inalienable rights do you lose if you don't have a job and you don't pay taxes?

T: Well.

O: Sure, people pay taxes. No one said law and order, education and trash collection were free.

C: But civic responsibility is something else for a student. I means doing your best and learning all that you can. It also means obeying the laws for everyone. Giving back some of what you receive.

T: Oh, you mean like collecting canned goods for the needy with the student council and doing my own homework instead of copying someone else's?

S: That's right. When you do those things, you give gifts not only to others but to yourself.

T: And you think these things are gifts...gifts good enough for the people that I love?

E: Love is what these gifts are all about.

T: I don't know...(to others) You weren't even a Christmas package...You came in Hanukkah paper.

O: That's one of the best things about these gifts. They are the same for everyone. Every religion, every nationality, every race.

C: They are the seeds of humanity. The ideals upon which a free society is based.

S: And when we give them to ourselves and to each other, we make our community, our nation and our world a better place in which to live.

T: You're right. I'm going to give these gifts and I'm going to ask for them in return. I see now that they are going to last a lot longer and give a lot more joy than anything I could buy.

RESULTS OF CORE VALUES COMMITTEE STUDENT ASSEMBLY SURVEY

Background: After attending a holiday assembly, which included some selections by the chorus, a few songs by the band, and a short morality play that introduced the four core values, the students in our eleventh and twelfth grades were asked to respond to a survey. In homeroom, on the day after the assembly, 149 juniors and seniors responded to the following questions:

PLEASE ANSWER THE QUESTIONS BELOW. YOUR OPINION IS VALUED!!!!

1. Our school should have more assemblies. Circle one.

	yes	no	no opinion
TOTALS:	136	6	7
PERCENT:	91%	4%	5%

2. I would be interested in the following types of assemblies: (Circle as many as you like and write in any other type of assembly you think students would like in the space provided.)

musical

42

theater / plays

72

speakers on important issues (AIDS, teen pregnancy, etc.)

57

athletes or other famous people

96

G.H.S. student productions (talent shows, plays, etc.)

66

other: _____

Students wrote in the following: "student bands," "beauty concerts,"
"hunting plays," "sports assemblies," "holiday concerts"

Background: The final two questions were asked about student values. The only explanation of how we define values was the presentation of the play. We were pleased to discover that our students seemed to get
[Over, please]

the message of the play's content and that they felt that there is a need in our school for students, including themselves, to learn more about values. These results follow:

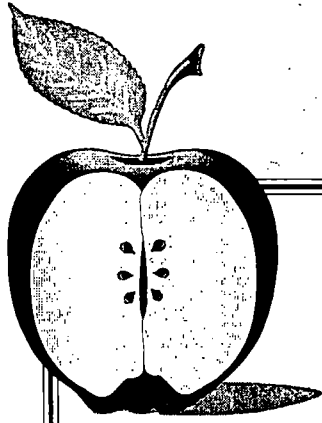
THE PLAY YOU HAVE SEEN HIGHLIGHTED THE IMPORTANCE OF HAVING STRONG PERSONAL VALUES. THE FINAL TWO QUESTIONS ARE RELATED TO VALUES. PLEASE CIRCLE ONE ANSWER FOR EACH QUESTION.

3. The students in our school need to learn more about values.

strongly agree	agree	disagree	strongly disagree	not sure
TOTAL: 62	53	6	5	21
COMBINED		COMBINED		
POSITIVES:	77%	NEGATIVES:	7 %	14%

4. I personally would like to learn more about this subject.

strongly agree	agree	disagree	strongly disagree	not sure
TOTAL: 15	65	21	7	36
COMBINED		COMBINED		
POSITIVES:	56%	NEGATIVES:	20%	24%



Core Values :

The Seeds Of Humanity

Opening of School

In-Service Sept. 5, 1995

Keynote Speaker

Hanoch McCarty, Ed. D

Classroom of the Heart

Multi Cultural

Pot Luck Luncheon

Two Sessions of

Afternoon Workshops

Gloucester City Schools

Dr. Hanoch McCarty

Internationally celebrated
speaker, educator and author

*High-energy, practical
workshops for today!*

*"...any that it was the best
presentation for motivation I've ever
...ommend you on reaching into
the heart and soul of the four
...employees in attendance."*

— Robert Quisenberry
Superintendent
Fallon, Nevada

*"...we asked our staff to rate your
session on 'Building Our Market
Share' on a scale of 1 to 10, they unan-
imously voted a "10". They found you
a motivating, engaging speaker.
Most importantly, the information
... was very useful and got them
... the way they work in a new
... our bottom line is going up!"*

— Janet Basta
Staff Manager
Dairy Council of California
Oakland, CA



*Dr. McCarty can help you plan and implement an innovative
and effective long-term staff or employee development program. He can
design a customized workshop or highly motivating keynote address for
your conference. His presentations are high energy, fast-paced, highly
practical and involve much audience participation and humor.*

Your presentation was judged outstanding by the staff of San Marcos High - even the "tough sells" responded well to your presentation and content."
Bob Ferguson, Principal
San Marcos High School, Santa Barbara, CA

"Thank you for a most inspiring, entertaining, and motivational speech. I am a firm believer that the beginning of the school year truly sets the tone for the entire year -- and this year was exceptional"

Richard L. Triplett, Superintendent
Bellevue Public Schools, Bellevue NE

"Your keynote and mini-session received 'raving' reviews! Many, many people wrote notes on their evaluation sheets thanking you for personally affirming them and encouraging them to focus on building self esteem in themselves and in others. There were many demands to 'bring him back again!'"

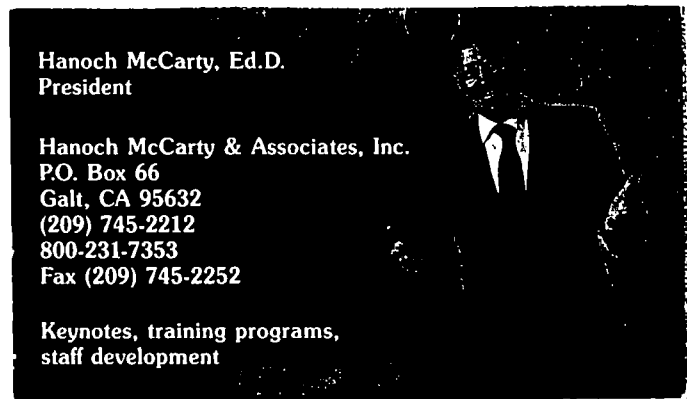
Carol Ann Jacobsen,
HOSTS Support System Representative
HOSTS, Vancouver WA

"You gave the best presentation I've seen during the ten years that I have been organizing seminars. You offered the participants excellent content in an entertaining way -- a rare combination. I find most presenters can do one or the other but never both."

