

A Virtuous Agenda for Education Reform

DOCUMENT 1 OF 2

J9704900004

A Virtuous Agenda for Education Reform

By Sanford N. McDonnell

962 Words

6649 Characters

02/18/97

The Wall Street Journal

A22

(Copyright (c) 1997, Dow Jones & Company, Inc.)

"Only a virtuous people are capable of freedom."

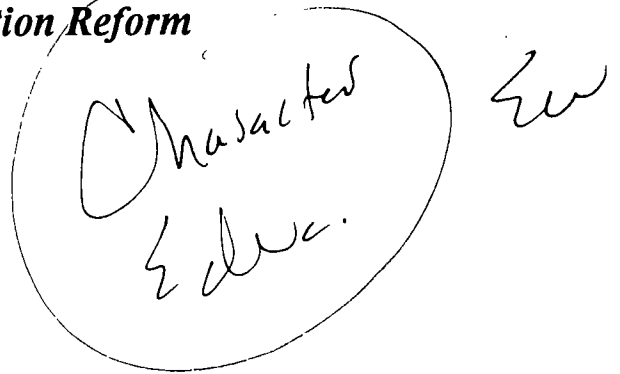
-- Benjamin Franklin

- Throughout most of our history, certain core ethical values were
- * considered fundamental to the character of the nation and to the
 - * character of the people who made up the nation. These values were passed on from generation to generation in the home, the school and the church.

Today in America, far too many homes, schools and churches are no longer fulfilling their traditional roles as protectors and promoters of ethical values. Too many young people are growing up with almost no exposure to the values upon which our freedom is based. To paraphrase Newt Gingrich, today we have 12-year-olds selling drugs, 14-year-olds having babies, 16-year-olds killing each other, and kids of all ages admitting to lying, cheating and stealing at record numbers. The answer is a return to the core values of our American heritage in our homes, schools, businesses, government, and indeed in each of our daily lives. But it is the schools that have the greatest potential for overcoming

- * this national crisis of character.
- * During most of our history, character education was considered just as important as intellectual knowledge. During the past 30 years or
- * more, for various reasons, formal character education was largely removed from the public schools; but in response to our national crisis
- * of character, many school communities across the country have been
- * reinstating character education. They are realizing that while they can't teach religion in the public schools anymore, they can teach the core values common to all the great religions.
- * Over the past decade, character education has been successfully implemented in public schools, kindergarten through high school, in many parts of the nation. And where it has been implemented properly, it has produced positive and often dramatic results not only in student behavior but also in academic performance.

The Allen Elementary School, an inner-city school in Dayton, Ohio, with 60% of its students coming from single-parent homes and 70% from



families on welfare, was a near disaster in 1989. Allen was ranked 28th out of Dayton's 33 elementary schools in test scores, and teachers couldn't teach because of the constant discipline problems. Principal

- * Rudy Bernardo implemented a comprehensive character education program; five years later Allen was No. 1 in test scores and its behavior problems had improved dramatically.

Jefferson Junior High School, an inner-city school in Washington, D.C., with approximately 800 African-American students, was having serious problems with drugs, student pregnancies and discipline. With a

- * comprehensive character education program, Principal Vera White completely turned the school around over a five-year period. There have been almost no student pregnancies in the past few years, and Jefferson has been recognized for having the highest academic achievement in the city. The school now has a waiting list of more than 400 students.
- * The nonprofit Character Education Partnership, a growing national coalition of organizations and individuals, was founded in February 1993
- * to help communities across the nation implement character education in
- * their public schools. CEP defines "good character" as understanding, caring about and acting on core ethical values. CEP believes that
- * character education is most effectively accomplished using the following 10 basic principles:

First and foremost, the entire school faculty and staff must be ethical role models.

Second, core values such as honesty, responsibility, respect and hard work must be promoted in all phases of school life.

Third, the school must become a caring community, progressing toward becoming a microcosm of the civil, caring and just society we seek to be as a nation.

Fourth, students must have many and varied opportunities to apply values such as responsibility and fairness in everyday interactions in and out of the classroom.

- * Fifth, effective character education includes high academic standards that challenge all students to set high goals, work hard to achieve them and persevere in the face of difficulty.

Sixth, teachers should teach core values through subjects such as language arts, science and social studies; and engage students in moral reflection through reading, writing and discussion.

Seventh, teachers should practice moral discipline using the creation and enforcement of rules as opportunities to foster moral reasoning and respect for others.

- * Eighth, character education as well as academic progress must be evaluated in every school. As the old Navy saying goes, "You can expect
- * what you inspect." The character of the school, each aspect of its
- * character education, and the extent to which students manifest good
- * character should all be assessed.

Ninth, the principal and his or her entire staff should use the total

school environment to support and amplify the values taught in the classroom. For example, service opportunities in the school and in the community help students learn to care by giving care.

- Tenth, parents, churches, businesses, and indeed the total adult
- * community should be recruited as full partners in character building.
- * Character education is one of the most, if not the most, important
- * answer to our national crisis of character. We need to implement
- * character education as fast as possible in every school in America as part of any truly effective education reform movement.
- * Character without knowledge is weak and feeble, but knowledge without
- * character is dangerous and a potential menace to society. America will not be strong if we graduate young people from our schools who are brilliant but dishonest, who have great intellectual knowledge but don't care about others, who are highly creative thinkers but are irresponsible. Martin Luther King Jr. stated it well: "Intelligence plus
- * character -- that is the goal of true education."

- * Mr. McDonnell, chairman emeritus of McDonnell Douglas Corp., is
- * chairman of the Character Education Partnership. This article was also signed by more than two dozen members of the partnership's advisory
- * board, including Barbara Bush, Jesse Jackson, Peter Lynch and John Pepper.

I0607 * End of document.

Character
Educ. — EW

THE NEW YORK TIMES **NATIONAL** WEDNESDAY, MAY 28, 1997

School Anti-Violence Course Is Found to Work

CHICAGO, May 27 (AP) — Children can unlearn violent behavior in fewer than six months, according to a study of the effectiveness of an anti-violence program widely used in American schools.

The findings, which are being published on Wednesday in *The Journal of the American Medical Association*, help dispel the notion that nothing can be done about rising violence among the nation's young people, experts say.

"Safer homes, safer schools and safer communities are possible," Dr. Mark L. Rosenberg and his colleagues at the National Center for

Injury Prevention and Control in Atlanta wrote in an accompanying editorial. The center is part of the Centers for Disease Control and Prevention, which paid for the study.

Violence is a leading cause of death for Americans ages 15 to 24.

The study involved 790 second- and third-graders at 12 schools in Washington State. About half were taught the Second Step violence prevention curriculum over 16 to 20 weeks, and their behavior at school was compared with that of students who did not take the course.

Students were evaluated before the program began, two weeks after

it ended and six months later.

At the final evaluation, those who had taken the course exhibited about 30 fewer acts of aggressive behavior every day than children who did not take the course.

Aggressive behavior — including hitting, kicking and shoving — increased in students who did not take the course.

The researchers were led by Dr. David C. Grossman at the University of Washington.

Dr. Grossman, co-director of the Harborview Injury Prevention and Research Center at the university, called the results encouraging, but

he cautioned, "It's premature to say that we've reached the solution."

Programs like Second Step need to be followed longer to see whether they reduce violent behavior in other settings later in life, he said.

The program, developed in 1986 by a Seattle educator, involves 35-minute weekly or twice-weekly sessions designed to teach empathy, problem-solving and anger management to children from pre-school through ninth grade.

For example, youngsters might be shown a photograph of a frowning child and asked to describe how that child is feeling. Or they are shown a picture of two boys fighting over a ball, then are asked to identify the problem and come up with solutions.

Noting that Second Step is one of many programs intended to curb youth violence, the editorial said the findings should be viewed as evidence that other such efforts can also work.

Second Step is used in more than 10,000 schools in the United States and Canada, including districts in Los Angeles, Milwaukee, New Haven and Vancouver, said Joan Duffell of the Committee for Children, a nonprofit curriculum developer in Seattle that distributes the program.

**SEND A CITY CHILD TO CAMP:
GIVE TO THE FRESH AIR FUND**

MEMORANDUM

TO: TOM FREEDMAN
FROM: JULIE MIKUTA
RE: CHARACTER EDUCATION
DATE: JUNE 4, 1997

M. W. Cohen

SUMMARY

This administration has repeatedly called for emphasis on character education (CE) in schools. It has distributed nearly \$1.9 million to 8 states through a grant facility to encourage state/community partnerships to implement CE programs in schools. A White House Conference on Character Education was held on June, 8 1996, and another is planned featuring Vice President Gore as the keynote speaker.

I. PROPOSAL

During this administration both the school and private sectors have strongly promoted CE. The number of school running CE programs has increased to approximately 20%. Three national organizations have emerged. Their advisory boards include Jesse Jackson, Barbara Bush, William Bennett and Marian Wright Edelman. One organization, Character Counts, originated the idea of designating Oct 16-22 as Character Counts Week; this resolution has been passed since 1994. I suggest a Presidential event highlighting this surge of activity.

II. PROMINENT PRIVATE ORGANIZATIONS

Four private organizations are motivating the introduction of CE into schools, and publicizing the issue to local communities. Their advisory boards reflect the bipartisan support for this issue.

1. Character Education Partnership:
 - runs a National Resource Center on CE
 - works with school boards and school personnel, teacher education programs, and interested community members
 - advisory board includes: Barbara Bush, Jesse Jackson, Peter Lynch, John Pepper; supporters include C. Weinberger
 - founded by Sanford McDonnell, chairman emeritus of McDonnell Douglas Corp.
2. Character Counts Coalition: Josephson Institute of Ethics in Marina del Rey, CA
 - advisory board includes: William Bennett, Marian Wright Edelman
 - spokespersons include: Tom Selleck and Barbara Jordan
 - 'six pillars of character' are: trustworthiness, respect, responsibility, fairness, caring and citizenship
 - program based on these six pillars in over 20 school districts across nation

- responsible for Resolution to designate Oct 16-22 as 'National Character Counts Week'
3. Communitarian Network:
- founded by William Galston, deputy assistant to the president (1994) and Amitai Etzioni, a George Washington University professor
 - organized three White House conferences on character building (1994-96)
4. Partnering Initiative on Education and Civil Society:
- group of over 40 educational and social service groups
 - planning 10-year program to increase link among schools, community and social service
 - represent more than 106,000 schools and universities with 64 million students
 - began in April, 1997

III. FEDERAL LEVEL ACTIVITY

CE is a reoccurring theme in the President's speeches. It was one of his ten principles for education for his second term. A grant facility for implementing CE programs has been established under the Improving Schools Act, and 8 states currently receive funds. The largest state, California, has a project which will involve 30 schools within 4 years.

What We've Said

- Second Inauguration Speech: 'CE must be taught in our schools,' is sixth of 10 education principles.
- Feb 10/ 97: praise for Maryland's community service requirement for high school graduates in speech to General Assembly
- State of the Union, 1/96: challenge to schools to teach CE
- Sept 5, 95: announcement of first grants under Partnership project
- encouragement of CE in various speeches and radio addresses

What We've Done

'Partnerships in Character Education Pilot Project' (under Title X of Improving Schools Act)

- Secretary of Education can make up to 10 grants annually to partnerships of State educational agencies and local educational agencies towards implementing CE
- grantees so far: IA, UT, NM, CA (9/95); MD, CT, WA, NC (6/96)
- largest grants: \$250,000 (CA, NM, CT, NC, WA: MD, UT at over \$246,000)

Character Counts Week, Oct 16-22

- designated by law or unanimous consent of Congress since 1994
- introduced for this year by Sen Domenici (NM)
- Character Counts Coalition (see below) originated idea

April, 97: Secretary Riley met with founder of CEP (see below) and told him, "All standards issues are tied into character."

White House Conference on Character Education: June 8, 1996

A second White House Conference is planned on how to Implement Character Education; Vice President Gore will deliver keynote

IV. LOCAL PROGRAMS

Attached table describes successful local CE programs..

Successful Local Character Education Programs

School/ Program	Description of Program	Results
Stop, Think, Act and Review program of Thomas Jefferson Center	- creates a vocabulary of words relating to respecting others - monthly themes	- used across country - students' behavior has improved in schools where it is used
Thomas Jefferson Center's Values Education Project	- lessons that can be integrated into various subjects - emphasizes improved student-teacher communication and parental involvement	- in Los Angeles Unified, drop in disciplinary problems - after one year, teacher support for teaching values improved
Second Step violence prevention curriculum for PreK - Grade 9	weekly or twice-weekly sessions to teach empathy, problem-solving and anger management	- used in over 10,000 schools in US and Can - study found reduction in acts of aggressive behavior in third graders
Child Development Program for elementary schools; used in California	- uses language arts curriculum to teach values through children's literature - cooperative learning - class meetings for discipline problems - family activities	longitudinal study of 3 schools found that their students are more considerate and better able to solve interperonsal problems; follow-up study of students as 8th graders found lower drug use and better conflict resolution skills
Jefferson Junior High School, Washington, D.C.	5 year plan - high expectations for parent involvement - focus on attitude, conflict resolution, community service	- drop in teenage pregnancies, thefts, fights - now has greatest academic achievement, and highest attendance rate in city

Allen Elementary School, Dayton, OH	• each week, homeroom teachers introduce a character trait and subject teachers work it into the lessons • send letter home to parents recommending bedtime stories and discussion topics	• went from ranking of 28 out of 33 (on test scores) in 1989 to No. 1 in five years • drop in discipline problems • rise in teacher attendance
Dry Creek Elementary School	each month, focus on a different value	
Winkelman Elementary School, Chicago	• emphasizes caring and courtesy • all students involved in community service now	• decrease in fights • improved academic achievement • recognized in Chicago competition
Alexander Dumas School, Chicago	• CE curriculum in K - 8 grade • defined 7 values for school; now recite daily a pledge affirming these • increased parent involvement	• recognized by US Dept of Ed for educational excellence • featured on NBC for CE program
Sweet Home district, NY	• created district Values Education Council • daily messages on respect and responsibility in announcements and on cafeteria electronic message board • promotion of R & R on busses	featured at NY Annual Values Education Conference
San Marcos, California school district	• 10-minute lessons on "how to be successful" • 6 week course for 7th graders on self-esteem and positive moral values • 6 wk pro-abstinence course for 8th graders	• teenage pregnancies dropped • grade point averages, attendance rates and test scores increased • drug referrals decreased

Teach For America Survey

Survey by Kane, Parsons & Associates in 1995 of 302 principals and superintendents with experience with TFA members found:

- 76.7% of principals rated TFA teachers as above average **compared to other beginning teachers**
- 88.7% of principals rated the **intellectual ability** of TFA teachers as above average
- 84.4% of principals rated TFA teachers as above average in their **ability to motivate students**
- 60.5% of principals rated TFA teachers as above average in their **ability to discipline students**
- 65.2% of principals rated TFA teachers as above average in their **ability to create and manage a classroom environment conducive to student learning and growth**

Source: The New York Times, Late Edition - Final
Date: Sunday Jul 21, 1996 Sec: 13CN Connecticut Weekly Desk
p: 9
Length: Long (792 words)
Subjects: EDUCATION & SCHOOLS; ETHICS; STRATFORD (CONN)
Names: O'CONNELL, RAYMOND
Companies: JOSEPHSON INSTITUTE OF ETHICS

EXAMPLE
"Character Coalition"

Copyright 1996 The New York Times Company. Data supplied by NEXIS
(R) Service.