Mary A. Gillespie, President
Career Development Institute,
Hammonton, NJ

This was unquestionably the most effective staff development day we have ever had!"

Jean Speck, Curriculum Supervisor
Morris School District, Morristown NJ



"Your topic, "To Make A Difference", was a motivational, spiritual, and emotional uplifting for me and my colleagues. What a great way to start a new school year!"

Norma B. Lester
Bristol Virginia Public Schools, Bristol, Va.

"Your enthusiasm as a speaker was contagious and the people attending the workshop left feeling charged up about themselves. You really brought a lot of energy and the worlds of wisdom to share with us. We could relate to you as a parent as well as an educator."

Joyce Akeman, Supervisor
Dept. of Elementary and Secondary
Education, Jefferson City, MO

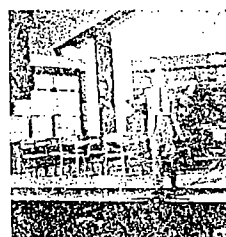
"Our audiences were thrilled and inspired with your teachings. We could not have chosen a better person to lead off our season of Self-esteem seminars."

Glenn Allen
Ventures in Self Dimension,
Red Deer, Alberta Canada

"You have greatly influenced how teachers relate to their students and each other. You are truly a teacher of teachers."

Toby Kline, supervisor Program and Staff
Development, East Winsor Regional
School District, Highstown, NJ

Classroom of the Heart



As a student, Guy Doud knew firsthand how crippling low self-esteem could be. As a teacher, he draws on his experiences to help young people evaluate their attitudes toward others.

In *Classroom of the Heart*, Guy—who earned national recognition when he was named National Teacher of the Year and honored by President Ronald Reagan—tells students about his own painful school days as a shy, overweight “loser.” Communicating his message with humor and warmth, Guy inspires and challenges students with this simple truth: You begin to discover your own worth after you recognize the worth of others.

Guy’s talk, which takes place in a high-school classroom setting, is powerfully intertwined with another story, the dramatized true account of one of Guy’s students, who has cancer. The two are molded together in an unforgettable conclusion.

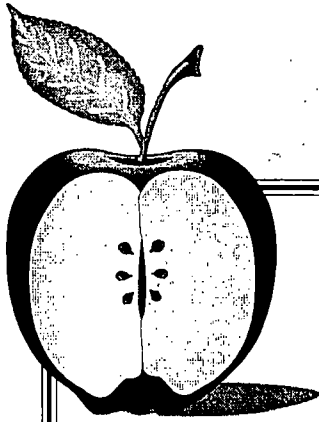
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Core Values :

The Seeds Of Humanity

*New Jersey
Dept. of
Education
Report*

Gloucester City Schools

**Report of the
Advisory Council
on
Developing Character
and Values
in
New Jersey Students**

March, 1989

NEW JERSEY STATE DEPARTMENT OF EDUCATION

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(201) 647-1022
Fax: (201) 647-7721

February 13, 1989

The Honorable Saul Cooperman
Commissioner of Education
State Department of Education
225 West State Street, CN 500
Trenton, New Jersey 08625-0500

Dear Commissioner Cooperman:

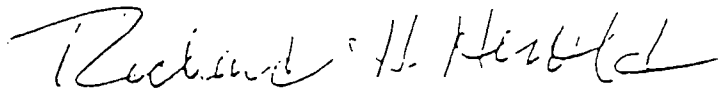
I am pleased to transmit to you the report of the Advisory Council on Developing Character and Values in New Jersey Students. The Council was established in October, 1988, and was requested by Governor Kean to present its report by March, 1989.

The twenty-one members of the Council have been diligent in seeking to carry out their responsibilities. In addition to the specific tasks necessitated by our charge, the full membership has met on numerous occasions in Trenton and elsewhere for investigative and deliberative sessions. We hope our report will be helpful.

Throughout the period of its endeavors, the Council has been effectively and courteously assisted by members of your staff, especially Dr. Joel Bloom, Assistant Commissioner, and Dr. Jacqueline Cusack, Director of the Bureau of Policy, Program Implementation and Evaluation.

The members of our group join me in expressing appreciation for this opportunity to have been of service.

Sincerely yours,



RHH:bas
Enclosure

ADVISORY COUNCIL ON DEVELOPING CHARACTER AND VALUES
IN NEW JERSEY STUDENTS

Richard H. Herold, Esq., Chairman
Herold and Haines, P.A.
Liberty Corner, New Jersey

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Princeton University
Princeton, New Jersey

Mr. Josiah Bunting, Headmaster
The Lawrenceville School
Lawrenceville, New Jersey

Ms. Maryann Ceres
Drum Point Road Elementary School
Brick, New Jersey

Ms. Jean Cook, President
MADD
Barrington, New Jersey

Dr. Harold W. Eickhoff, President
Trenton State College
Trenton, New Jersey

Ms. Carolyn Hadge
Toms River, New Jersey

Dr. Robert Johnson
University of Medicine and Dentistry
New Jersey Medical School
Newark, New Jersey

Mr. James Kirk, Vice President
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Woodbridge, New Jersey

Ms. Rose Lopez, Principal
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President and Chairman of the Board
Ultra Bancorporation
Bridgewater, New Jersey

Mr. Jacinto Marrero, President
National Conference on Christians and Jews, Inc.
New Jersey Region
Princeton, New Jersey

The Most Reverend James T. McHugh, S.T.D.
Vicar General for Apostolates
Newark, New Jersey

Mr. John Moore
Burlington County Vocational Technical School
Medford, New Jersey

The Reverend Caleb Oates, President
General Baptist Convention of New Jersey
Farmingdale, New Jersey

Rabbi Norman Patz
Temple Shalom
Cedar Grove, New Jersey

The Honorable Paulette Sapp-Peterson
Judge, Trenton Municipal Court
Trenton, New Jersey

Ms. Yvonne F. Savior
Lawnside, New Jersey

Mr. Ken Shiozawa
Oakland, New Jersey

The Reverend Stanley Vander Klay
Northside Community Chapel
Christian Reformed Church
Paterson, New Jersey

Dr. Donald D. Warner
Superintendent of Schools
Red Bank Regional High School District
Little Silver, New Jersey

EXECUTIVE SUMMARY

The task of the...educator is not to cut down jungles but to irrigate deserts. The right defense against false sentiments is to [teach] just sentiments.

- C. S. Lewis.

The Charge to the Panel

Governor Thomas H. Kean, in his 1988 State of the State address, identified character development within schools as a priority and charged the Commissioner of Education with initiating a program to address this need. The Governor asserted his belief that the people of this state and nation have a common body of values, saying, "The thing that holds us together, that keeps society from flying centripetally apart, is the moral code we live by."