Article Text:

WHEN Raymond O'Connell was the principal of Stratford High School, he often met after school with James Ewing, a history teacher, for long chats on subjects that interested them. One topic that kept coming up, Mr. Ewing said, was 'the lack of ethical literacy.' It seemed to them that Americans no longer knew right from wrong.

Mr. O'Connell, who was appointed superintendent of Stratford's schools a few years ago, said he continued to mull over the nation's ethical dilemma until last spring, when he decided to do something about it. Mr. Ewing was retiring, so Mr. O'Connell asked him to serve as chairman of a committee that would determine how to add character development to the Stratford public school curriculum. 'We had no idea what we wanted to do,' Mr. Ewing said. 'We were just expressing our concerns at first.'

Mr. O'Connell wrote to his counterparts in nearby school districts, inviting them to join his committee, and said he was delighted when six other communities sent representatives.

And they were not alone. Across Connecticut the development of good character has emerged as a priority among educators and others who work with children and teen-agers. The state's youngsters are said to be having sex, committing suicide, drinking and smoking, both tobacco and marijuana, at a rate higher than national averages. But the concern also stems from the lying, cheating, bullying, stealing and rudeness that seem to have grown more pervasive in society, among children and adults alike.

The most visible part of this new crusade -- 'We're calling it character education,' said Mr. O'Connell -- is the Character Counts Coalition, organizations and individuals, including nearly two dozen school districts that are promoting the work of the Josephson Institute of Ethics in Marina del Rey, Calif.

Character Counts promotes what it calls 'six pillars of character' -- trustworthiness, respect, responsibility, fairness, caring and citizenship.

Advocates of character education say their intention is to incorporate questions involving civic values into the existing academic curriculum as well as drawing attention to expressions of good character to reinforce and define it for the young. They say the idea is to create an environment that promotes character development, not create a new subject for teachers to teach.

In April, the Interdistrict Committee said it recognized the family as the primary institution of character development, and stated its goal of promoting good citizenship.

Character was widely taught in schools early in the century, but it was dropped during the 1950's when it was deemed unnecessary, said Dr. David Wangaard, director of the School for Ethical Education.

He said when educators decided to restore character education in the 1960's, the nation had become polarized over political issues, leaving Americans divided and suspicious of each other's value systems. School officials have shied away from the issue for 30 years, in fear of attacks and lawsuits from the right and left.

Gary Fitzherbert, executive director of the Devereux Glenholme School

in Litchfield County and the head of Character Counts' chapter in Connecticut, said Michael Josephson of the Josephson Institute deliberately kept the six pillars' list short to avoid such attacks.

The diminution of risk has allowed character education to be more acceptable, and to have tax dollars spent on it.

Bridgeport's Police Department, for example, is using 10 percent of a \$1 million Federal crime-prevention grant to introduce the Character Counts curriculum into the city's schools and Police Athletic League programs. It also brought Mr. Josephson to the city in the spring to train teachers and social workers.

The State Education Department has applied for a Federal grant to create a library of character education materials and to support training for teachers.

'The Federal Government is looking for programs that have 'character education' in the title,' and are designed to link behavioral improvement with academic performance, says Patricia Eletto, the principal of Kendall Elementary School in Norwalk, which adopted a character education program last year.

It is accepted that students who respect and care for others have a better self-image and are more likely to strive for long-term goals and good grades. But the interest in character education seems to come chiefly out of concern over the declining moral state of the nation.

People need a strong moral compass to guide them through times of sweeping social change, and without it 'we've gotten lost,' said Mr. Ewing, who also says that character education is no longer an option. 'It's now a matter of survival,' he said.

Copyright (c) 1997 by UMI Company. All rights reserved.

Access No: 9300047574 ProQuest - The New York Times (R) Ondisc
Title: WORKING WITH CHILDREN TO BUILD CHARACTER
Authors: FRANCES CHAMBERLAIN
Source: The New York Times, Late Edition - Final
Date: Sunday Oct 15, 1995 Sec: 13CN Connecticut Weekly Desk
p: 8
Length: Long (1365 words) Illus: Photo
Subjects: EDUCATION & SCHOOLS; ETHICS
Names: FITZHERBERT, GARY L
Companies: DEVEREUX GLENHOLME SCHOOL (DANBURY, CONN)

Copyright 1995 The New York Times Company. Data supplied by NEXIS
(R) Service.

Article Text:

THE headmaster of the Devereux-Glenholme School in Washington, Gary L. Fitzherbert, knows what's going on with children these days. His residential school, with an average enrollment of 85 to 100, is for emotionally disturbed children 5 to 12 years old.

A child might come from a stable family, but be out of control. Another might come from a background of abuse or neglect. What Mr. Fitzherbert is finding, more and more, is that the children who come to his school do not understand the difference between right and wrong.

'Every application that comes in is worse than one the year before,' he said. 'And you can't get used to it, because it's progressively worse. We haven't hit bottom yet, and we don't know what the bottom is.'

Mr. Fitzherbert's reaction to what he saw as impending doom in the lives of children was to become an ardent champion of the Character Counts Coalition, a project of the Josephson Institute of Ethics in Marina del Rey, Calif. 'Children think today that if you can justify something, it's right, but we want children to know there is a right and wrong,' he said. 'If there's a gray area, they can think it through.' Mr. Fitzherbert volunteered for a training seminar at the Josephson Institute, and, with educators and others from around the country, came up with basically the same principles that the Josephson Institute had developed earlier: A person of character 'is trustworthy, treats people with respect, is responsible, is fair, is caring and is a good citizen.'

'I've been looking for something like this,' Mr. Fitzherbert said. 'I've been here for 23 years, and we've always seen improvement and growth at Devereux. However, across the country, the common theme has been to see more and more severe acting-out behaviors. Problems with children are increasingly worse. Even though we have a better program at Devereux today than ever before, it takes us longer to help a child.'

'Our children will have frequent temper tantrums, be physically aggressive,' he said. 'Fifteen years ago, they may have acted out because they couldn't control their behavior, but they apologized afterward. Kids today have something missing. They act out, and then don't think they did anything wrong.'

'In certain areas, just being physically powerful is an ego trip. How do we do therapy if they actually believe they are right?'

What Mr. Fitzherbert did was embrace the six pillars of Character Counts, recruit community leaders in Washington to help him spread the word, and made the concept of character an integral part of his curriculum at Devereux.

A mysterious large sign with six pillars appeared in Washington Depot several weeks before the Memorial Day parade last spring. On the day of the parade a float composed of six pillars -- still unexplained -- followed the Little League and Scouts down the parade route. And volunteers went through the crowd, handing out a page explaining the Character Counts Coalition, and the behavior that epitomizes the six pillars.

On campus, Devereux students saw six pillars appear on their report cards. One huge wall on campus is painted with six pillars, and autographed by Tom Selleck, the actor, who came to Washington to help kick off the program last spring. Mr. Fitzherbert described Mr. Selleck as the father of a young daughter who has been seeking ways to be a good parent.

'We try to define the six principles in the child's environment, in English class, art class, chores in the garden and the cottages,' Mr. Fitzherbert said. 'They start looking at the rest of the world and start making judgments themselves.'

After the Oklahoma City bombing Devereux students held an assembly. 'We knew they were aware of the situation and we wanted them to open up their emotions,' Mr. Fitzherbert said. 'The children decided to write letters to raise money for victims of the disaster, and they created a caring garden.'

The Rev. Richard Sears, pastor at the First Congregational Church in Washington at the time, held a service in memory of the Oklahoma victims.

'The kids decided to plant a fruit tree, something that would bear fruit every year for years to come,' Mr. Fitzherbert said. 'This was their idea, and then they stood still for half an hour and listened to Dick's service. It made us feel that we were finally making progress in a way we hadn't for five or six years.'

Dr. Sears, who had made plans to leave the ministry, began to work full-time on Character Counts, through the Devereux administrative offices, before being named executive director of the Connecticut Association of Child Caring Agencies. Now he manages the affairs of the

private, nonprofit organization, which provides lobbying, advocacy, information and education services for agencies offering treatment and services to children.

And he found the niche to continue Character Counts work as he and Mr. Fitzherbert made plans for Character Counts week in Connecticut, which starts today.

In Hartford on Wednesday, some 3,000 Connecticut children will gather at The Bushnell for a rally led by Michael Josephson of the Josephson Institute. Also expected to participate are Tom Selleck, Jim Calhoun, the UConn basketball coach, and Gov. John G. Rowland. Other participants include the Police Athletic League, state Y.M.C.A.'s, DARE, a drug education program, the Connecticut National Guard and representatives of many school systems.

A fund-raising breakfast for 250 people is also scheduled for Wednesday at the Goodwin Hotel in Hartford.

'Character education has been off limits in public education, but now everyone is getting involved,' Mr. Fitzherbert said. 'The Governor has issued a proclamation, and the State Board of Education recently endorsed the program, asking that each Connecticut school appoint one person as a representative to the Character Counts Coalition.'

A training session for 35 ethics educators will be held Nov. 27-30 in Connecticut, and then they will be deployed across the state to go into businesses and schools. Linda Rossi, the head of Department of Children and Family Services, has appointed Chuck Alfano as children's ombudsman to study the use of the program, and she plans to sponsor people in the fall training session.

Mr. Alfano said there was a lot of support for Character Counts in the Department of Children and Family Services. 'It's a win-win situation,' he said. 'Character training goes hand in hand with what we do. We protect children and work to enhance and foster family values. We've just lost a generation or two in terms of character, unfortunately. Kids need structure and are looking for direction from adults. We have to set examples; we have to live it. Then kids will accept good character as a daily routine.'

Mr. Fitzherbert is heartened by the enthusiastic response from throughout the northeastern states to his efforts.

'This might be what causes all of us, in different departments, to hold hands for one cause,' he said. There is skepticism and cynicism about Character Counts, he added, but it is definitely bipartisan, nonpolitical and not issue oriented.'

Dr. Sears said, 'This is really the bridge between the reactionaries and the other side.'

And it may be an answer to some of society's ills, Mr. Fitzherbert added. Devereux, which usually admits children at the age of 5, just had a 3 1/2-year-old spend four weeks on campus because no foster family could handle him. 'I also just got a call on a 2-year-old whose history is worse than most adults in a lifetime,' Mr. Fitzherbert said. 'Children are physically, mentally and sexually abused, and we have gangs, which are merely children bringing up children.'

He is quick to cite statistics: in the United States last year, children under 10 committed 12,000 thefts; one out of every three high school students stole something out of a store, and 130,000 children carried guns to school each day. Juvenile violent crime has increased by 300 percent since 1965.

If character training and good old-fashioned ethics will help, Mr. Fitzherbert says, he is ready to begin.

'We're in a tragedy in this country,' Dr. Sears added, 'and America is in denial.'

Caption:

Photos: Gary Fitzherbert, above, and Jennifer Powers, top left, with children at the Devereux-Glenholme School in Washington. (Carl David LaBianca for The New York Times)

Access No: 9300027912 ProQuest - The New York Times (R) Ondisc
Title: ON SUNDAY; CHARACTER IS MAKING A COMEBACK
Authors: KIRK JOHNSON
Source: The New York Times, Late Edition - Final
Date: Sunday Aug 6, 1995 Sec: 1 Metropolitan Desk p: 33
Length: Long (749 words)
Subjects: ETHICS
Names: FITZHERBERT, GARY L
Companies: DEVEREUX GLENHOLME SCHOOL (DANBURY, CONN); JOSEPH & EDNA JOSEPHSON INSTITUTE OF ETHICS

Abstract: The character training that goes on at the Devereux Glenholme school in Danbury CT is discussed. The curriculum of the school, founded by Gary L. Fitzherbert, is based on six bedrock principles of simple good conduct: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Copyright 1995 The New York Times Company. Data supplied by NEXIS (R) Service.

Article Text:

DANBURY, Conn. -- WHEN Gary L. Fitzherbert came to Connecticut 23 years ago to teach at a small school for emotionally disturbed children near here, he saw kids hit one another, as troubled kids will. But then, by and large, the offenders felt bad about it afterward. Through that window of guilt he saw a ray of hope: the sense of right and wrong was alive.

Gradually, to Mr. Fitzherbert's growing dismay, the window began to close. 'I started seeing more and more kids who were physically aggressive and didn't see anything wrong with it,' he said.

Last year, Mr. Fitzherbert declared war in the name of character. Not values, God forbid. He cringes at the term, especially the way many politicians use it, with its baggage about blame and morality. Dividing people into camps based on how they feel about unwed motherhood, for instance, or abortion, is part of the problem, Mr. Fitzherbert said.

Character training, of the sort going on at Mr. Fitzherbert's Devereux Glenholme school, is a kind of refutation of the debate over values that has seized American politics, from local school boards to the 1996 presidential race.

THE curriculum, formulated by a nonprofit group called the Joseph & Edna Josephson Institute of Ethics (which has advised, among other clients, the Internal Revenue Service), is based on six bedrock principles of simple good conduct: trustworthiness, respect, responsibility, fairness, caring and citizenship.

The idea has yet to catch fire in the New York area, as it has in places like Dayton, Ohio; Dallas, and Albuquerque, N.M., where a new character-building message is posted on every city bus each month. Institutions are older here, and perhaps slower to change.

'I think you're more cynical on the East Coast -- Easterners have done it, been there, seen it,' said Michael S. Josephson, a former law school professor who founded the Josephson Institute in Marina del Rey, Calif., naming it for his parents. He also founded its national umbrella organization, Character Counts.

But in small ways, at places like the Devereux Glenholme school, the

Common
program
in
char
ed across
nation.

Bridgeport Police Athletic League and the Hammaraskjold Middle School in East Brunswick, N.J., which started a character education curriculum last fall, there are signs of a local awakening.

Connecticut is considered the leader. Prodded by people like Mr. Fitzherbert, the state was the first in the region to declare a Character Counts week, which will be held in October and end with a statewide meeting of educators, students and state officials. Gov. Christine Todd Whitman of New Jersey made a similar declaration last Thursday. There is evidence of cross-fertilization: the New Jersey School Counselors Association recently asked Mr. Fitzherbert to talk about his work.

ETHICS trainers say that recent scandals have also helped their business. Corruption at the United Way and the highly publicized bankruptcy of the Foundation for New Era Philanthropy have spurred many companies and nonprofit groups to rethink their ethics policies. Merrill Lynch, financial adviser to bankrupt Orange County, Calif., has launched an advertising campaign touting its devotion to the Big Six principles of character.

'Packwood, Rostenkowski, Rodney King -- there's plenty of things to raise cynicism,' said Thomas J. Scanlon, a deputy chief at the Bridgeport Police Department, and one of four law enforcement officials who have trained with Mr. Josephson. 'But I could care less about the causes -- the problem is here.'

Mr. Scanlon, a second-generation Bridgeport police officer, started looking for answers when he saw police recruits hesitate in situations requiring a snap-judgment moral code. He saw the attraction of urban gangs, with their systems of honor and respect that youngsters were not learning elsewhere.

The unstated belief at the core of the character movement is that right and wrong exist independently of our petty squabbles. It requires casting aside the moral relativism that treats every theory of behavior as just another competitor in the marketplace of ideas.

Mr. Fitzherbert, in a rare moment of blame, said he believed we have abdicated our obligation to educate children about right and wrong. Maybe it was television, maybe the anxiety to avoid conflicts of church and state. In any case, he said, we walked away, and must now return.

'For the last few generations, we determined what is right to fit our wants -- I can justify anything I do,' he said. 'We have to get back.'

Copyright (c) 1997 by UMI Company. All rights reserved.

Access No: 9300047574 ProQuest - The New York Times (R) Ondisc
Title: WORKING WITH CHILDREN TO BUILD CHARACTER
Authors: FRANCES CHAMBERLAIN
Source: The New York Times, Late Edition - Final
Date: Sunday Oct 15, 1995 Sec: 13CN Connecticut Weekly Desk
p: 8
Length: Long (1365 words) Illus: Photo
Subjects: EDUCATION & SCHOOLS; ETHICS
Names: FITZHERBERT, GARY L
Companies: DEVEREUX GLENHOLME SCHOOL (DANBURY, CONN)

*another
similar
article
to
above one*

Copyright 1995 The New York Times Company. Data supplied by NEXIS
(R) Service.

Article Text:

example of char ed

MILITARY FullTEXT

FullTEXT

religion-based
char ed
Page 1
program.

Title: Opus Dei tutors kids in Aquinas and Algebra.

Source: (Policy Review, May/Jun96 Issue 77, p12, 2p, 1bw).

Item Number: 9605021328

by John W Kennedy.

Midtown operates two educational centers for inner-city children from fourth through 12th grade. Through after-school tutoring in academics and workshops in character-building, it aims to save students left behind in a public-school system that sees 42 percent of its high-school students drop out every year. Midtown seeks not only to catch these kids but to propel them toward higher education, productive careers, and responsible adulthood. "We want these kids to be changed, so that in 20 years they'll be faithful, low ing spouses anti good, reliable employees " Palos says.

Almost all of Midtown's graduates finish high school, and most go on to college. Typical of the center's successes is Ricardo Blasquez, who grew

MEF began as an outreach of Members of Opus Dei (Latin for "work of God" , a movement of Catholic laymen determined to integrate their faith with daily work, social activity, and family life. Although all 18 MEF staff members are Catholic, they seek to promote not church doctrine but rather a broad Christian ethic. The foundation's 465 volunteer mentors--

John W Kennedy

Title: Opus Dei tutors kids in Aquinas and Algebra.

Source: (Policy Review, May/Jun96 Issue 77, p12, 2p, 1bw).

Item Number: 9605021328

on the Bible and on natural law, which they try to transmit to the children.

"Giving *character education* to children without talking to them about God is like trying to build a house without a foundation," say's Patricia Cronin, who developed a *character education* curriculum for the program's mentors. "We want children to make moral commitments, not just to please adults or to conform to social customs that evolve out of convenience or pleasure, but to satisfy their own deep needs for order and relatedness."

Targeting average kids

It is not only the most troubled children-the adolescent pimps, prostitutes, and drug dealers--who need moral *education*, Midtown officials argue. They do not seek out such children, and regard other organizations as better suited to handle their rehabilitation. Likewise, gifted students from strong families can find specialized programs elsewhere.

He is quick to cite statistics: in the United States last year, children under 10 committed 12,000 thefts; one out of every three high school students stole something out of a store, and 130,000 children carried guns to school each day. Juvenile violent crime has increased by 300 percent since 1965.

If character training and good old-fashioned ethics will help, Mr. Fitzherbert says, he is ready to begin.

'We're in a tragedy in this country,' Dr. Sears added, 'and America is in denial.'

Caption:

Photos: Gary Fitzherbert, above, and Jennifer Powers, top left, with children at the Devereux-Glenholme School in Washington. (Carl David LaBianca for The New York Times)

Access No: 9300027912 ProQuest - The New York Times (R) Ondisc
Title: ON SUNDAY; CHARACTER IS MAKING A COMEBACK
Authors: KIRK JOHNSON
Source: The New York Times, Late Edition - Final
Date: Sunday Aug 6, 1995 Sec: 1 Metropolitan Desk p: 33
Length: Long (749 words)
Subjects: ETHICS
Names: FITZHERBERT, GARY L
Companies: DEVEREUX GLENHOLME SCHOOL (DANBURY, CONN); JOSEPH & EDNA JOSEPHSON INSTITUTE OF ETHICS

Abstract: The character training that goes on at the Devereux Glenholme school in Danbury CT is discussed. The curriculum of the school, founded by Gary L. Fitzherbert, is based on six bedrock principles of simple good conduct: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Copyright 1995 The New York Times Company. Data supplied by NEXIS (R) Service.

Article Text:

DANBURY, Conn. -- WHEN Gary L. Fitzherbert came to Connecticut 23 years ago to teach at a small school for emotionally disturbed children near here, he saw kids hit one another, as troubled kids will. But then, by and large, the offenders felt bad about it afterward. Through that window of guilt he saw a ray of hope: the sense of right and wrong was alive.

Gradually, to Mr. Fitzherbert's growing dismay, the window began to close. 'I started seeing more and more kids who were physically aggressive and didn't see anything wrong with it,' he said.

Last year, Mr. Fitzherbert declared war in the name of character. Not values, God forbid. He cringes at the term, especially the way many politicians use it, with its baggage about blame and morality. Dividing people into camps based on how they feel about unwed motherhood, for instance, or abortion, is part of the problem, Mr. Fitzherbert said.

Character training, of the sort going on at Mr. Fitzherbert's Devereux Glenholme school, is a kind of refutation of the debate over values that has seized American politics, from local school boards to the 1996 presidential race.

THE curriculum, formulated by a nonprofit group called the Joseph & Edna Josephson Institute of Ethics (which has advised, among other clients, the Internal Revenue Service), is based on six bedrock principles of simple good conduct: trustworthiness, respect, responsibility,

fairness, caring and citizenship.

The idea has yet to catch fire in the New York area, as it has in places like Dayton, Ohio; Dallas, and Albuquerque, N.M., where a new character-building message is posted on every city bus each month. Institutions are older here, and perhaps slower to change.

'I think you're more cynical on the East Coast -- Easterners have done it, been there, seen it,' said Michael S. Josephson, a former law school professor who founded the Josephson Institute in Marina del Rey, Calif., naming it for his parents. He also founded its national umbrella organization, Character Counts.

But in small ways, at places like the Devereux Glenholme school, the Bridgeport Police Athletic League and the Hammarskjold Middle School in East Brunswick, N.J., which started a character education curriculum last fall, there are signs of a local awakening.

Connecticut is considered the leader. Prodded by people like Mr. Fitzherbert, the state was the first in the region to declare a Character Counts week, which will be held in October and end with a statewide meeting of educators, students and state officials. Gov. Christine Todd Whitman of New Jersey made a similar declaration last Thursday. There is evidence of cross-fertilization: the New Jersey School Counselors Association recently asked Mr. Fitzherbert to talk about his work.

ETHICS trainers say that recent scandals have also helped their business. Corruption at the United Way and the highly publicized bankruptcy of the Foundation for New Era Philanthropy have spurred many companies and nonprofit groups to rethink their ethics policies. Merrill Lynch, financial adviser to bankrupt Orange County, Calif., has launched an advertising campaign touting its devotion to the Big Six principles of character.

'Packwood, Rostenkowski, Rodney King -- there's plenty of things to raise cynicism,' said Thomas J. Scanlon, a deputy chief at the Bridgeport Police Department, and one of four law enforcement officials who have trained with Mr. Josephson. 'But I could care less about the causes -- the problem is here.'

Mr. Scanlon, a second-generation Bridgeport police officer, started looking for answers when he saw police recruits hesitate in situations requiring a snap-judgment moral code. He saw the attraction of urban gangs, with their systems of honor and respect that youngsters were not learning elsewhere.

The unstated belief at the core of the character movement is that right and wrong exist independently of our petty squabbles. It requires casting aside the moral relativism that treats every theory of behavior as just another competitor in the marketplace of ideas.

Mr. Fitzherbert, in a rare moment of blame, said he believed we have abdicated our obligation to educate children about right and wrong. Maybe it was television, maybe the anxiety to avoid conflicts of church and state. In any case, he said, we walked away, and must now return.

'For the last few generations, we determined what is right to fit our wants -- I can justify anything I do,' he said. 'We have to get back.'

Access No: 9300013075 ProQuest - The New York Times (R) Ondisc
Title: TEACHING JOHNNY TO BE GOOD
Source: The New York Times, Late Edition - Final
Date: Sunday Jun 11, 1995 Sec: 6 Magazine Desk p: 14
Length: Short (115 words) Type: LETTER
Subjects: EDUCATION & SCHOOLS
Names: ROSENBLATT, ROGER; RILEY, RICHARD W (SEC)
Companies: EDUCATION DEPARTMENT

Title: The American uncivil wars.

Source: (US News & World Report, 4/22/96, Vol. 16 Issue 120,
p66, 7p, 6 charts, 6c).

Item Number: 9604167766

From mid-article

what not to do in
char ed.

Five minutes a day at Robert E. Lee is devoted to character education, a program popular around the country and put into place last year by the Alabama Legislature. As students gather in their homerooms in the morning, someone reads a poem or a story or an edifying thought over the intercom, an effort that has about as much attention-grabbing power as a sermon at a rock concert. Seniors say character education is widely regarded as a joke. By and large, no one listens, and teachers don't have much say in the matter. They get only as much respect as they show to the students, and that is precious little in some classes.

State Rep. Bill Fuller, who helped to push through the legislation, now believes high school is too late to teach values like respect and courtesy. He says the work has to begin much earlier -- at home, for instance, or elementary school. And that is where Walcott concentrates the efforts he has launched under the auspices of the American Foundation for Courtesy Inc. The Guyanese native wonders at the breakdown of manners here, and one aspect of his schooling seems particularly lacking in his adopted country now: "The teacher always remained in charge and was always respected," he remembers. "Even if you didn't have respect for the person, you still had respect for the office. I believe America could learn something from that."

Copyright (c) 1997 by UMI Company. All rights reserved.

A survey of nearly 200 schools nationwide that have instituted a *-character-* program such as the one at Foullois found that 77 percent reported fewer disciplinary problems, 68 percent an increase in attendance and 64 percent fewer incidences of vandalism. In the first three years of a character-edu/cation program at one New Haven, Conn., high school, teen pregnancies per year dropped from 16 to zero.

Access No: 96745869 ProQuest - The Washington Post Ondisc
Title: TWO LOCAL SCHOOLS MAKE PROPER BEHAVIOR A PRIORITY
Source: Washington Post, Final Edition
Date: Tuesday Sep 10, 1996 Sec: Z HEALTH p: 14
Length: Long (968 words) Type: Feature Illus: Photograph

Copyright The Washington Post

Article Text:

Between classes, the atmosphere at in Southwest Washington is quiet. There's no pushing, shouting or running in the halls -- and physical fights are rare.

At Jefferson, students wear uniforms and are required to walk single-file on the right in the gleaming corridors. There are no metal detectors, but teachers watch hawk-eyed what the children wear and carry into school. There is a sense of order, safety and cleanliness. Everyone there participates in the school's character education program. Seventh-graders are introduced to the school with classes on how to be courteous. All students get instruction in audience deportment before their assemblies. In homeroom meetings, teachers guide weekly discussions of one of the school's values, which include courtesy, caring, respect and responsibility. To demonstrate caring, school administrators stand by the door as the children exit each day, and each of the 800 students must show them that his or her written homework assignments are complete.

Jefferson is one of the schools most often cited as a success story by developmental psychologist Thomas Lickona at the State University of New York at Cortland, author of 'Educating for Character' and a leading advocate of teaching character in schools. The predominantly African American school serves two public housing projects. Seventy percent of the students come from single-parent households and are poor enough to qualify for subsidized lunch.

Most visitors credit principal Vera White, a tall, dignified woman who is frequently at the school until 10 p.m. so she can meet with parents after hours. As she strides the halls, she takes in everything -- reprimanding one boy whose shirt is hanging out, telling another to come see her for help with test-taking.

White made character education a central element of Jefferson's program in 1992 after several of her students participated in a rock-throwing riot against police at a local housing project. She recognized them on the evening news.

'This really brought it home to us that you need to do things to provide alternatives to destructive activities,' White says. She designed a program in basic manners for students. 'We started the next day telling them when you get in to make a concerted effort to say Good Morning' ' to their teachers and to say, 'I like what you did or I like what you're doing.' White hung banners and instituted class meetings emphasizing the school's values. She held numerous meetings with parents.

Since 1992, White says she has seen thefts and fighting decline. Pregnancies have declined from 12 to 15 a year to one this past academic

About Jefferson High
program mentioned
editorial

year (1995-96). The school has the best attendance record of any junior high in the city.

Although some of the students chafe against the wearing of uniforms, few of last spring's seventh-graders seemed to think they live in a police state.

'This school seems different because it has a lot of structure, uniforms,' said seventh-grader Lisa Haileab. 'They really care about how you do. They want to make sure you have a good score.'

Several seventh-grade boys spoke of the danger from gangs in their neighborhood. 'It seems a lot safer here than other schools,' said Jonathan Powell.

As important to other students is the fact that Jefferson is academically challenging. Algebra is offered in the seventh grade. 'At other schools they don't push you as much,' said student Bianca Gray. Jefferson's ninth-graders score above grade level in reading, science and math on national standardized tests.

Across town in predominantly white Ward 3, the private elementary school Sheridan instituted a character education program last year after a faculty-parent team visited a summer workshop run by Lickona. The school adopted one of Lickona's recommendations -- holding class meetings to discuss problems such as how students should respond when one child is being teased.

The idea, said headmaster Hugh Riddleberger, was 'to get the kids more invested in taking responsibility for their actions, to get them involved in the solution. If a child's feelings are getting hurt, you have a forum where kids can see solutions rather than the teacher saying, Here's what you're going to do.' '

Riddleberger said his interest in character education was spurred in part by comments from parents and teachers expressing dismay over students' behavior. Over the years, he said he's noticed a growing tendency for children to give excuses when reprimanded for not doing their homework properly or for calling out of turn in class.

'I didn't want the school to become more authoritarian, but I didn't think kids should rule the day,' he said. Last year, he began giving talks in assembly on such issues as honesty.

Compared to public schools combating teen pregnancy and violence, 'the things we're doing are more subtle -- like what I'm doing right now,' Riddleberger said as he stood on the school steps one morning shaking each child's hand -- a Sheridan tradition he views as an important element of character education. But he added, 'We were convinced this was the right stuff for any school to do.'