In response to the Governor's mandate, in September, 1988, the New Jersey State Department of Education, under the leadership of Saul Cooperman, Commissioner, promulgated a monograph entitled Developing Character and Values in New Jersey Students. That document provided for the establishment of an advisory council to accomplish the following:

1. To list and define a common core of values deemed essential to our society and acceptable to the great majority of New Jersey citizens.
2. To recommend goals and objectives for character education.

Process

The council has received and studied extensive character- and values-related materials and professional literature. Included were the excellent 1984 report of the Task Force on Values Education and Ethical Behavior for Baltimore County, Maryland, as well as published articles and proposals from federal, state, and private organizations concerned with values education. We also reviewed our charge in light of the existing New Jersey Family Life Curriculum and examined the findings and conclusions set forth within that curriculum.

The Council conducted five public hearings in Edison, Montclair, Morristown, Sewell, and Trenton, New Jersey, at which interested citizens were invited to offer their views. We learned at those hearings (and elsewhere) that the citizens of New Jersey are enormously interested in and supportive of values education. The opinions of our fellow citizens as expressed in their statements and suggestions have strongly influenced the content of this report. Transcripts of the hearings have been prepared and filed with the State Department of Education.

We were addressed most informatively by Dr. Mary Ellen Saterlie, Associate Superintendent of the Baltimore County Schools and Chairperson of the Task Force mentioned above. Council members questioned Dr. Saterlie at some length about her Task Force's procedures and subsequent outcomes.

We have received written communications from citizens throughout the state giving their views on values education, as well as their opinions of societal failures related to a presently perceived distortion of values.

Importantly, we benefitted from a continuing exchange of opinion and ideas within the Council. Our membership was broadly based, including educators, clergy, other professional, community and business persons, and students. Our discussions were open and helpful to us.

Premises

The following concepts underlie our conclusions:

1. Values may be defined as essential principles or standards which guide behavior and are unifying to the members of our democratic community, a community which depends for its existence upon the informed consent of the governed.
2. Values should first be taught within the family structure. Whether or not that occurs, and sometimes it does not, it is a proper and historically supported function of teachers to reinforce or initiate such education in values as a part of the larger school curriculum. Character and values education is currently mandated in our public schools pursuant to existing requirements of the State Administrative Code. Many New Jersey public school systems are actively engaged in values instruction.
3. This nation includes numerous distinct ethnic, religious, and cultural groups who have a socially recognized and legally protected right to coexist as equals. Nevertheless, in the interest of the common good, our free pluralistic society requires an understanding of, and conduct based upon, generally accepted moral and ethical values. If those fundamentals do not exist, the self-involved alternative will deprive us of our democratic foundations.
4. The apparent fact that values can and do conflict with each other from time to time does not imply that such values are relative, or insecurely based. It rather signifies that the application of specific values in complex human situations is in no way analogous to the memorization of state capitals or mathematical formulae. Values are learned through a process of critical inquiry and a weighing of circumstances. Thus, for example, if absolute loyalty and absolute honesty should come into conflict, an analysis of the surrounding facts and circumstances will be necessary in order to form a proper judgment as to which value will "prevail". Reasoned analytical judgments are made in all aspects of a thoughtful life and need to be made in values education.
5. Value-infused conduct centering upon selflessness must be demonstrated by all of us. No one can be exempted from living a value-based life, and no conditions can be said to create a bar to such a life. It is obvious, however, that the growth of positive standards is only well-facilitated where the environment is free from oppression and hunger, where hope may arise. The presence of hope in each of us is a basis for our impulse to act with respect towards ourselves and others.
6. Many lists of values have been compiled by independent groups in various states and by professional organizations. In no list known to this Council has "love" appeared as a value. Yet we conclude that love suffuses all other values and, along with hope, underlies altruistic conduct. The word "love" is often trivialized and degraded by misemphasis. In its deeper meanings, however, love supports all of humankind's best efforts.

Core Values

The following, in alphabetical order, are values this Council concludes may be used as the core of our character and values education program. Through our discussions and study of various proposals, we became increasingly aware of how our values overlap and interplay. It is possible to establish a very long list if every nuance is to be given a separate heading. We have elected to list relatively few core values, but have included those essential attributes which together form the overriding value. Brief definitions and comments are also set forth.

1. CIVIC RESPONSIBILITY.

Based upon:

- a. Acknowledgment of Authority. Acceptance of the need for and primacy of authority in given circumstances. An acknowledgment that privileges and rights in a democracy should be balanced by a sense of obligation to others. Socially conscious conduct, though neither passive nor obsequious.
- b. Global Awareness. Consciousness of the interdependence of all peoples, social systems, and natural systems which necessitates cooperation among all nations.
- c. Justice. Fairness. The entitlement of every person to that treatment which is his or her impartial and unprejudiced due.
- d. Patriotism. The support of or love of one's country, especially through an understanding of its advantages; not inconsistent with vigorous opposition to specific governmental policies or actions. Implies respect for and adherence to democracy, equality, equal opportunity for all.
- e. Property Rights. Acknowledgment of the right of others to possession of their property without interference.

2. RESPECT FOR NATURAL ENVIRONMENT.

Based upon:

- a. Care for and conservation of all the other living inhabitants of the earth.
- b. Care for and conservation of those prerequisites to life which were given to us in fertile, treed, and flowering land; clear air; and pure water.

- c. Conduct based upon knowledge that the natural environment is not locally or nationally severable, but is everywhere a part of a larger and interdependent whole.

3. RESPECT FOR OTHERS.

Based upon:

- a. Compassion. Service to Others. That characteristic of meaningfully sharing and responding to the feelings and needs of others which leads to providing personal assistance and comfort to them.
- b. Courtesy. Cooperativeness. The recognition of our mutual interdependence upon our fellow human beings which causes us to treat them politely, to respect their utterances and wishes, and to work jointly with them for our common good. Innovation, spontaneous creativity, critical judgment, and dissent are all complementary and essential outgrowths of this attribute.
- c. Honesty. Trustworthiness and fairness in speaking and acting. The absence of fraud, deceit, and lying.
- d. Loyalty. Steadfastness or faithfulness to a person, custom, or idea.
- e. Moderation. Conduct which is maintained within reasonable limits so as to avoid excessive or violent extremes.
- f. Recognition and understanding of various religious traditions. A social and historical perspective based upon an appreciation of the contributions of various religious traditions.
- g. Regard for Human Life. Acknowledgment of the overriding importance of human life and the right of every human to the peaceful continuation of life. Includes understanding and practicing responsible sexual behavior. Also includes rejection of whatever endangers or diminishes the value of human life—such as violence, drug and alcohol abuse.
- h. Tolerance. The capacity for and the practice of allowing and respecting the differing natures, beliefs, and standards of others. The avoidance of racial, religious, or gender arrogance or animosity. The ability to permit dissenting beliefs, customs, or standards.