Kathi Sullivan, former president of the Sheridan Parents' Association and a parent of two children at the school, said that since Sheridan has started its character education effort she's noticed the program has had an effect on the children. 'I think one of the things it's done is gotten kids to focus on matters of common courtesy,' like holding doors open for others, Sullivan said.

It has also had an effect on the teachers, she said, who are 'kinder' to the children, especially when they are upset with the child. She added, 'It's made them think of their behavior as a role model.'

Caption:

At Jefferson Junior High School, students wear uniforms and attend classes in civility. Principal Vera White asks Christopher Peterson to tuck in his shirttail, left, and comforts Rashaun Wall, right.

Recent research suggests that developing those muscles as children

General
info on
chor ed

helps individuals to act morally later in life. For example, one study published in Science in 1989 found that preschoolers who could delay gratification -- choosing two marshmallows later over one instantly -- were rated better able to resist temptation as teenagers and more academically successful than their peers. David G. Myers, a professor of psychology at Hope College in Holland, Mich., who cites this study in a psychology textbook, writes, 'Moral ideas grow stronger when acted on. . . We are as likely to act ourselves into a way of thinking as to think ourselves into action.'

General
info
on
char
ed.

Similarly, Etzioni said, 'Children are much more interested in what parents do than what they say.' As an example, he cited the parent who gives a child mixed messages, punishing the child for lying at one time but then asking the child to tell a caller that the parent isn't home because the parent doesn't want to talk to the caller.

Infant studies suggest that children are born with a strong sense of empathy, Damon noted. 'But of course they're not born knowing what to do with those feelings,' he said. They don't necessarily know that they should share toys with their playmates or should give Mom a birthday present she would like, as opposed to the jelly beans the child would want.

It is up to the parents to provide leadership for their children, he said. 'There's a whole bunch of issues where children need adult guidance to learn,' Damon said. 'Adults have to act like adults; they can't act like, I'm just your friend.' '

Whose Values?

The debate is much more complicated in schools because of the diverse population they serve. Even if a school determines that it wants to teach values, parents and teachers must agree on what values those will be.

Leaders of the character education movement have sought to divorce themselves from the political debate by assiduously avoiding the word 'values.' They focus instead on the central elements of character they believe make for good citizens, such as respect, responsibility and caring.

The movement is a self-conscious reaction against the last great wave of values education, known as values clarification, which held sway in American schools in the late 1960s and 1970s. That movement stressed that each individual holds his own values and must make his own decision when confronted with a moral dilemma. In a classic example, students were asked whether a husband should steal a medicine he couldn't afford to save his wife's life. In contrast, character education seeks to stress the basic notion that certain behaviors -- like stealing -- are wrong.

Some civil liberties activists express fear that character education could become a stalking horse for religious or right-wing views, while some Christian conservatives are leery of 'political correctness' -- such as teaching tolerance for homosexuality -- because it may run counter to their religious views.

Perry Glanzer, education policy analyst with the conservative Christian group Focus on the Family, said his organization supports character education as a 'response to moral decline.' But he has some concerns. 'For example, if they were trying to teach responsibility, how that is fleshed out differs. Is it abstinence or is it handing out condoms?' Does teaching civility mean children must accept homosexuality as a 'valid' lifestyle? Glanzer asked.

Access No: 96704125 ProQuest - The Washington Post Ondisc
Title: JUDY MANN - LITTLE BULLIES, BIG HARASSERS
Authors: Judy Mann
Source: Washington Post, Final Edition

Take Jefferson Junior High School, which serves youngsters from two large public-housing projects near the Southwest waterfront. For almost a decade, test scores at Jefferson have been extraordinary: The ninth-grade reading score last year was at the 10th-grade level, the median math score at the 11th-grade level and the median language arts score practically at the college level. Veteran principal Vera White has loaded the school with academic enrichment programs, many funded by private industry or staffed by college-student volunteers, that concentrate on old-fashioned substance indoctrination, even when the subject is up-to-the-minute computer science.

Jefferson students participate in essay contests and spelling bees; they can learn algebra and geometry starting in the seventh grade. Many of the programs are quite creative: introducing architectural principles in algebra class, for example. The school's reputation is such these days that dozens of students from across town apply for special permission to attend. 'The principal is the critical element,' says Mary Levy, general counsel of Parents United for the D.C. Public Schools, a nonprofit school watchdog group. 'If you have a good principal, it helps create good teachers, and it's what happens in the classroom that makes a difference. Effective schools don't happen from the top down, but from the bottom up and out.'

Another top-rated inner-city school Levy mentions is Thomson Elementary at 12th and L Streets NW, whose median sixth-grade reading score was at the eighth-grade level last year. One way Thomson teaches reading is -- guess what? -- phonics.

Yet as thematic learning takes hold, even fewer classrooms may look like Jefferson's and Thomson's. Rather, they'll look something like those now at Bancroft Elementary School in Mt. Pleasant, which adopted a 'wetlands' theme for its remedial program this summer.

In one room, teacher Bernard Grayson has about two dozen 11- and 12-year-olds sitting in cooperative groups at small tables composing wetlands-centered math problems that are supposed to help the youngsters, none of whom are native English speakers, improve their language and computing skills.

Samples of the children's group work hang on the walls. Here is one: 'I have a 80 birds and 20 cases How many birds in each cash? 40.'

Won't Grayson be correcting the arithmetic, not to mention the spelling, punctuation and grammar?

No, answers Grayson. 'It's not the quality we're looking for,' he says. 'We just want to make sure they have the concept down. We're talking about self-esteem right now. The quality -- that will all come later.'

Charlotte Allen is a Washington writer.

Subjects: Values; Morality; Children & youth; Activism
Names: Jordan, Barbara; Selleck, Tom; Josephson, Michael
Companies: Character Counts Coalition

Abstract: William Raspberry supports the efforts of Character Counts Coalition members, which include Barbara Jordan, Tom Selleck and Michael Josephson, to address the character and values of US society, targeting society's youth.

Copyright The Washington Post

Article Text:

Friends of Guilt-Induced Eschewal of Sin -- FOGIES for short -- are pleased to announce that we have taken in some new members: Barbara Jordan, Tom Selleck and Michael Josephson.

Their unofficial induction (these new FOGIES aren't even aware they've been inducted) took place in Washington last Friday, with the launching of something called the Character Counts Coalition, described in the press release as 'an effort to address one of the critical issues of the day -- the character and values of our society, especially our young.' That, of course, is precisely what motivates us old FOGIES. We are sick of watching silently while our children go to hell in the handbasket of moral relativism. We want people to start talking again about the eternal verities -- about good and bad, right and wrong.

We are the ones whose neck veins throb when we hear yet another proposal for the distribution of condoms in high schools (which are forbidden to distribute the Ten Commandments), who advocate public floggings for those parents whose only child-rearing guide is what other parents let their children do, who would require teenage mothers to enroll in free early childhood courses on pain of being pilloried, or at least having their welfare checks docked, who . . . who . . .

Why don't you listen to Barbara Jordan, while I lie down a second. The former Texas representative joined Hollywood's Selleck and Josephson, founding head of the Josephson Institute of Ethics, to announce formation of the Character Counts Coalition -- 27 culturally and politically diverse groups claiming to represent some 20 million children. Here's Jordan:

If we are successful, we are going to make character the No. 1 call of young people in this country. They are going to think before they act because they know that if they do the wrong thing, that there are consequences, and they may not like these consequences. Kids now must understand that they are responsible for their actions. . . . We are responsible for making sure that young people know what is expected of them.

See how calmly she says it? You suppose it's because she doesn't have any children?

To be utterly serious for a moment, her words are right on target. Our children need to understand their personal responsibility, and we have to make sure they know what we expect of them. We reveal our expectations most forcibly by our behavior -- as when we allow our children to cheat on school work, or to wear clothes that the family budget can't account for, or when we leave 16- and 17-year-olds to party on their own and provide buses to fetch them home just on the off chance that some of them might overindulge in the beer we know the law forbids them to drink.

And how are our children behaving? Look at Josephson's stunning statistics showing that within just this past year:

Thirty-nine percent of high school-age boys (and 26 percent of girls) have stolen something from a store.

A fourth of the boys and a fifth of the girls have stolen something from a family member.

Two-thirds of high-schoolers and a third of college students cheated on

an exam -- 30 percent of the 15- to 18-year-olds cheated at least four times.

Half the college males and 38 percent of the females drove while drunk -- a quarter of the men and a tenth of the women doing so at least four times.

A third of college-age men, a fifth of college-age women say they would lie to get a job; 21 percent would falsify a report to keep a job.

Worse, they do these things without apparent guilt or remorse. Where did our children get such dreadful morals? There is both indictment and hope in the answer the Josephson Institute turned up: American youth consistently list their parents as their ethical role models -- their teachers second.

'This means,' said Selleck, 'that parents and teachers have the moral authority to persuade, encourage and inspire the best in young people.' But it requires that we be 'unequivocal about labeling [immoral or unethical behavior] as wrong and unacceptable.'

Michael Josephson and the Character Counts Coalition have tried to reduce their effort to six core values: trustworthiness, respect, responsibility, fairness, caring and citizenship.

Not a bad list, that. It avoids two of the major pitfalls of ethics discussions: religion and moral dilemmas.

It's hard to think of a religion that would have difficulty with any of these six principles, with the possible exception of 'citizenship' in some of its definitions. As for the dilemmas, it often strikes me that we use them as a way of avoiding ethical teaching.

'There are many areas where it is not always easy to know what is the right thing to do,' Selleck acknowledged. 'But there are just as many where there is no doubt. Violence, theft, lying, cheating and drunk driving are wrong. And we need to say so as loudly and as often as possible.'

We card-carrying FOGIES couldn't have said it better.

Opposites Attract

What does Tom Selleck, friend of Presidents Reagan and Bush, have in common with Democratic paragon Barbara Jordan? The actor and the former representative were in town yesterday to kick off the Character Counts Coalition, a partnership of more than 25 organizations whose aim is to promote ethical values in youth -- through a media campaign targeting parents, educators and youth leaders.

'This isn't just a philosophical discussion; we can teach the core values,' Selleck said at the J.W. Marriott Hotel.

Selleck dined at the Peasant restaurant in downtown Washington the other night with Jordan and requested that his tomato sauce be made from scratch because, he said, he doesn't eat herbs.

Access No: 93533382 ProQuest - The Washington Post Ondisc
Title: JUDY MANN - WHATEVER HAPPENED TO CHARACTER?
Authors: JUDY MANN
Source: Washington Post, Final Edition
Date: Friday Oct 8, 1993 Sec: E METRO p: 3
Length: Long (756 words) Type: Column
Subjects: Teenagers; Age of majority; Parents & parenting; Alcohol use
Names: Josephson, Michael

Abstract: Judy Mann discusses the reaction of Michael Josephson, president of the Joseph and Edna Josephson Institute of Ethics, to a group of parents who rented buses to take their teenagers to a beer party in Washington DC.

Article Text:

Michael Josephson, president of the Joseph and Edna Josephson Institute of Ethics, had the same reaction a lot of us had to the story about the parents who rented buses to transport teenagers to a party at a North Potomac home last Friday night.

He was outraged. The story on the front page of Wednesday's Washington Post was yet another example of parents' sending mixed messages to young people about drinking. By renting buses, the parents were condoning drinking by underage kids and enabling illegal behavior, ostensibly so the kids wouldn't drink and drive.

Those of us who have teenagers know that a house without parents can become the party house if the resident teenager is left behind. In this case, the party was also facilitated by another set of parents who went away, leaving their 16- and 17-year-old sons alone. The unchaperoned beer blast started about midnight, right after a homecoming dance. Police broke it up after neighbors complained, and the episode is now on the growing list of instances in which teenagers have gotten out of hand.

Josephson, alarmed at what he is seeing in today's young people, is trying to do something about it. The former law professor made a \$10 million fortune in 1987 when he sold his publishing company, which catered to law students. He took \$1 million and founded the institute, which he named for his parents, and now runs it without pay.

Today he is launching an effort by many of the nation's most influential youth organizations, who have formed the 'Character Counts Coalition.' Former representative Barbara Jordan (D-Tex.) and actor Tom Selleck are heading the effort, which hopes to reach 20 million young people with a clear-cut message about six core 'pillars of character': trustworthiness, respect, responsibility, fairness, caring and citizenship.

'What we have to do is come off these situational ethics approaches and to acknowledge there are some clear things in life,' Josephson says. 'Violence is wrong. Cheating is wrong. Using and abusing other people are wrong. For minors to drink is wrong -- not just to drink but to trash places and injure other people's property.'

A recent institute survey of more than 9,000 young people found that two out of five high-school-age boys and one in four girls said they had stolen from a store. Nearly two-thirds of all high school students and a third of the college students surveyed said they had cheated on exams. And half of the college-age men and 38 percent of the women said they had driven an car while drunk in the last year.

'This Character Counts thing is obviously not just about kids,' says Josephson. 'It's about parents. Kids are only going to get the messages of what's right and what's wrong from what we adults teach them and show them.'

The Character Counts effort is designed to give parents a language with which to give clear messages to youngsters, and to give teachers and other adults help in reaching youngsters whose families are dysfunctional or promoting negative behavior. As Josephson points out, it is society that suffers when youngsters grow up lying, stealing and cheating on exams because the vast majority don't get caught and then they take this behavior into the workplace.

'We have created a non-consequences society, especially for young people,' he says. 'There is nothing inherently inferior about today's kids. The difference is we have let these kids get away with stuff that many in our generation could have done, but they didn't. I didn't know any parent who would have tolerated their kids drinking when I was growing up.'

'The parents of today came out of a pretty chaotic and permissive time

themselves. . . . They were less certain as a group of parents about imposing values on their children than any previous generation of parents.'

The coalition wants to put the issue of young people's character and ethics on the public agenda and it has set up a toll-free number (1-800-777-2662) for people who want more information or who want to help.

The six core values the coalition is trying to instill in young people and reinforce in adults are values all of us can agree on. They are the moral fabric of democracy. We shake our heads in dismay when we read about parents enabling their youngsters to violate the law. Now, we can also pick up the phone and start talking about what we can do to make the pendulum swing back in the other direction.

Copyright (c) 1997 by UMI Company. All rights reserved.

Access No: 92454785 ProQuest - The Washington Post Ondisc
Title: LEFT BEHIND ON THE CAREER TRACK; A GROWING SKILLS GAP
LEAVES YOUNG PEOPLE -- AND EMPLOYERS -- WITH A SENSE OF
FRUSTRATION
Authors: Alex Pham, Washington Post Staff Writer
Source: Washington Post, Final Edition
Date: Monday Aug 24, 1992 Sec: F FINANCIAL p: 1
Length: Long (2456 words) Type: Feature
Illus: Illustration; Photograph; Info-graphic

Copyright The Washington Post

Article Text:

Earl Jones and Nancy Rus look at job hunting differently, but they both find the ordeal frustrating.