4. RESPECT FOR SELF,

Based upon:

- a. Accountability. The obligation each of us carries to explain, to justify our conduct. The resultant circumstance of being answerable for our actions.
- b. Courage. The willingness to face obstacles, including danger, with determination.
- c. Diligence. Commitment. Reliability. The persistent desire and ability to apply oneself with care and effort to occupations and relationships.
- d. Frugality. Thrift. Wise economy in the management of assets, including natural resources. The avoidance of unnecessary expenditures.
- e. Knowledge and Learning. A desire for learning informed by a commitment to rational inquiry. The devotion to development of the mind. Value-based education rightly assumes that learning will be transformed into positive character and behavior patterns.
- f. Moral Courage. Firm adherence to morally based actions without regard to whether the consequences will be personally advantageous or disadvantageous. Includes integrity and self-honesty. Together, these are prerequisites to principled conduct.
- g. Self-Esteem. Pride. Belief in oneself and one's own potential for successful participation in our society. Must be moderated with tolerance for others.

SUMMARY STATEMENT OF VALUES

1. CIVIC RESPONSIBILITY

Based upon:

- a. Acknowledgment of Authority.
- b. Global Awareness.
- c. Justice, Fairness.
- d. Patriotism.
- e. Property Rights.

2. RESPECT FOR NATURAL ENVIRONMENT

Based upon:

- a. Care for and conservation of all living beings.
- b. Care for and conservation of land, air, and water.
- c. Conduct recognizing environmental interdependence.

3. RESPECT FOR OTHERS

Based upon:

- a. Compassion. Service to Others.
- b. Courtesy, Cooperativeness.
- c. Honesty.
- d. Loyalty.
- e. Moderation.
- f. Understanding of various religious traditions.
- g. Regard for human life.
- h. Tolerance.

4. RESPECT FOR SELF

Based upon:

- a. Accountability.
- b. Courage.
- c. Diligence. Commitment. Reliability.
- d. Frugality. Thrift.
- e. Knowledge and Learning.
- f. Moral Courage.
- g. Self-esteem. Pride.

Implementation

The Council, with a mandate to submit its recommendations promptly, did not deem it appropriate to launch a detailed inquiry into how best and most effectively character and values should be taught in our public schools. We are aware, however, that many educators and lay persons share a deep concern that values not be inculcated by rote or doctrinal insistence. We share that concern. We believe that such a mechanical approach will not produce meaningful results and, equally negative, will not receive the support of local educational and parent communities.

We are also aware that many educators and lay persons share a deep concern that values not simply be spread before our students for independent choice or rejection at their pleasure. We share that concern. We believe that complex and beneficial values are not simply chosen, but must be taught in an evaluative process.

We also recommend that, in each school, the moral component of actions be consciously noted as a backdrop to every learning experience. We conceive that a values-based education will teach those values as a part of every academic course, as a part of athletic endeavors, and in all student relationships. As previously noted, character education is now a stated part of the public school curriculum in New Jersey pursuant to the Administrative Code and is in process in many schools.

Of primary importance is our view that character and values education cannot simply be imposed by any one group upon another. Emphasis may vary significantly from place to place, from environment to environment. Nor should values education simply be handed to our schools and teachers as one more major responsibility. We suggest, rather, that this Council's recommendations should be only a starting point for a continued general effort throughout every school district in this state. We recommend the appointment of citizen groups for every public school system in New Jersey, charged with the task of developing a program for local implementation of the guidelines we have set forth. Only if this report is locally supported on a continuing and ~~enthusiastic~~ basis by parents, teachers, students, and others, will its conclusions stand any prospect of becoming generally accepted and acted upon standards. If the constituent elements of our society believe in the importance of the values set forth in this report, they must be seen and heard to act upon that belief.

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Cities and Counties . . .

Oregon	Texas (cont'd)
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**Assembly Education Committee
Gresham
Oregon State Senate Education Committee
Salem**

Saich	Pennsylvania	Sherman Thorndale School District
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Bethlehem
Harrisburg
Scranton
Wilkes-Barre

	Rhode Island	Vermont
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**Pawtucket
Providence**

South Carolina **Virginia**

Charleston
North Charleston

Tennessee

**Cookeville Area Chamber of Commerce
Knoxville
Nashville**

Texas **West Virginia**

Arlington
Austin
Bryan
Carrolltown
El Paso
El Paso County
Grand Prairie
Harris County
Houston
Hurst
Irving
Nazareth Unified School District
Odessa
Plano
Port Arthur

Texas (cont'd)

**Red Oak Independent School District
Richardson
San Antonio
Sherman
Thorndale School District**

Utah

**Salt Lake County
Sandy Chamber of Commerce**

Vermont

**Burlington
Lake Champlain Chamber of Commerce**

Virginia

**Alexandria
Chesapeake
Fairfax County**

Washington

**Auburn Area Chamber of Commerce
Everett**

West Virginia

**Charleston
Huntington
Parkersburg
Senate Education Committee & State Senate**

Wisconsin

Appleton
Brookfield
Eau Claire
Kenosha Chamber of Commerce
Wausau
West Allis
West Bend Chamber of Commerce

Wyoming

Cheyenne

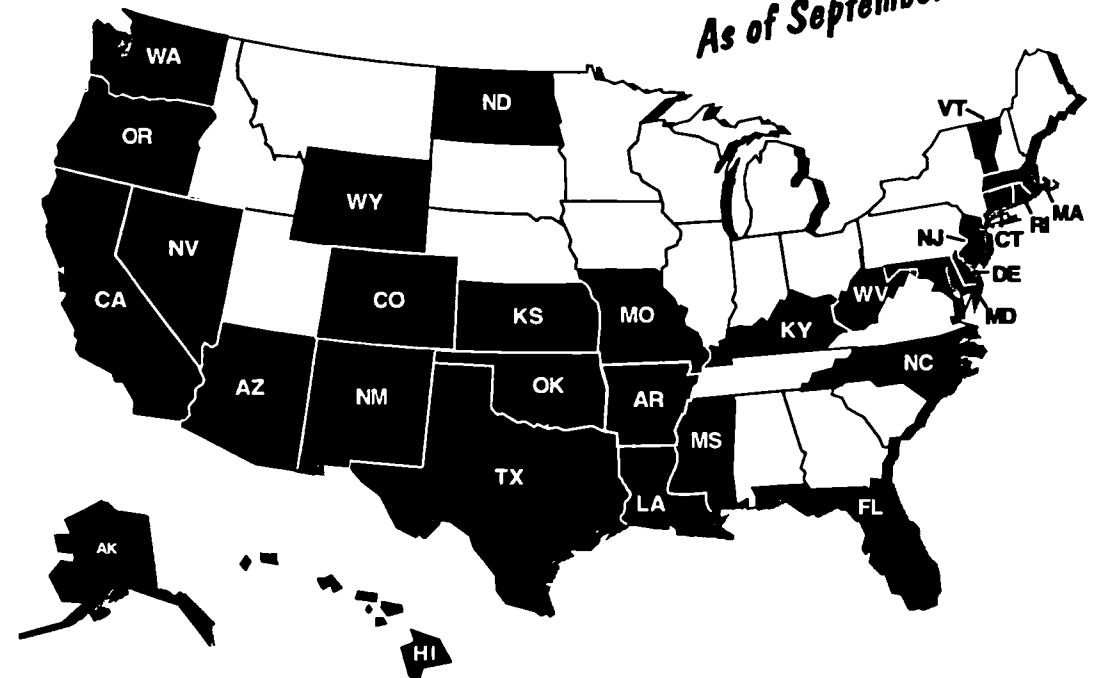
All city proclamations were declared by city councils unless otherwise indicated. County proclamations were declared by boards of supervisors. In a few cases, the government entity endorsed the Character Counts! Coalition and the "Six Pillars of Character" but did not declare a Character Counts! Week.

Whose Values? What Values?

Once and for all, the Character Counts! Coalition has put to rest doubts that this is a country unsure of its common values. The United States Congress, state and local governments, business organizations, as well as national and regional educational communities have formally endorsed character education, the goals of the Character Counts! Coalition based on the Six Pillars of Character, and have proclaimed October 16-22, 1994 as Character Counts! Week. And the list of supporters keeps growing.

Whose values? The answer is our common values. What values? The answer is that character includes these core ethical values that form the foundation of democratic society and transcend cultural, religious, and socioeconomic differences: trustworthiness, respect, responsibility, fairness, caring and citizenship.

As of September 20, 1994



* state senate resolution

**** state house of representatives resolution**

Character Counts! is a project of the Joseph & Edna Josephson Institute of Ethics,
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Cities and Counties . . .

Alabama

Birmingham
Florence
Jefferson County
Mobile
Prichard

Arizona

Alpine Elementary Schools
Mesa
Phoenix Central School District
Scottsdale
Tucson
Yuma

Arkansas

Fort Smith
Jonesboro
North Little Rock

California

Anaheim
Baldwin Park
Berkeley
Beverly Hills
Carson
Chula Vista
Culver City
Culver City Chamber of Commerce
Culver City Unified School District
Cupertino
Daly City
El Cajon
El Monte
Escondido
Fresno
Fullerton
Hayward
Huntington Beach
La Mirada
Lindsay Unified School District
Livermore
Los Angeles
Manhattan Beach
National City
Newark
Oakland

California (cont'd)

Palm Springs Chamber of
Commerce
Palm Springs School District
Redding
Sacramento County
San Bernardino
San Bernardino County
San Mateo
Santa Clara
Santa Monica
Soledad Union School District
South Gate
South San Francisco
Upland
Ventura County
Vista
Walnut Creek
Westminster
Westminster Chamber of Commerce

Colorado

Arvada
Boulder
Colorado Springs Chamber of Commerce
Lakewood
Pueblo
Pueblo Chamber of Commerce

Connecticut

Hamden
Manchester
Norwich
West Haven

Delaware

Wilmington

Florida

Boca Raton
Cape Coral
Davie
Daytona Beach
Delray Beach
Dunedin
Gainesville
Hillsborough County

Florida (cont'd)

Hollywood
Jacksonville
Key West
Lakeland
Largo
Lauderhill
Miami
Miami Beach
Orlando
Palm Beach County
Panama City
Pinellas Park
Port St. Lucie
Sarasota
Tampa
Titusville

Georgia

Columbus
DeKalb County
Macon
Valdosta

Hawaii

Hawaii Island Chamber of
Commerce
Maui County

Idaho

Boise
Idaho Falls
Pocatello

Illinois

Arlington Heights
Belleville
Calumet City
Chicago
Des Plaines
Glenview
Granite City
Hanover Park
Highland Park
Naperville
Quincy

Illinois (cont'd)

Schaumburg
State Senate

Indiana

Dearborn County Chamber of
Commerce
Michigan City
Muncie

Iowa

Cedar Rapids
Council Bluffs
Sioux City
So. Sioux City Community School
District

Kansas

Hutchinson School District
Kansas City
Lawrence
Salina
Topeka

Kentucky

Covington
Lexington-Fayette County
Louisville

Louisiana

Baton Rouge
Kenner
LaFayette
New Orleans
Terrebonne Parish
Consolidated Government

Maine

Portland

Maryland

Baltimore
Montgomery County

Cities and Counties . . .

Massachusetts

Arlington
Chicopee
Everett
Halifax County School Board
Holyoke
Quincy
South Boston City Public Schools

Michigan

Ann Arbor
Grand Rapids
Southfield
St. Clair Shores
Taylor

Minnesota

Forest Lake

Mississippi

Greenville
Jackson
Perry County Board of Education

Missouri

Blue Springs
Cape Girardeau
Independence
Kansas City
Lee's Summit
State House of Representatives
St. Louis

Montana

Butte Chamber of Commerce

Nebraska

Omaha

Nevada

Clark County
Henderson Chamber of Commerce

New Hampshire

Manchester
Senate and Assembly Education
Committees

New Jersey

Cherry Hill
Clifton
Ewing
Hamilton
Morris County Chamber of Commerce
Old Bridge Township
Paterson
State Senate

New Mexico

Albuquerque
Las Cruces
Roswell

New York

Elmira
Hyde Park School District
North Tonawanda
Union

North Carolina

Asheville
Durham
Elkin City Schools
Greenville
Wilson

Ohio

Hamilton County
Lorain
Newark
Youngstown

Oklahoma

McCord Independent School District
Oklahoma City
Tulsa

Surgeon general ominee could face rough road

By Richard Benedetto
USA TODAY

President Clinton's naming of Nashville gynecologist and medical educator Henry Foster on Thursday to be surgeon general could face a bumpy road to approval in the Republican-controlled Senate.

While his nomination of Robert Rubin as Treasury secretary sailed through, conservatives oppose Foster.

Gary Bauer of the Family Research Council says Foster supports contraceptive-based sex education and is a proponent of abortion rights.

And while Clinton is confident Foster will win bipartisan approval, the nomination is likely to rekindle old battles over government's role in sex education and abortion.

"Clinton has shown himself

as the most pro-condom, pro-abortion president in U.S. history," Bauer says.

Brushing off the charge, Clinton pointed to Foster's endorsement by Sen. Bill Frist, R-Tenn., a heart surgeon, to show bipartisan support. Bush administration HHS secretary Louis Sullivan also backs him.

"I'm confident that thoughtful conservatives will have the same view of Dr. Foster ... when they have the same opportunity to review his whole record," Clinton said.

Foster "has won hearts and minds for his innovation and his dedication to saving the lives of young people."