Jones graduated from Cardozo High School in the District in 1989 with Bs and Cs. Because his attempts to find a sales job have failed, he works for \$5.50 an hour in a fast-food restaurant. 'My main problem is experience,' said Jones, 20. 'But most of the people hiring don't give me a chance. They're not willing to give you training. You never get any experience that way.'

Rus doesn't know Jones, but she's met youths in his situation. They interview at her company, but only a handful are hired.

'The problem with high schools is that they're very inconsistent in terms of the quality of the graduates,' said Rus, vice president and director of organizational development for Motorola Inc., an electronic equipment manufacturer based in Schaumburg, Ill.

'If they're interested in working in manufacturing and growing with a company like Motorola,' Rus said, 'it would be to their benefit to have computer abilities as well as basic electronic skills, not just the reading and math. But high schools don't have tracks for electronic occupations. We just don't see that.'

As companies across the country strive to compete with foreign firms and to position themselves to take advantage of fast-changing technology, the viewpoints of both Jones and Rus take on added importance.

About half of high school graduates do not go on to college, according to Census Bureau figures, mostly because they think they can't afford the cost of higher education. Of those who enter college, the agency says, nearly half will not earn four-year degrees. Only 24 percent of American adults have four-year college degrees. But employers increasingly are

looking for skills they say their less-educated workers don't have.

The result is that many young people work in low-paying, often dead-end jobs, or not at all. Last month, the unemployment rate for the nation as a whole was 7.7 percent. For young people age 16 to 24, the jobless rate was 14.7 percent. Although the recession has inflated those rates, they reflect a years-long trend of higher unemployment among youths.

Government agencies and private think tanks have filled reams of paper outlining the problem and prescribing solutions. Businesses have initiated programs to reach out to schools. And politicians have proposed plans. But the problem -- how the nation's young people can make a successful transition from school to work -- remains.

'Society has changed. The world has changed, and these kids have been left behind,' said Samuel Halperin, director of the William T. Grant Foundation, a District-based think tank that studies statistics on youth.

'The Forgotten Half'

Halperin calls them 'the forgotten half' -- young people who build homes, work in factories, clean houses, serve fast food, fix cars and drive school buses. Today, there are 20 million 16- to 24-year-olds in this category, Halperin said.

Although minorities account for a disproportionate number of these youths, the vast majority of them are white and many of come from middle-class families, Halperin said. In other words, they are not just poor, central-city youths, but people from all backgrounds.

Young people without college degrees generally earn less than those with degrees -- and as a group, they've been making even less over time. Forty years ago such workers could secure a well-paying factory job that could support a family and a middle-class lifestyle, said Arnold Packer, senior fellow at the Johns Hopkins Institute for Policy Studies in Baltimore.

'Since 1950, high-paid, low-skills jobs have all but disappeared,' Packer said.

From 1973 to 1990, the average inflation-adjusted earnings of high school graduates not headed for college dropped 30 percent, to \$20,000 a year from \$28,410 a year, according to a study of census data by Andrew Sum, director of the Center for Labor Market Studies at Northeastern University in Boston.

The same study found 28 percent of high school graduates lived below the poverty line, up from 11 percent in 1973. Poverty rates for college graduates for 1973 and 1990, in contrast, were 2.1 percent and 5.8 percent, respectively.

Rus knows of the plight of the forgotten half. But she also knows that companies such as hers are competing with foreign firms whose entry-level workers are equipped with extensive and uniform training from government and private-sector programs.

'Right now, new recruits have to hit the ground running like they do in Germany and Japan,' Rus said.

A 1990 report called 'America's Choice: High Skills or Low Wages' paints a grim picture. According to the report by the National Center on Education and the Economy, a New York-based research group, the performance of workers without college degrees will significantly shape America's standard of living. If their potential is not tapped, it warned, either the rich get richer and the poor get poorer, or 'we all slide into relative poverty together.'

Building Skills

Most policy experts and employers agree on two things: the need for updated skills and the need for training paths to impart those skills to young people who aren't bound for college.

A 1991 Department of Labor study describes the types of skills needed by workers in a 'modern' economy.

Workers, it said, should be able to understand and use technology, evaluate information and work as part of a team. Other must-have skills are the abilities to prepare schedules and budgets and to suggest ways to make complex organizations work better, according to the report from the Secretary's Commission on Achieving Necessary Skills.

'It's the ability to solve problems, be creative and learn on the job,' said Anthony P. Carnevale, chief economist for the Alexandria-based American Society for Training and Development.

'Employers tell me that high school graduates aren't as skilled as they used to be,' Carnevale said. 'We've found out that's partly been an illusion.'

Since a greater percentage of high school graduates enter college today than they did 30 years ago, the non-college-bound graduates come with lower academic credentials on average, he said.

Carnevale said high school student achievement scores have remained roughly the same for three decades. And schools have maintained their standards for at least as many years. The difference, Carnevale said, is that economic competition with other countries has imposed new and tougher standards.

'In math and science, European and Japanese kids have outperformed American kids for years,' Carnevale said. 'So it's not that American workers have gotten dumber, it's that we're asking more of them.'

A Hodgepodge of Programs

Carnevale contends that few resources are put into connecting high school students with work.

'We've never built a system to focus on the non-college-bound high school graduate,' Carnevale said. Two-thirds of the company training dollars spent in America go to the college-educated, according to the 'America's Choice' report.

To this, a devil's advocate might reply that America is awash with cooperative education and apprenticeship programs that try to train young workers in trades ranging from carpentry to metalworking. But those programs don't reach the bulk of youths -- just 8 percent of high school juniors and seniors are involved in cooperative programs, according to a 1991 report by the congressional General Accounting Office on the school-to-work transition. The average age of an apprentice, the agency said, is 29 years, meaning such programs are targeted at adults. Fewer than 3,500 high school students are involved in apprenticeships, the GAO said.

One reason so few young people are involved in apprenticeships and cooperatives is that they don't know about them, the congressional agency said. High school counselors are partly to blame, said Paul E. Barton, director of the Policy Information Center of the Educational Testing Service in Princeton, N.J.

According to Barton, high school counselors spend 4 percent of their time on job placement. By contrast, they devote 30 percent to college admission and selection.

'While job placements and career choices for the non-college bound are not ignored,' he said, they are 'a relatively undeveloped aspect of counseling in high schools.'

In Germany, a student who has no plans to attend college usually finds a job through that nation's long-established youth apprenticeship system. In Japan, high schools automatically match up such students with employers for jobs that are next to guaranteed.

But this is America, the land of haphazard opportunities.

And Alex Smith, who was an A student at Potomac School, a private high school in McLean, thought his two years at Pomona College in Claremont, Calif., would help him find a job. Any job.

Smith said he applied for 20 positions this summer, ranging from scooping ice cream to renting videos. Only one employer, a music store in

Rockville, returned his calls. But no job -- and because the employers didn't call him back, Smith doesn't know why.

'It gets to the point where I get hopeless,' he said.

'Teenagers in this society are not given a place, an identity,' said Smith, who turned 20 three weeks ago and lives with his parents in Gaithersburg.

Smith left college this spring after completing his sophomore year as a literature major because he thought school was not teaching him what he needed to know.

Bridging the Gap

Smith still is unsure where his training ground should be, but last week, he decided to join the D.C. Service Corps, a leadership development program for people age 17 to 23. The corps temporarily turns youths into elementary school tutors, carpenters and nurse's aides to develop their confidence. Corps participants are paid \$100 a week during the nine-month program. One in two applicants wins a spot with the corps.

Jutata Basnight, a team leader with the D.C. Service Corps, joined the group last year as a member. A graduate of Forestville High School in Prince George's County, Basnight said she was frustrated with the jobs she was getting because she sensed that they would not lead to better positions.

'When I was working at Hardee's, I wasn't learning,' she said. 'Here, you learn.'

Programs like the corps have sprung up to help young people, rich and poor, bridge that gap between school and work.

Corps Director John Amsterdam is disturbed by the stereotype that youths are delinquent or irresponsible. 'I've seen people who consider youths for dead-end jobs rather than jobs with career opportunities,' he said. 'They see them as a different class of people.'

That negative image, he said, also attaches to traditional job training programs, an observation echoed by the GAO report. The GAO said cooperative programs and vocational education programs suffer from an undeserved reputation as 'dumping grounds' for academically weak students.

Corporate Efforts

Businesses are not blind to the problems plaguing job-seeking youths. A number of companies with heavy presences in the Washington area have responded by forming partnerships with local schools, offering students internships that expose them to a work environment and lobbying in state legislatures for curriculum changes.

International Business Machines Corp., for example, is a member of the National Alliance of Business, a District-based group that lobbies at the state level for school reform, including a high school curriculum that teaches more of the skills employers want.

Maryland Federal Bank this year invited a high school senior from Largo High School to a paid internship in its personnel division. The intern, Desiree Smith, said she learned accounting, clerical and people skills that she thinks will help her become a real estate broker.

And Communications Satellite Corp. in the District sponsors one of the most extensive partnerships in the Washington area. The company committed \$1.1 million over a seven-year period that began in 1989 to its alliance with Jefferson Junior High School in Southwest Washington. In addition to the money, Comsat offers mentors who help students with homework or talk about the work world.

Despite the effort, the William T. Grant Foundation's Halperin believes most partnerships represent a scattershot approach. Most schools don't have the benefit of a Comsat partner, he said, leaving kids elsewhere shortchanged.

'There are lots of programs and no system,' Halperin said. 'There's no focus. A lot of this stuff is superficial -- a mile wide and an inch deep. I'm not dismissing it; I just want it to do more. I want programs to be

serious, intensive, sustaining.'

Halperin offered suggestions, including creating coordinated linkages between employers and schools. That means having more youth apprenticeships that teach employable skills, giving young people chances at career-track jobs. A simple way of connecting school and work is having employers routinely ask for high school transcripts, Halperin added. That way, students see that their performance in school influences the kind of jobs they win. Employers also should try to acquaint teachers with the demands of the workplace, he said.

From the political arena, a number of proposals have been tossed about this year, including a youth apprenticeship program pushed by Democratic presidential nominee Bill Clinton. But a hotly contested training tax on employers to pay for national training may keep the plan from being enacted, said Halperin.

Meanwhile, the Bush administration has outlined its own proposal, called the Job Training 2000 Act of 1992. The proposal consolidates existing job training programs and advocates new ways to eliminate fraud. The act also includes pilot programs that combine work with study for high school students. Democratic critics say the proposal just shuffles around existing programs without offering anything substantially new.

Sen. Edward Kennedy (D-Mass.) this year also introduced the High-Skills Competitive Workforce Act. The legislation, also not enacted, heavily draws from the 'America's Choice' report, and calls for dramatic changes in the way young people receive skills training.

While politicians debate the options, Alex Smith is determined not to fade away.

'In order to take myself seriously,' he said of the community service he will be doing, 'I have to do something to make me feel that I'm part of the solution instead of being part of the problem.'

Caption:

Cardozo graduate Earl Jones says of potential employers, 'They're not willing to give you training.'

Caption:

Alex Smith chose the D.C. Service Corps, a leadership development program.

Caption:

Jutata Basnight, right, a team leader with the D.C. Service Corps, interviews applicant Janet Cruz. 'When I was working at Hardee's, I wasn't learning,' Basnight says. 'Here, you learn.'

Caption:

OUT IN THE COLD (Data from chart was unavailable.)

Caption:

MOST TRAINING MONEY GOES TO COLLEGE-EDUCATED WORKERS

How Companies Distribute the Estimated
\$30 Million Spent Annually on Training

COLLEGE-EDUCATED WORKERS

Managers..... 22%

Professionals..... 27%

Professional sales: 9%

Technicians and supervisors:..... 8%

NON-COLLEGE EDUCATED WORKERS

Retail sales and service workers:5%

Skilled crafts: 9%

Laborers, drivers and production workers: 5%

Every virtue has three parts: moral knowledge, moral feeling, and moral behavior. To possess the virtue of justice, for example, I must first understand what justice is and what justice requires of me in human relations (moral knowledge). I must also care about justice - be emotionally committed to it, have the capacity for appropriate guilt when I behave unjustly, and be capable of moral indignation when I see others suffer unjustly (moral feeling). Finally, I must practice justice - acting fairly in my personal relations and carrying out my obligation as a citizen to help advance social justice (moral behavior). Thus, in order to develop virtuous character, the young must come to know what the virtues are, appreciate their importance and want to possess them, and practice them in their day-to-day conduct. **Character education** thus conceived seeks to develop a morality of the head, the heart, and the hand.

In its underlying philosophy, **character education** reasserts the idea of objective morality. The idea that there are objective moral truths is a proposition denied by the doctrine of subjectivism. About subjectivism, Boston College philosopher Peter Kreeft writes: "Of all the symptoms of decay in our decadent civilization, subjectivism is the most disastrous of all. A mistake - be it a moral mistake or an intellectual mistake - can be discovered and corrected only if truth exists and can be known."

Objective truth is independent of the knower. That Lincoln was president during the Civil War is objectively true, even if someone doesn't know it. That adultery, infanticide, torture, date rape, and cheating are morally wrong is objectively true - even if many people don't realize it. Objective moral truths have a claim on our conscience and behavior.

How does this moral philosophy of objective truth translate into educational practice? It sometimes takes the form of an adult directly explaining to a child why one behavior is right and another wrong. But direct teaching is only part of a much larger effort to create a schoolwide moral environment - to surround kids with high expectations that call forth their capacity for goodness. Consider one of **character education's** success stories: At Washington, D.C.'s Jefferson Junior High School, 90 percent of the students come from single-parent families. "When I arrived," says principal Vera White, "parents and the community felt they were losing the children." Theft and fighting were common, and twelve to fifteen girls got pregnant each year.

Principal White met with faculty, parents, students, and members of the community. They decided they needed a multi-year plan. Year One would focus on setting objectives and strategies; developing students' "sense of responsibility for their own behavior" became the primary goal. Year Two would have the theme "attitude counts wherever you go." Year Three would focus on conflict resolution training, Year Four on community service.

Personal responsibility is now the theme of daily morning meetings in homerooms and weekly grade-level assemblies. Students are expected to have assignment notebooks, to use them in every class, and to take their schoolbooks home with them each day. Strengthening Jefferson's academic curriculum has been aided by a partnership with a nearby business, the COMSAT Corporation, which has helped to develop a strong, state-of-the-art program in math, science, and technology. Jefferson's character-building effort has also incorporated three sexuality education programs, including Elayne Bennett's Best Friends curriculum, all of which teach students the value of abstaining from sexual



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group

activity.

The school has also sharply raised expectations for parents. "Our parents," Vera White says, "must come to school for Back to School Night and for teacher-parent conferences during the year. Every parent is also asked to volunteer twenty hours of service to the school each year."

Since implementing these changes, Jefferson experienced a marked decline in thefts and fighting. In the city of Washington, D.C., it has been recognized for having the highest student academic achievement, the greatest academic improvement, and the highest attendance rate. It has won two U.S. Department of Education awards and now has a waiting list of 400 to 500 students. Between 1993 and 1995, according to White, it had only two known student pregnancies.