Senate Majority Leader Bob Dole said Foster "sounded like a good appointment."

Asked if Foster's past support of distributing condoms in schools could hurt the nomina-



By Tim Dillon, USA TODAY

NOMINATED: President Clinton with Nashville gynecologist and medical educator Henry Foster at the White House Thursday.

tion, Clinton made it clear administration policy is that the question of contraceptive use should be decided locally.

"There is no national policy on that, and there will not be," Clinton asserted.

Foster, 61, will succeed Joycelyn Elders, fired by Clinton in December after a string of controversial remarks on mas-

turbation, condoms in schools and drug legalization.

Asked if he will be as outspoken as Elders, Foster drew a laugh from Clinton when he answered, "No comment."

Foster is charged with leading a national effort to combat what has become a U.S. epidemic: 2,800 teen pregnancies a day.

Foster, acting president of Meharry Medical College, developed and directed the "I Have A Future" program aimed at cutting teen pregnancy rates in Nashville.

The 8-year-old program, honored in 1991 as one of President Bush's "Thousand Points of Light," stresses sex abstinence for teens.

It operates out of two public housing projects and is designed to bolster self-esteem and develop job skills among at-risk youths.

NPR staff questions withdrawn

By Donna Gable
USA TODAY

Reacting to public outcry, Sen. Larry Pressler, R-S.D., has decided to withdraw 10 questions about the ethnicity, gender and previous employment of National Public Radio staffers.

The questions were part of a 15-page questionnaire Pressler submitted to the Corporation for Public Broadcasting earlier this week concerning the operation of public broadcasting.

In a letter to CPB chairman Henry Cauthen, Pressler said he was hoping to get insights into whether programming is balanced.

But, he wrote, "I certainly do not want preoccupation with 10 of 168 questions I submitted to foster any such misunderstanding on the part of others."

Cauthen says he is "pleased" that "the lines of communica-

tions are open."

Arthur J. Kropp, president of People for the American Way Action Fund, says Pressler withdrew the questionable questions for one reason: "He got caught."

Says Kropp, "It was heavy-handed intimidation and CPB would have had to comply if some noise wasn't made."

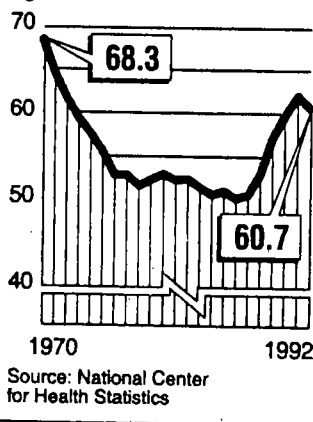
The attack on the public broadcasting community comes from three fronts: Lawmakers and others who charge the system is elitist; conservatives who contend it has a liberal bent; and champions of privatization who maintain the system suffers from waste.

Rep. Nita Lowey, D-N.Y., a member of the House Appropriation Subcommittee, which counts the CPB within its jurisdiction, "applauds" the senator's decision to repeal the queries but adds this isn't the first time Pressler "has crossed the line" on the CPB issue.

"Whether it's meeting with Bell Atlantic employees behind closed doors to discuss the selling off of CPB or the constant misrepresentation of profits earned by *Sesame Street*," she says, "these ongoing attempts to discredit and intimidate the CPB are unacceptable."

Rising teen pregnancy

Births per 1,000 teen-agers
ages 15-19 have risen:



By Marty Baumann, USA TODAY

USA TODAY • FRIDAY, FEBRUARY 3, 1995

PHOTOCOPY
PRESERVATION

COVER STORY

Values get a chance at comeback

Some worry new morality movement could turn meanspirited, self-righteous

By Mark Potok and Andrea Stone
USA TODAY

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DALLAS — A new millennium is approaching. But for a nation where few rules go unbroken and all morality seems relative, it is the "good old days" that beckon.

Values — honesty, responsibility, civic virtue — are now sorely missed as violence,

teen pregnancy and drug use rise. Not the budget deficit, but the moral deficit, is decried as the greatest threat.

And from the White House to the courthouse, from city hall to the classroom, morality is on our minds.

"It's not just the economy, stupid," says Amitai Etzioni, a George Washington University sociologist. "No society can survive moral anarchy."

Today, 1,100 citizens gather here for one of the largest meetings ever on the roots of social disintegration.

The "Community Forum on Character and Values" isn't meant to divide people, says its sponsor, the California-based Josephson Institute of Ethics. The idea here and in similar forums across the USA is to come to a consensus on virtue and promote it.

"We've become so sophisticated, we've lost our capacity for moral outrage," says forum sponsor Michael Josephson. "We're more concerned with mental health than morality."

Dallas Mayor Steve Bartlett, a forum host, says the country is in denial. "We have convinced ourselves that, a) values don't matter and, b) if values do matter then we're not allowed to talk about them publicly."

But that attitude has been changing — especially since the November elections, when the Republican mantra that "personal responsibility" should play a major role in public policy won by a big majority at the polls.

► In last week's State of the Union address, President Clinton commended a Temple Hills, Md., minister who works to keep troubled couples together, saying such efforts "ought to be uplifted and supported."

► On Capitol Hill, Speaker Newt Gingrich has held the specter of orphanages over the heads of teen moms.

On the Senate side, lawmakers have formed a Character Counts Coalition, which stands up for six "core elements" of good character: "trustworthiness, respect, responsibility, justice and fairness, caring, and civic virtue and citizenship."

"The social fabric has broken down," says Sen. Pete Domenici, R-N.M., head of the coalition. "There is a huge energy and desire to do something about this."

► Vanderbilt University soon will kick off an ethics and moral leadership program for students in its business, divinity, law and medical schools.

"Most people share a real concern about the collapse of integrity in many of our institutions," says divinity school dean Joseph Hough.

► In Albuquerque, N.M., a program to inculcate values at Del-Air Elementary School resulted in a two-thirds drop in discipline incidents in just the first three months. The program now has spread to other schools nationwide.

"It's not enough to have a good government or a good economy," says David Blankenhorn, author of *Fatherless America*. "You need good citizens."

► Criminal court judges increasingly sentence offenders, particularly young ones, to community service or "value-building" programs.

One Memphis judge even has given probation to thieves on the condition they allow their victims to take something from their homes.

► At Dallas Can! Academy, where high school dropouts are taught personal responsibility, 98% get their high school equivalency degree, compared to 35% for other area programs.

"It's totally different than a regular high school, where there's really no one to pat you on the back," says student body president Tynisa Adkins, 18. "I'm going to walk away from here with a lot of values I didn't have before."

► Leaders of every stripe are speaking out. Former Joint Chiefs of Staff chairman Colin Powell, a possible presidential contender, has denounced the "incredible trash" on daytime



By Susan Weems, AP
STEVE BARTLETT: Dallas mayor in 'Community Forum on Character and Values'

"It doesn't matter if you're rich or poor, there's no excuse for lying, stealing and cheating, period."