Jefferson Junior High looked to schoolwide **character education** as a way to turn around a bad situation. But all schools, whatever their starting point, have an inescapable obligation to educate for character. (See, for example, Ruth Shlossman's article, "Can You Teach Empathy?", *TIKKUN*, March/April 1996, for an excellent description of how a private K-5 Jewish day school carries out its responsibility to develop students who are caring as well as competent.) Here are ten reasons why that is so.

1. We need good character to be fully human. We need strengths of mind, heart, and will - qualities like good judgment, honesty, empathy, caring, perseverance, and self-discipline - to be capable of love and work, two of the hallmarks of human maturity. As Aristotle pointed out, we can't be happy unless we're good. When we lie, cheat, steal, break our commitments, or have sex with whomever we desire, we create problems for ourselves and for others.

The psychiatrist Frank Pittman, reflecting on the sources of unhappiness that his patients disclose in psychotherapy, writes: "The stability of our lives depends upon our character. It is character, not passion, that keeps marriages together long enough to do their work of raising children into mature, responsible, productive citizens. In this imperfect world, it is character that enables people to survive, to endure, and to transcend their misfortunes."

2. Schools are better places when they are communities of character. As the Jefferson Junior High story demonstrates, schools are better able to carry out their mission of teaching and learning when character qualities such as diligence, honesty, respect, and kindness are modeled, expected, taught, celebrated, and continually practiced. When schools are not making a concerted effort to define and teach virtue, there is often a negative moral culture in which disrespect and irresponsibility become normative, disrupt the instructional process, and deform human relationships.

3. **Character education** is essential to the task of building a moral society. It is painfully clear that our society suffers severe social and moral problems: the breakdown of the family; an epidemic of violence; the deterioration of civility; rampant greed at a time when one of four children is poor, dishonesty at all levels of society; a rising tide of sleaze in the media; a plague of problems stemming from the breakdown of sexual morality; widespread drug and alcohol abuse; the physical and sexual abuse of children; and declining respect for human life at every stage of development. These societal problems have deep roots and require systemic solutions, but it is not possible to build a virtuous



LEXIS·NEXIS

A member of the Reed Elsevier plc group



LEXIS·NEXIS

A member of the Reed Elsevier plc group



LEXIS·NEXIS

A member of the Reed Elsevier plc group

society if virtue does not first exist in the minds, hearts, and souls of individual human beings. The school, like the family, is one of the primary seedbeds of this virtue.

4. Democratic societies have a special need for **character education**. The nation's founders believed that educating for character was essential to the success of our democracy. Democracy, they reasoned, is government by the people; the people themselves are responsible for ensuring a free and just society. That means the people must understand, and be committed to, the moral foundations of democracy: respect for the rights of individuals, regard for law, voluntary participation in public life, and concern for the common good. Loyalty to these democratic virtues, Jefferson argued, must be instilled at any early age.

5. The school's traditional allies in character formation - the family and religion - are weak or absent influences in many children's lives. Historically, families have been the first and primary moral teachers of children. Families also brought children to church, synagogue, or other places of worship - and thereby into a larger moral and spiritual culture that supported the work of parents and offered ultimate reasons for leading a moral life. Religious faith grounded morality in a standard that is absolute and unchanging.

Today, observes physician Charles Whitfield, a founder of the Association for Children of Alcoholics, "more than 50 percent of families are dysfunctional." Our divorce rate - the highest in the world - has meant that ever-larger numbers of children grow up without both a mother and a father in the home. There is now a vast body of research on divorce and parental absence, and it all points in the same direction: Children from single-parent homes are more at risk than other children for drug use, delinquency, emotional problems, and unmarried pregnancies.

Children in two-parent families, of course, have no assurance they will receive the time, love, teaching, and discipline necessary for healthy moral development. Any number of surveys have found that American parents typically spend only a few minutes a day in face-to-face conversation with their children. In her book, *When the Bough Breaks: The Cost of Neglecting Our Children*, the economist Sylvia Hewlett documents that American children, rich and poor, suffer a level of neglect unique among developed nations, and that for the first time in our history, we have a generation of children who are less well cared for than their parents were. Staggering numbers of children also suffer direct abuse: Based on extensive studies, David Finkelhor of the University of New Hampshire estimates conservatively that one in four girls, and at least one in seven boys, is sexually abused at least once before they reach age eighteen.

6. Because we are failing as a society to transmit positive moral values to our children, character problems among the young are on the rise. Although many young persons demonstrate a higher moral consciousness - greater commitment to human rights, concern about the environment, and global awareness - than previous generations, the general youth trends present a darker picture. Ten troubling character trends reveal the magnitude of the problem: rising youth violence (juvenile violent crime increased six fold from 1960 to 1992); increasing dishonesty (lying, cheating, and stealing; the California-based Josephson Institute of Ethics cites studies showing increased cheating in school over the past thirty years); growing disrespect for legitimate authority (a



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group

Tikkun January 11, 1997

problem experienced by teachers almost everywhere); growing peer cruelty (also reported by teachers all across the country); a rise in prejudice and hate crime (more than 300 U.S. colleges and universities have in recent years reported serious incidents of racial violence or hostility); the deterioration of language (teachers comment on the foul language that increasingly tumbles out of the youngest mouths); a decline in the work ethic (there now exists a widespread student norm against doing more than what's needed to get by): declining personal and civic responsibility for the past two decades, U.C.L.A.'s annual American Freshman survey has found steadily rising numbers - now over 70 percent

- of college freshmen who say that "becoming very well off financially" is an "essential" or "very important" life goal, and shrinking numbers - now a minority - who say that "contributing to the improvement of society" is an essential or important life goal; increasing self-destructive behavior (U.S. teens have one of the highest unmarried pregnancy rates and the highest abortion rate in the developed world, according to a 1989 U.N. study; U.S. youth still show the highest level of drug use of young people anywhere in the industrialized world; teen marijuana use has nearly doubled since 1992, according to a federal government report last year); and growing ethical illiteracy (including ignorance of moral knowledge as basic as the Golden Rule and the tendency to engage in behavior hurtful to self or others without thinking it wrong).

7. There is common ethical ground even in our value-conflicted society. True, Americans have deep, seemingly unbridgeable differences over fundamental moral issues. What could be more fundamental, for example, than the question, "Who is a human being?", or "When does our right to life begin and deserve protection under the law?" But despite differences over issues such as abortion, we can identify core ethical values that give us the common moral ground needed to go forward with the task of **character education** in a pluralistic society. Indeed, pluralism itself is not possible without agreement on basic values such as justice, honesty, civility, democratic process, and respect for truth. When it comes to school-age children, we can readily agree on the basics: We don't want our kids to lie, cheat on tests, take what isn't theirs, fight, or call names; we do want them tell the truth, play fair, be polite, respect their parents and teachers, be kind to animals, and care about each other.

8. School is a good place to learn about being a good person. The school is a human community filled with human relationships. As such, it is a natural place to learn values like respect and responsibility that should govern how people treat each other and carry out their responsibilities. Indeed, everything a school does teaches good or bad values - including the way teachers and other adults treat students, the way the principal treats staff, the way the school treats parents, and the way students are allowed to treat school staff and each other. Whether teachers teach well and expect students to do their best work and whether questions of right and wrong are discussed in classrooms also teach moral lessons. So the relevant issue is never, "Should schools teach values?" but rather, "Which values will they teach?" and "How well will they teach them?"

9. There is broad-based, growing support for **character education**. It comes from government, which at the federal and state level is now funding and promoting **character education**. It comes from business, which recognizes that a responsible labor force requires workers who have character traits of honesty, dependability, pride in work, and the capacity to work with others. It comes



LEXIS·NEXIS™

Ⓜ A member of the Reed Elsevier plc group



LEXIS·NEXIS™

Ⓜ A member of the Reed Elsevier plc group



LEXIS·NEXIS™

Ⓜ A member of the Reed Elsevier plc group

Tikkun January 11, 1997

from teachers' unions; both the American Federation of Teachers and the National Education Association, for example, have joined national coalitions advancing **character education**. It comes from reform-minded groups like Educators for Social Responsibility, which know that progress toward social and economic justice and global peace requires morally principled citizens. It comes from previously skeptical groups such as the American Jewish Committee, which a few years ago reversed its long-standing caution against public school values education and issued a report urging schools to teach "civic virtues" such as "honesty, civility, responsibility, tolerance, and loyalty." Perhaps most important, support for **character education** comes from the grass roots, especially from parents who are looking for help in a world where it's harder than ever to raise good children. For more than a decade, every Gallup poll that has asked parents whether schools should teach morals has come up with an unequivocal yes.

10. **Character education** is doable, and it works. Given the enormous moral problems facing the country, their deep social roots, and the ever-increasing responsibilities that schools already shoulder, the prospect of taking on **character education** may at first seem overwhelming. But as the Jefferson Junior High story illustrates, **character education** doesn't have to be added to the curriculum; rather, it can be done within the school day as part of every phase of classroom and school life. For example, at the State University of New York, our Center for the 4th and 5th Rs (Respect and Responsibility) promotes a "comprehensive approach" to **character education** that includes the teacher as moral model and mentor, creating a caring classroom community, using discipline as a tool for moral growth, teaching virtues through the curriculum, cooperative learning, ethical reflection, conflict resolution, school and community service, creating a school-wide moral culture, and recruiting parents and communities as full partners in promoting good character.

The Child Development Project (CDP), first piloted in San Ramon, California, and then replicated around the country, offers what is perhaps the best research evidence that comprehensive **character education** makes a positive difference. Its elementary-level character program has five interlocking components: (1) a reading and language arts curriculum that uses children's literature to reflect on core values; (2) cooperative learning, giving students regular practice in learning to work with others; (3) discipline that involves students actively in creating a classroom that respects others and supports learning; (4) school service programs, such as cross-age tutoring and "buddy classes" that enable older kids to help younger ones; and (5) home-based family activities that provide parents with ways to foster their children's character development.

In a longitudinal research evaluation, students in three CDP elementary schools, compared to students in matched control schools, were found to be more considerate and cooperative in their classrooms; more likely to feel accepted by their peers; more skilled at solving interpersonal problems; and more strongly committed to democratic values such as including all members of a group in a decision. In a follow-up study in eighth grade, students who had the CDP program showed stronger conflict resolution skills, had greater self-esteem, were involved in more extracurricular activities, and were less likely to use marijuana or alcohol.

What about older, more sophisticated students? Will **character education** work in high schools? The need is clearly greatest at that level: Character-related



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group

Tikkun January 11, 1997

behavior problems - especially sex, drugs, drinking, and violence - typically become most severe during the high school years, at the very time that institutional supports for teaching character and creating a cohesive moral community become weakest.

For this reason, it's welcome news for the character movement that Phi Delta Kappa (PDK) is preparing to establish a League of Value-Driven Schools, consisting initially of fifty to one hundred secondary schools and eventually, PDK hopes, of hundreds. PDK is one of the country's major educational organizations; it publishes Kappan magazine and the annual Gallup poll on education. Last October, it issued "A Study of Core Values and the Schools," reporting its findings, from a survey of more than 10,000 educators and non-educators, that most people think there are values on which we agree, that schools should teach them, and that schools aren't doing enough to teach them now.

Some high schools have already moved forward with **character education**. One is Brentwood High School in St. Louis County, Missouri. In 1993-94, Brentwood formed a committee of students and parents that came up with the following goals for its character program: (a) personal goals: accountability, honesty, perseverance, and respect for self; (b) social goals: abstinence from drugs, alcohol, and sex; caring about others; commitment to family; positive work ethic; respect for others; and service; and (c) civic goals: equality, freedom, justice, respect for authority, and respect for property.

Brentwood teachers formed a curriculum committee to decide how to integrate character traits and themes into daily lesson plans for language arts, mathematics, social studies, and fine arts curricula. A district-wide kickoff event had all students, preschool through high school, assemble on the football field with teachers, administrators, parents, and community leaders. Students were called class by class to assemble in formation in the middle of the field to spell out the word "RESPECT." The superintendent addressed the gathering on the importance of respect, and the event was featured on local television.

Each quarter of the school year, a different class is responsible for a project promoting respect and responsibility and shares this with the entire student body. A student task force has organized a Corridor of Respect showcasing students, staff, and community members who have displayed respect and responsibility in exemplary ways. The student task force has also hosted a Respect and Responsibility Conference to which they have invited students from other area high schools to discuss how **character education** can be carried out in their schools as well. At Brentwood, faculty and students alike report more respectful attitudes and responsible behavior on the part of students.

How does **character education** handle a controversial area like sex education? Sex is the area of young people's lives where they often display the poorest character - the lowest levels of respect, responsibility, and self-control. If you doubt this, spend a day following around adolescents in any American high school and observe the language and conduct that define the relations between the sexes. Says an Indiana high school teacher: "The air is thick with sex talk. As kids pass in the halls, they say to one another - boy to girl, girl to boy - 'I want to f- you.'"

As adults, we are gradually emerging from the sexual revolution to recover



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group

the wisdom that chastity, which enables us to govern our sexual desires, is part of the constellation of virtues that serve human dignity and the individual and common good. When it comes to sex education, however, many schools still practice a kind of educational schizophrenia. In most areas of school life, they are appropriately directive, guiding students to morally correct conclusions (it's wrong to lie, cheat, steal, be racist, etc.), as **character education** recommends. But in the sex education curriculum they send a mixed moral message ("Don't have sex, but here's a way to do it fairly safely"), use relativistic values-clarification methodology (where students simply clarify their personal values), and end up being non-directive ("you have to decide what's right for you").

Two groups, the **Character Education** Partnership and the Medical Institute for Sexual Health (MISH), have each recently issued documents designed to help schools apply **character education** principles to the sexual domain. The MISH publication, *National Guidelines for Sexuality and Character Education*, states: "Premature sexual activity is destructive toward self and others....The destructive effects of premature sexual activity include pregnancy and its consequences (including children having children and more than 400,000 teen abortions annually), sexually transmitted diseases, emotional hurt, potential difficulty in future relationships, and the development of disrespectful and irresponsible behavior patterns that are antithetical to good character." "Character-Based Sex Education in Public Schools," the position paper of the **Character Education** Partnership, states: "Sex education should teach students to see sexuality as an area of their lives that calls for the presence of virtues. They should be taught that their sexuality must be supported by self-control, a strong sense of responsibility, prudence, and often courage to withstand strong sexual desires....Students should also realize that learning to bring self-discipline to their sexuality is a means of developing character and preparing themselves for a deep, loving relationship as an adult." If **character education** can help to shape a new moral consensus about sex, especially concerning the sexual moral education of our children, it will have made one of its greatest contributions to the rehabilitation of our nation's moral culture.

When democracies replaced the old aristocracies, notes historian John Agresto, they promised not only freedom but also a richer, fuller, more rewarding life than any lived before. But now, all over the world, free societies are being accused of self-indulgence, materialism, and an extreme individualism that erodes the human bonds that are needed for a healthy community and a full personal life. "That we can deliver freedom has never been in doubt," Agresto writes. The question is whether, "in the midst of our freedoms, we can cultivate human beings of good character."

Until recently, calls for school reform have focused narrowly on academic achievement. The larger task of helping our children develop good character is now squarely before us. Schools obviously can't do it alone - they need the help of families, religious institutions, youth groups, government, the media - in short, all groups that touch the lives of the young. But schools are uniquely positioned to provide moral leadership for this effort: By law, unless they are home-schooled, all children must go there. As we prepare for and enter the next century, how well we educate for character, more than anything else we do in our schools, will affect the kind of people we are and the kind of society and democracy we will live in.



LEXIS·NEXIS

A member of the Reed Elsevier plc group



LEXIS·NEXIS

A member of the Reed Elsevier plc group



LEXIS·NEXIS

A member of the Reed Elsevier plc group

Tikkun January 11, 1997

Thomas Lickona is professor of education at the State University of New York at Cortland, where he directs the Center for the 4th and 5th Rs (Respect and Responsibility). He serves on the Board of the national **Character Education Partnership** and is author of *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (Bantam Books, 1991).

GRAPHIC: Illustration; Photograph

LANGUAGE: ENGLISH

IAC-CREATE-DATE: March 12, 1997

LOAD-DATE: March 13, 1997

**LEXIS·NEXIS**

A member of the Reed Elsevier plc group

**LEXIS·NEXIS**

A member of the Reed Elsevier plc group

**LEXIS·NEXIS**

A member of the Reed Elsevier plc group

Program or School

Successful Character Education Programs

School/ Program	Description of Program	Results
Stop, Think, Act and Review program of Thomas Jefferson Center	- creates a vocabulary of words relating to respecting others - monthly themes	- used across country - students' behavior has improved in schools where it is used
Thomas Jefferson Center's Values Education Project	- lessons that can be integrated into various subjects - emphasizes improved student-teacher communication and parental involvement	- in Los Angeles Unified, drop in disciplinary problems - after one year, teacher support for teaching values improved
Second Step violence prevention curriculum for PreK - Grade 9	weekly or twice-weekly sessions to teach empathy, problem-solving and anger management	- used in over 10,000 schools in US and Can - study found reduction in acts of aggressive behavior in third graders
Child Development Program for elementary schools; used in California	- uses language arts curriculum to teach values through children's literature - cooperative learning - class meetings for discipline problems - family activities	longitudinal study of 3 schools found that their students are more considerate and better able to solve interpersonal problems; follow-up study of students as 8th graders found lower drug use and better conflict resolution skills
Jefferson Junior High School, Washington, D.C.	5 year plan - high expectations for parent involvement - focus on attitude, conflict resolution, community service	- drop in teenage pregnancies, thefts, fights - now has greatest academic achievement, and highest attendance rate in city

Allen Elementary School, Dayton, OH	• each week, homeroom teachers introduce a character trait and subject teachers work it into the lessons • send letter home to parents recommending bedtime stories and discussion topics	• went from ranking of 28 out of 33 (on test scores) in 1989 to No. 1 in five years • drop in discipline problems • rise in teacher attendance
Dry Creek Elementary School	each month, focus on a different value	
Winkelman Elementary School, Chicago	• emphasizes caring and courtesy • all students involved in community service now	• decrease in fights • improved academic achievement • recognized in Chicago competition
Alexander Dumas School, Chicago	• CE curriculum in K - 8 grade • defined 7 values for school; now recite daily a pledge affirming these • increased parent involvement	• recognized by US Dept of Ed for educational excellence • featured on NBC for CE program
Sweet Home district, NY	• created district Values Education Council • daily messages on respect and responsibility in announcements and on cafeteria electronic message board • promotion of R & R on busses	featured at NY Annual Values Education Conference
San Marcos, California school district	• 10-minute lessons on "how to be successful" • 6 week course for 7th graders on self-esteem and positive moral values • 6 wk pro-abstinence course for 8th graders	• teenage pregnancies dropped • grade point averages, attendance rates and test scores increased • drug referrals decreased

``SEC. 10103. PARTNERSHIPS IN CHARACTER EDUCATION PILOT PROJECT.

``(a) Program Authorized.--

``(1) In general.--The Secretary is authorized to make up to a total of ten grants annually to partnerships of State educational agencies and local educational agencies for the design and implementation of character education programs that incorporate the elements of character listed in subsection (d), as well as other character elements identified by applicants.

``(2) Maximum amount of grant.--No State educational agency shall receive more than a total of \$1,000,000 in grants under this part.

``(3) Duration.--Each grant under this section shall be awarded for a period not to exceed five years, of which the State educational agency shall not use more than one year for planning and program design.

``(b) State Educational Agency Applications.--

``(1) Requirement.--Each State educational agency desiring a grant under this section shall submit an application to the Secretary at such time and in such manner as the Secretary may require.

``(2) Partnerships.--Each State educational agency desiring a grant under this section shall form a partnership with at least one local educational agency to be eligible for funding. The partnership shall pursue State and local initiatives to meet the objectives of this section.

``(3) Application.--Each application under this section shall include--

``(A) a list of the local educational agencies entering into the partnership with the State educational agency;

``(B) a description of the goals of the partnership;

``(C) a description of activities that will be pursued by the participating local educational agencies, including--

``(i) how parents, students, and other members of the community, including members of private and nonprofit organizations, will be involved in the design and implementation of the program;

``(ii) curriculum and instructional practices;

``(iii) methods of teacher training and parent education that will be used or developed; and

``(iv) examples of activities that will be carried out under this part;

``(D) a description of how the State educational agency will provide technical and professional assistance to its local educational agency partners in the development and implementation of character education programs;

``(E) a description of how the State educational agency will evaluate the success of local programs and how local educational agencies will evaluate the progress of their own programs;

``(F) a description of how the State educational agency will assist other interested local educational agencies that are not members of the original partnership in designing and establishing programs;

``(G) a description of how the State educational agency will establish a clearinghouse for information on model programs, materials, and other information the State and local educational agencies determine to be appropriate;

``(H) an assurance that the State educational agency will annually provide to the Secretary such information as may be required to determine the effectiveness of the program; and

``(I) any other information that the Secretary may require.

“(4) Non-partner local educational agencies.--Any local educational agency that was not a partner with the State when the application was submitted may become a partner by submitting an application for partnership to the State educational agency, containing such information that the State educational agency may require.

“(c) Evaluation and Program Development.--

“(1) Requirement.--Each State educational agency receiving a grant under this section shall submit to the Secretary a comprehensive evaluation of the program assisted under this part, including the impact on students, teachers, administrators, parents, and others--

“(A) by the mid-term of the program; and

“(B) not later than one year after completion of such program.

“(2) Contracts for evaluation.--Each State educational agency receiving a grant under this section may contract with outside sources, including institutions of higher education, and private and nonprofit organizations, for purposes of evaluating their program and measuring the success of the program toward fostering in students the elements of character listed in subsection (b).

“(3) Factors.--Factors which may be considered in evaluating the success of the program may include--

“(A) discipline problems;

“(B) students' grades;

“(C) participation in extracurricular activities;

“(D) parental and community involvement;

“(E) faculty and administration involvement; and

“(F) student and staff morale.

“(4) Materials and program development.--Local educational agencies, after consulting with the State educational agency, may contract with outside sources, including institutions of higher education, and private and nonprofit organizations, for assistance in developing curriculum, materials, teacher training, and other activities related to character education.

“(d) Elements of Character.--

“(1) In general.--Applicants desiring funding under this part shall develop character education programs that incorporate the following elements of character:

“(A) Caring.

“(B) Civic virtue and citizenship.

“(C) Justice and fairness.

“(D) Respect.

“(E) Responsibility.

“(F) Trustworthiness.

“(G) Any other elements deemed appropriate by the members of the partnership.

“(2) Additional elements of character.--A local educational agency participating under this section may, after consultation with schools and communities of such agency, define additional elements of character that the agency determines to be important to the schools and communities of such agency.

“(e) Use of Funds.--Of the total funds received by a State educational agency in any fiscal year under this section--

“(1) not more than 30 percent of such funds may be retained by the State educational agency, of which--

“(A) not more than 10 percent of such funds may be used for administrative purposes; and
“(B) the remainder of such funds may be used for--

“(i) collaborative initiatives with local educational agencies;

“(ii) the establishment of the clearinghouse, preparation of materials, teacher training;
and

“(iii) other appropriate activities; and

“(2) the remaining of such funds shall be used to award subgrants to local educational agencies, of which--

“(A) not more than 10 percent of such funds may be retained for administrative purposes;
and

“(B) the remainder of such funds may be used to--

“(i) award subgrants to schools within the local educational agency; and

“(ii) pursue collaborative efforts with the State educational agency.

“(f) Selection of Grantees.--

“(1) Criteria.--The Secretary shall select, through peer review, partnerships to receive grants under this section on the basis of the quality of the applications submitted under subsection (b), taking into consideration such factors as--

“(A) the quality of the activities proposed by local educational agencies;

“(B) the extent to which the program fosters in students the elements of character;

“(C) the extent of parental, student, and community involvement;

“(D) the number of local educational agencies involved in the effort;

“(E) the quality of the plan for measuring and assessing success; and

“(F) the likelihood that the goals of the program will be realistically achieved.

“(2) Diversity of projects.--The Secretary shall approve applications under this section in a manner that ensures, to the extent practicable, that programs assisted under this section--

“(A) serve different areas of the Nation, including urban, suburban, and rural areas; and

“(B) serve schools that serve minorities, Native Americans, students of limited-English proficiency, and disadvantaged students.

-###-

SEC. 10102. ELEMENTARY SCHOOL COUNSELING DEMONSTRATION.



SEC. 10104. PROMOTING SCHOLAR-ATHLETE COMPETITIONS.

Center for the 4th and 5th Rs

Helping schools, teachers, and parents develop good character in youth

Director-Dr. Thomas Lickona
Administrative Secretary-Marthe Seales
Tel: (607) 753-2455
Fax: (607) 753-5980

E-Mail: c4n5rs@cortland.edu

The Center is supported by a grant from the Surdna Foundation and a grant from a private trust.

THE CENTER'S ANNUAL INSTITUTE IN CHARACTER EDUCATION:

PROGRAM: Includes nationally known speakers in character education, workshops by experienced teachers and school administrators on how to implement each part of the comprehensive 12-point character education program (see diagram inside), and opportunities for participants to share successful practices from their schools.

Some of the topics:

- ☐ *Reducing discipline problems by teaching respect and responsibility*
- ☐ *Developing a caring school community and a better climate for learning*
- ☐ *How schools and parents can work together to build children's character*
- ☐ *How to get started in your school*

Dates: Monday-Friday, last week in June

Focus: Elementary and middle schools

For: Individuals or teams (a team would be 5-6 persons, including teachers, a principal or other administrator, and, if possible, a parent representative)

Cost: \$200.00 per person

Application Deadline: May 20

For further information call the contact Center, (607)-753-2455. Information also available regarding Annual Character Education in the High School Conference-last Tuesday in June.

THE CENTER FOR THE 4TH AND 5TH Rs (Respect and Responsibility)

serves as a regional, state, and national resource in character education. A growing national movement, character education is essential to the task of building a moral society and developing schools which are

civil and caring communities.

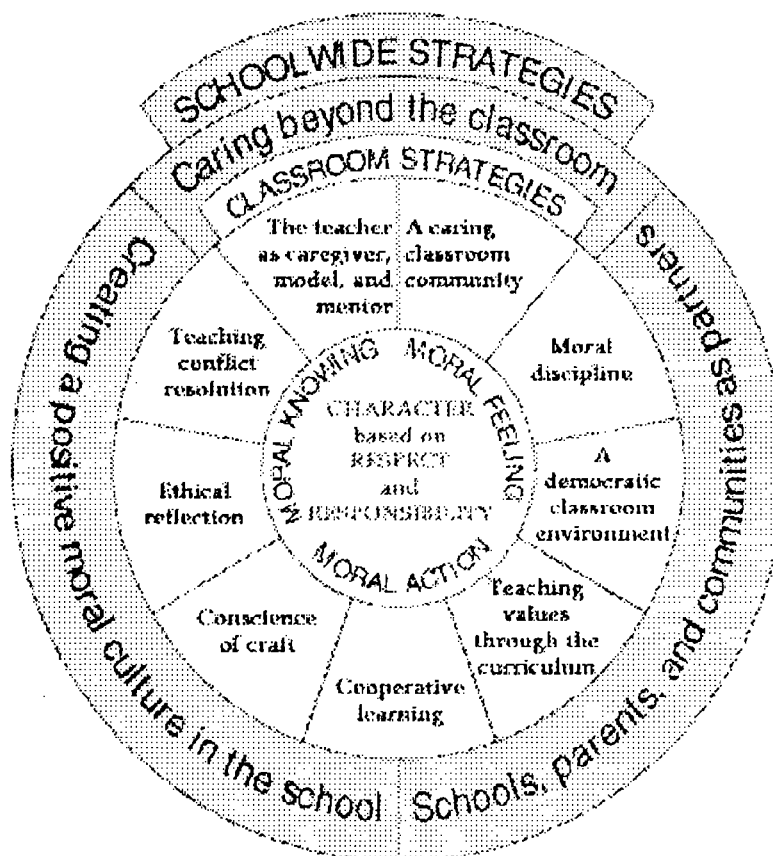
THE CENTER disseminates complimentary articles on character education, sponsors an annual summer institute in character education, publishes a *Fourth and Fifth Rs* newsletter, offers a browsing library of character education materials, and is building a network of "**Fourth and Fifth Rs Schools**" committed to teaching respect, responsibility and other core ethical values as the basis of good character. **Character education** holds that there are universally important ethical values such as **respect, responsibility, trustworthiness, fairness, caring, courage, self-control, and diligence**. Character means living by these core values - understanding them, caring about them, and acting upon them.

"Honesty is a world where people are always truthful. Honesty's sister is hope."

- a 3rd grade student

THE CENTER FOR THE 4TH AND 5TH RS promotes a 12-point comprehensive approach to character education, one that uses all aspects of school life as deliberate opportunities for character development. The inner part of the wheel below shows *nine character-building strategies for the classroom*; the outer rim, *three schoolwide strategies*.

A COMPREHENSIVE APPROACH TO CHARACTER EDUCATION



A SCHOOL COMMITTED TO CHARACTER EDUCATION publicly stands for core ethical values such as respect, responsibility, honesty, and caring; defines them in terms of behaviors that can be observed in school life; models these values; studies them; celebrates their manifestations; and holds all school members accountable to standards of conduct consistent with the core values.

"Your workshop has helped me to include character education intentionally in my daily teaching activities." -a public school teacher



Character Education Institute

8918 Tesoro Drive, Suite 575
San Antonio, Texas 78217-6253
(210) 829-1727 - FAX (210) 829-1729 - (800) 284-0499

OBJECTIVES

The Character Education Curriculum (CEC), created in 1969 by-teachers for-teachers and continually revised, is the most comprehensive, instructional program available that builds self-esteem, develops critical thinking skills, and instills universal values in students. Through these objectives, young people learn right from wrong and become responsible, productive citizens.