— Actor Tom Selleck, Character Counts Coalition

TV. Pope John Paul II's *Crossing the Threshold of Hope* and former Education secretary William Bennett's *The Book of Virtues* are bestsellers.

"If we don't know that it's wrong for a man to impregnate a woman and walk away, we're finished as a civilization," Bennett says.

But all this talk about values brings a chill to some people. It's not that they oppose values, it's that so often in the past, values have been wielded almost as a club — to punish, exclude and shame anyone who acted or thought differently.

Supporters of the new virtue insist that won't happen. "This is not about condemning behavior," says Kathleen Sylvester of Progressive Policy Institute, a centrist Democratic think tank. "It's really a question of imposing values in some kind of a sensible way, separating the sinner from the sin."

Says sociologist Etzioni: "Being self-righteous is wrong and meanspirited. But we cannot only work with stroking people. We occasionally have to tell them, gently, that's not the way we do things here."

Organizers of the Dallas forum say they'll be careful to avoid arguments over such hot-button issues as homosexuality or abortion. But their goal to promote values almost everyone agrees with doesn't mollify everyone.

Says David Taffet of the Dallas Gay and Lesbian Alliance: "I'm concerned with them teaching family values to the point where there's no acceptance of anybody who lives in other than a standard family."

For good or for ill, though, the imposition of a set of national values still is mostly talk. In reality, ethical chaos reigns.

A man convicted of lying to Congress nearly unseats a U.S. senator from Virginia who admitted getting a nude massage from a woman who was not his wife. Gangsta' rappers glamorize cop killers. Cheating scandals convulse the U.S. Naval Academy. TV talk shows serve up an uninterrupted diet of bizarre sexual behaviors.

Many agree with forum sponsor Josephson, that the slippery slope into sin began with the "cultural relativism" of the 1960s.

Since then, he says, people have grown increasingly reluctant to criticize others' actions, feeling that there is no absolute right or absolute wrong.

Now, the tide is turning. "The answer to the question, 'Whose values?' are those values we all share as Americans," says actor Tom Selleck, a conservative who co-chairs the Character Counts Coalition with former congresswoman Barbara Jordan.

"It doesn't matter if you're rich or poor, there's no excuse for lying, stealing and cheating, period."

PHOTOCOPY
PRESERVATION

USA TODAY • FRIDAY, FEBRUARY 3, 1995

Even Newt Can't Save Us

By DON EBERLY

Though Congress is now engaged in an exciting and potentially radical effort to restructure federal social programs, America's problems are not mostly about political and economic maladjustment. They will not be solved by merely altering the economic and social policies dictated from Washington.

The danger of political crusades is the myth of majoritarianism—making too much of the fact that we've got the votes, we've got the power, we've got the plan. The mistake of the Democratic majority was believing it could create the good society by merely building government up; the danger for the Republican majority may be believing it can recreate the good society by merely tearing government down.

Creating a good society, rather, means mobilizing American leaders and citizens from all walks of life to renew every sector of society.

First of all, we must stop believing that our problems came about solely by the rise of the welfare state. Almost one child in three in the U.S. is born out of wedlock, and more than half of all American children will spend some time before age 18 living without their biological fathers present. In 1990, the last year for which such figures are available, one adult American in 40 was under correctional supervision—meaning probation, parole or prison. Wrong-headed government policies—including the rise of the welfare state—are simply not capable, by themselves, of producing this scale of abandonment of marriage and family or this scale of criminality.

Man and His Obligations

To restore civil society, we need to go back to an earlier way of thinking about social problems. The debate throughout earlier American history was about the deeper nature of things: man and his obligations. But in the 20th century this has all been pushed aside by modernity. Now we have debates about impersonal structures—namely about the government and about the market. Many conservatives as well as liberals talk in cold, rational terms about the programs of government or market systems, improved incentives and GNP growth rates that are allegedly the true indicators of national well-being.

The 20th century has traded in moral man for economic and psychological man, subjecting him at every turn to either economic inducements or therapeutic treatments. If we are to recover as a society, the 21st century will have to recover a vision of man bearing inherent moral value and moral agency.

The weakening of civil society is traceable to cultural and philosophical movements that have yet to be defeated. P.A.

in 1941, identified as the central self-contradiction of our century the culture's simultaneous glorification and debasement of man. This, he said, was rooted in the replacement of a culture founded on a belief in God with a culture that saw value only in things we can perceive through our senses.

The result is today's earthbound, secular, utilitarian value system, which the Founding Fathers would never have considered sufficient to sustain a republican system of government, dependent as it is upon the maintenance of virtue. The impact of this is felt across the whole of modern culture and society.

A country in which there is no transcendent foundation for law, politics, economics and society is a disordered and potentially dangerous place. If utilitarianism, not religious and ethical values, guides our conduct, then might makes right.

In the policy and management sciences, this philosophy produced a wholly mechanistic and material view of man. If

The 20th century has traded in moral man for economic and psychological man. If we are to recover as a society, the 21st century will have to recover a vision of man bearing inherent moral value and moral agency.

man is little more than an electron-proton complex, he is endlessly malleable. So we subject him to endless calibrations by experts, and assume society can be reborn if we simply discover the right technique and put our earnest minds to it. The entire central, top-down, rule-driven administrative state designed on this premise is now being thrown off, not simply because of its grotesque inefficiencies, but because it miniaturizes man. In ethics, a system based on sensation regards sensory happiness, pleasure and comfort as the supreme value. The result is moral relativism and cultural nihilism.

Tocqueville identified as the genius of America the tendency to join voluntary associations and as the greatest long-term worry egoism, which encourages each person to live apart, "a stranger to the fate of the rest." He worried that this form of individualism, combined with the rise of the mass society, would yield to the pervasive bureaucratic state against which we now revolt.

Man, he warned, would yield sovereignty to an "immense and tutelary power . . . absolute, minute, regular, provident and mild." This power does not destroy or even tyrannize, as much as it enervates and stupefies a people, reducing them to "nothing better than a flock of timid and industrious animals."

society inhabited by unencumbered private individuals, pampered with promises, fortified with multiplying legal rights, and awash in consumer choices, yet paradoxically more subject than citizen.

Democracy is not simply for the politician and parties, nor is it simply about the individual's franchise and having access to a responsive political process. It is about democratic disposition, habit and outlook, which is either nourished or starved.

As a first step toward renewing civil society, let's stop referring to citizens as voters. Voting is the smallest and easiest part of being a citizen, and perhaps the least consequential. A society in which vast numbers of people vote, whether through today's ballot box or tomorrow's cyber democracy, yet in which they lack the disposition for democratic society—are defiant of social norms and are intent chiefly on gratifying their own wants—will be just as disordered as the one in which few bother to vote.

The renewal of politics must consist of more than simply empowering individuals; it must habituate them into the democratic ideal and spirit—one of respect and responsibility. If what we want is a well-ordered society inhabited with strong, independent, self-governing citizens, then we must ask where these things come from. The very definition of the good society is one in which large majorities of adults are citizens, capable of self-governance and prepared to display regard for others.

We must ask ourselves again and again: Where do empathy, character and self-restraint come from? The primary seedbed of civil society and virtue is the family. This is the toughest truth of all, but our refusal to grasp it results in extraordinary hardship for America's children and injury to society.

Dynamic Social Movements

What is needed to save families, make neighborhoods friendly and safe, and restore lost virtues are dynamic social movements such as have come along periodically in history. The 19th century witnessed an explosion of voluntary associations and societies aimed at social reform and moral uplift. There were spiritual awakenings, temperance movements, private charity campaigns and children's aid societies. For the church there was Sunday school; for the unchurched there were YMCAs and vigorous character education programs in the public schools.

Civil society is about a human order that is larger and richer than the state, one that the state is better at destroying than renewing. The good society cannot be doled out like just another entitlement, it cannot be pieced together through program reforms, or stimulated into existence by more tax cuts. It must be achieved through the cooperative efforts of individual Americans.

Mr. Eberly is founder of the National Fatherhood Initiative and editor of "Building a Community of Citizens" (University Press of

**BEYOND
SOCIAL
POLICY**

Don't Let Mexico's Woes Spoil Our Commitments to Chile

Deeply involved as we have become in trying to ease the economic crisis in Mexico and limit damage to the North American Free Trade Agreement, we should not lose sight of the commitment already made to incorporate Chile into the trade pact in the near future. Given the inability of most members of Congress to distinguish one Latin American country from another, there exists the very real threat that Chile's planned membership—announced with great fanfare at the Western Hemisphere summit in Miami last month—will fall victim to the revival of Nafta detractors and Mexico bashers in Congress and among the public.

The Americas

By Shirley Christian

For their part, the Chilean government has actively pursued Nafta membership for several years, but some Chilean business people and others there think their country is doing quite well without joining Nafta. It would be unfortunate if antagonism or foot-dragging in Washington were to add momentum to that thinking in a country that has previously shown its capacity for patriotic indignation toward gringo silliness. Remember the Great Grape Crisis, when a few tainted Chilean grapes led to a gringo hysteria that almost wiped out a Chilean industry?

Failing to proceed with Chile's membership in a timely fashion would not only be unfortunate for the country that has long been the most qualified for partnership in a free trading relationship with the U.S., but would damage prospects for the gradual development of a hemispheric free-trade community.

The U.S. risks losing at least as much as the South American nations. Countries

in South America already are forming overlapping regional alliances within which trade has grown at a staggering rate. Brazil, the giant of the region and with a tradition of independent behavior, has long harbored dreams of organizing the South American economy around itself. So the U.S. could find that by the time it is ready to negotiate trade terms with the fast-changing countries of South America, the governments there will have little desire, or need, to negotiate.

Chile was, by far, the country in all of Latin America most ready for incorporation into Nafta at the time Mexico's membership was negotiated. But Chile's distance from the U.S., modest \$44 billion economy and population of just 13 million kept it behind the much more populous and problematic country on our border. There were compelling arguments for putting Mexico first, most of them not directly economic. They included Mexico's size, its location, concerns about political instability there, and the immigration issue. Whether or not the new rescue package heads off deep economic dislocation in Mexico and elsewhere, there is still reason to show that economic and political maturity do pay off—by proceeding with Chile's membership on schedule this year.

Membership in Nafta will be of more symbolic than real importance to Chile. One study done in Santiago predicted that a free trade agreement would produce only small increases in overall trade between the U.S. and Chile, which now exceeds \$4 billion and is already strongly positive on the U.S. side. The most obvious benefit to U.S. exporters would be the savings of an estimated \$200 million a year in Chilean tariffs.

Chile's membership in the trade pact would amount to an anointment of the almost revolutionary way Chile has turned its economy around in the past decade. Most important, Chile has shown that it is possible to graduate from an "under-

developed" economy to a "developed" one in our lifetimes.

True, Chile is a country with historical and cultural characteristics that set it apart from most other Latin American nations—a middle-class mind-set (even if not everyone, in fact, is able to live that way) and accompanying respect for education; the relative homogeneity of the population; a level of population growth only slightly higher than ours; a tradition of very little official corruption, and dedicated and capable bureaucrats. But rewarding Chile's accomplishments would

Whether or not the Mexican rescue package works, there is reason to show that economic and political maturity do pay off by proceeding with Chile's Nafta membership

throw a spotlight on the discipline and difficult choices that have been required to put Chile where it is today.

It has been common in recent weeks to compare Mexico's current crisis with that which swept Chile at the beginning of the 1980s, when Chile was hit by a 90% devaluation of the currency over 12 months, a cut-off of foreign loans, the collapse of international copper prices and the failure of the domestic banking system. What's particularly important to keep in mind is that Chile's government at the time, led by Gen. Augusto Pinochet, was seen as one of the pariah regimes of the world, and therefore could not expect international help to extricate itself from a recession more intense in relative terms than the Great Depression was in the U.S.

Despite these strikes against it, within a few years Chile laid the foundation for

the healthy, aggressive trading nation we know today. Some of Chile's best minds pioneered many unique market-oriented mechanisms to restructure the economy, such as the debt-equity swaps that allowed the country to get on top of its massive foreign debt and that have been copied in many other countries. Sweeping deregulations and tax cuts and simplifications eased market entry for thousands of small and mid-size firms, which broadened Chile's economic base. And a low, uniform tariff ensured that no industry would be singled out as "strategic," and therefore deserving of special protections from international competition. These efforts lowered the cost of production and sharpened Chile's competitive edge.

On the political side, the crisis had the effect of emboldening and energizing the political opposition to Gen. Pinochet, which was able to overturn his rule at the ballot box. That same opposition had the good sense to warmly embrace the good things accomplished under Gen. Pinochet's rule while abandoning his political authoritarianism.

By the time freely elected leaders took office in early 1990, the hard-won economic recovery had become a source of pride for almost all Chileans. Indeed, the change from military to civilian rule was one of the smoothest in history. And the economy suffered fewer jolts than a change between Democrats and Republicans produces in the U.S. If ever a country has deserved recognition for turning a disastrous situation around without any bailouts, it's Chile. From time to time, it wouldn't be so bad to reward those who take full responsibility and do the right thing.

Ms. Christian, formerly a newspaper and wire correspondent in Latin America, owns a book publishing house in the Kansas City area and is editing a business guide to Latin America.