AGE GROUP

Pre-K through the ninth grade (High School Curriculum coming soon)

UNIVERSAL VALUES

The 12 universal values encompassed in the CEC are:

Honor, Honesty, Truthfulness, Kindness, Generosity, Helpfulness, Courage, Convictions, Justice, Respect, Freedom, and Equality.

CHARACTER EDUCATION CURRICULUM MATERIALS

Individual, non-consumable instruction kits are provided for Pre-Kindergarten/Kindergarten (PreK/K) through the sixth grade, while one kit is written and designed specifically for seventh through ninth grade. Each CEC kit contains:

- ☐ One Teacher's Guide with detailed instructions for each lesson, along with stories, activities, and discussion questions. The Pre-K/K includes six animal story books with accompanying filmstrips, flip charts, and story wheel, plus *You and Me*, with lessons on children's relationships at home, school, and in their neighborhoods.
- ☐ A set of posters to use with lessons. Activity sheets for individual use, as well as for small and large group work.
- ☐ Drug Prevention Education. (CEC qualifies for Drug Free School Funds and Chapter I/Title I funding)
- ☐ A comprehensive resource guide, *Good Books Teach Values*.
- ☐ Evaluation instruments which determine the students' understanding of the presented concepts.

SUBJECT AREAS

The CEC can be taught as an individual subject or can be easily correlated with any of the following curriculums:

social studies, language arts (including speaking, reading, writing, and listening), health, and/or career education.

BILINGUAL

The Pre-K/K kit is presented in both English and Spanish. Stories in lessons for first through third grades are available in Spanish upon request, at no additional charge.

INSERVICE

Provided by professional staff and consultants throughout the nation, a three-hour (half-day) minimum inservice is recommended for effective implementation of the CEC. Six-hour (full-day) inservices are also available. Contact the Institution for cost information.

PARENTAL INVOLVEMENT

"Happy Grams" for the younger students and "Way To Go" for the older students are provided for teachers to send home "good news" to the parents. Requesting teamwork between the home and school, a prepared "Letter to Parents" informs the families about the CEC and encourages them to support the CEC and continue building their child's character at home.

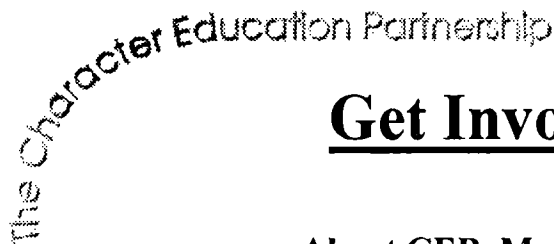
[[Back Home](#) | [Information Request](#)]

Membership Information

Membership in CEP is open to organizations and individuals who share a commitment to developing moral character and civic virtue in youth. Annual dues are \$25 for individuals, \$75 (organizations with a budget less than \$500,000), and \$300 (organizations and corporations with a budget greater than \$500,000). For more information, or to sign up, contact CEP at geninfo@character.org.

**CEP in Action****Eleven Principles of
Character Education****Get Involved****Reference
Area***The Character Education Partnership*

Copyright © 1997 The Character Education Partnership
809 Franklin Street, Alexandria, VA 22314
(800) 988-8081



Get Involved



About CEP, Membership

What is CEP?

The Character Education Partnership (CEP) is a nonpartisan coalition of organizations and individuals dedicated to developing moral character and civic virtue in our nation's youth as one means of creating a more compassionate and responsible society.

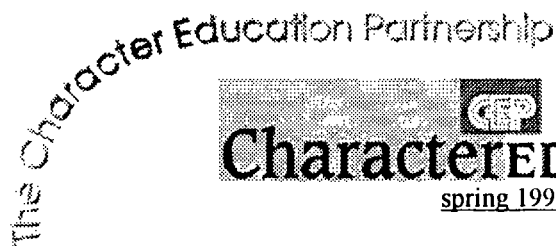
While CEP's primary focus is on young people, it understands that the problems affecting our youth reflect the broader social and economic problems of our country as a whole and that it is the responsibility of all adults to model good character and to help strengthen civic and moral foundations.

Who is CEP?

- ☐ **CEP Staff**
- ☐ **CEP Board of Directors**
- ☐ **CEP Advisory Council**

What Does CEP Do?

- ☐ **National Resource Center:** Collecting and distributes 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 Forum & Regional Conferences:** Bringing together experts and concerned individuals to exchange information and further develop effective character and civic education programs.
- ☐ **Media Campaign:** Raising public awareness of and increasing support for effective character and civic education programs.



Resource Guide

CEP is pleased to share information on new and upcoming materials, programs, and services. The listings below do not constitute endorsements of specific products. If you would like to list your product or publication, please contact: CEP Resource Center, 809 Franklin Street, Alexandria, VA 22314-4105, (800) 988-8081 (toll-free), (703) 739-9515, fax (703) 739-4967, E-mail: resctr@character.org

Product Information

1997 Character Education Resources:

Catalogue of books and videotapes related to character education.

National Professional Resources, Inc.

25 S. Regent Street,
Port Chester, NY 10573
Tel: (800) 453-7461,
Fax: (914) 937-9327

No Putdowns:

K-6 comprehensive, school-based character education curriculum that helps violence prevention, character development, substance abuse prevention, and life-skill building. Staff development and parent training sessions are available from professional staff for an hourly fee, plus expenses, and can be tailored to meet individual needs.

No Putdowns, Syracuse, Inc.
P.O. Box 6149, Syracuse, NY 13217
Tel: (315) 425-5136,
(800) 561-4571
Fax: (315) 425-0765

POPS 1996 Catalogue:

Positive Materials for the School and Home.
The Power of Positive Students International
Foundation
P.O. Box 20037, Myrtle Beach, SC 29577
Tel: (803) 650-7677
Fax: (803) 650-7681

Social Skills Books:

Books and videotapes on K-3 teaching social skills,
cooperative learning, and managing a cooperative
classroom.
Teaching, Inc.
P.O. Box 788, Edmonds, WA 98020
Tel: (206) 774-0755

Publications

Positive Ink:

Monthly newsletter published Sept-May
The Power of Positive Students International
Foundation
P.O. Box 20037,
Myrtle Beach, SC 29577
Tel: (803) 650-7677
Fax: (803) 650-7681

*Speaking of Character, Great Quotations That Teach and
Inspire,*

by Michael A. Mitchell and William E. Wotring,
Ph.D., (1996, The Printing Port, Myrtle Beach, SC).

The Case for Character Education,

by B. David Brooks, Ph.D, and Frank G. Goble
\$11.95 paperback, \$18.95 casebound
Tells why schools must once again teach values,
gives examples of success ful programs, and
explains how to implement a program in your
school district.
Order from:
Studio 4 Publications
P.O. Box 280400
Northridge, CA 91328
Tel: (818) PUBLISH
Fax: (818) 700-8666

World Wide Web Resources

Destination Hope,

a weekly 30 minute TV news magazine that airs in 22 cities. The show features stories of hope and inspiration and focuses on people doing the right thing, overcoming adversity, and persevering no matter what the obstacles. The HNN Hope Network Newsletter, "the home of good news", is published monthly and offered free to viewers of the program.

HNN

4500 Shawnee Mission Parkway, Fairfax, KS
66205

Tel: (800) 962-7993

Fax: (913) 671-7803

Organizational Profiles in Character

Love in the Real World

is a grassroots organization dedicated to teaching kids in elementary and middle grades (K-8). It reinforces and energizes existing character development efforts of families, schools, and other organizations by providing educational and motivational programs that connect with kids.

Love in the Real World

P.O. Box 1682

Brentwood, TN 37024-1682

Tel: (615) 371-1549

Fax: (615) 373-7833



CEP in Action

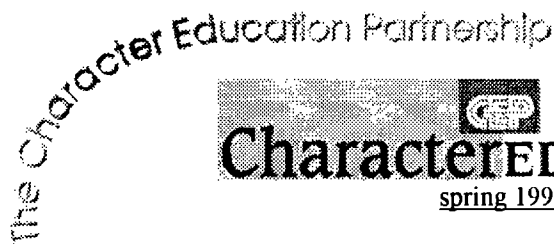
Eleven Principles of
Character Education

Get Involved

Reference
Area

The Character Education Partnership

Copyright © 1997 The Character Education Partnership
809 Franklin Street; Alexandria, VA 22314
(800) 988-8081



CEP's Strategic Goals

On February 9, 1997 CEP's Board of Directors formally approved three strategic goals to guide CEP's efforts through the year 2000. The goals and the Board members who will lead them are:

Goal 1: Provide authoritative leadership for Character Education throughout the United States - Sylvia L. Peters

Goal 2: Assist local communities in initiating, improving, and sustaining Character Education over time - Linda McKay

Goal 3: Influence teacher education programs to make Character Education an integral part of the undergraduate and graduate education of teachers and other education professionals - Kevin Ryan

The first two goals confirm the importance of CEP's primary activities during the past four years. The third goal recognizes the urgency of convincing schools of education that competence in character education is an essential part of training future educators. CEP is now in the final phase of planning activities and programs for achieving its strategic goals.



CEP in Action

Eleven Principles of
Character Education

Get Involved

Reference
Area

The Character Education Partnership

Copyright © 1997 The Character Education Partnership
809 Franklin Street, Alexandria, VA 22314
(800) 988-8081

Get Involved



How Concerned Citizens can Foster K-12 Character Education in Local Communities

Learn About Character Education

1. Educate yourself about character education by reading books, journals, and other materials. Learn how character education has helped (a) reduce antisocial behavior such as violence, teen pregnancy, substance abuse, and disrespect for parents, teachers and peers, (b) improve academic performance, and (c) prepare young people to be responsible citizens and productive members of society.
2. Join national partnerships and networks to stay in touch with developments in the field and to receive new information on a regular basis. Examples are (1) The Character Education Partnership, 809 Franklin Street, Alexandria, VA 22314, and ASCD's Character Education Network, Center for the Advancement of Ethics and Character, Boston University, 605 Commonwealth Ave., Boston, MA 02215.
3. Write local school officials to ask whether schools in your community provide K-12 character education, including community service learning. If so, ask to meet with the appropriate administrators or teachers to ask what local citizens might do to broaden public support for the program and to enhance its effectiveness.

Introduce Character Education To Your Community

1. Identify a group of administrators, teachers, community and business leaders who are interested in forming a study group to read and discuss materials about effective K-12 character education and the most successful methods for building community consensus in favor of providing K-12 character education.
2. Form a similar study group among members of other organizations that you belong to (e.g., neighborhood, business, professional, parents, religious, or service organizations) to build broad local support for character education.
3. Invite a character education expert to speak to one or more of the organizations that you belong to and to lead discussions in your study groups.
4. Write letters to the editors of newspapers and magazines advocating community support for character education.
5. When the climate is right, help to organize a public conference or workshop on character education with a number of local organizations and education groups serving

as co-sponsors.

Persuade Community Leaders and School Officials to Support Effective K-12 Character Education

1. Ask local business leaders whether they are concerned about the attitudes of young people in the community and the job performance of new employees as they enter the workforce. If so, ask whether they would be interested in forming a school-business-community partnership to foster character education in local school districts.
2. Become knowledgeable about the various points of view concerning character education in your community. Meet with those who may be skeptical or reluctant in order to share information about what character education has accomplished in other communities.
3. If K-12 character education is not provided by schools in your community, ask whether it has been considered and, if so, the reasons for any decisions not to provide character education. If the decision was taken more than three years ago, or if there has been no consideration, ask local school officials to consider the matter now in light of positive experiences and results in other school districts.
4. If tight school budgets are an obstacle to the introduction of character education, meet with business, foundation, and philanthropic leaders about the possibility of raising funds to assist local schools in acquiring curricular materials and providing teacher training in order to get character education started. Experience shows that when good quality character education is introduced, school administrators and teachers become convinced of its cost-effectiveness as the need declines for disciplinary and counseling resources and as academic performance improves.



CEP in Action

Eleven Principles of
Character Education

Get Involved

Reference
Area

The Character Education Partnership

Copyright © 1997 The Character Education Partnership
809 Franklin Street, Alexandria, VA 22314
(800) 988-8081

FOR RELEASE
June 8, 1996

Contact: David Thomas
(202) 401-1576

Maryland Gains Character Education Partnership Support

How can Maryland's parents, educators, and local school districts begin to work together toward a common goal of promoting good citizenship and character among youth?

The Maryland State Department of Education will receive a \$246,290 grant from the U.S. Department of Education to help launch a partnership between the state education department and one or more local school districts to establish character education programs for youth, U.S. Secretary of Education Richard W. Riley announced today at the White House Conference on Character Education.

"Clearly we can all agree about the importance of teaching our children, both as individuals and as members of society, the importance of common values such as respect, responsibility, trustworthiness, and citizenship?" said Riley. "This support will help Maryland bring communities -- including students, parents, educators and others -- together to identify common values to help put children on the right course."

Maryland joins three other states -- Connecticut, North Carolina and Washington -- that will receive grants totaling nearly \$1 million.

The Maryland Partnership in Character Education will establish a consortium of the state and five local school districts, Baltimore City, and Baltimore, Calvert, Frederick, and Prince George's counties. The goal of the partnership will be to foster a safe and orderly environment for students by providing them with skills for personal interaction based on desired character elements. The plan calls for the development of five different demonstration models at the district level; the state will concentrate on dissemination, networking, training, and curriculum development. Maryland plans to supplement their grant with funds from local sources.

Parents, students, and community members, including private and non profit organizations, can participate in the design and administration of the program. The character education partnerships can help states work with school districts to develop curriculum materials, provide teacher training, gauge and build community consensus on common values, involve parents in character education and integrate character education into the curriculum.

The projects, under the Partnerships in Character Education Pilot Project Program, will be evaluated to determine their success toward reducing discipline problems, and improving student grades, participation in extracurricular activities, and parent and community involvement. States are also asked to establish a clearinghouse for the distribution of materials and information about character education.

The four projects were selected from 27 eligible applicants, with grants totaling \$996,190 for Fiscal Year 1996. The Partnerships in Character Education Pilot Project is authorized under Title X, Part A, Section 10103 of the Improving America's Schools Act (P.L. 103 - 382).

Contact:

###

Phyllis Bailey 410 767 0520

FOR RELEASE
June 8, 1996

Contact: David Thomas
(202) 401-1576

Connecticut Gains Character Education Partnership Support

How can Connecticut and local school districts begin to work together toward a common goal of promoting good citizenship and character among youth?

The Connecticut State Department of Education will receive a \$250,000 grant from the U.S. Department of Education to help launch a partnership between the state education department and one or more local school districts to establish character education programs for youth, U.S. Secretary of Education Richard W. Riley announced today at the White House Conference on Character Education.

"Clearly we can all agree about the importance of teaching our children, both as individuals and as members of society, the importance of common values such as caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness?" said Riley. "This support will help Connecticut bring communities -- including students, parents, educators and others -- together to identify common values and incorporate them into learning."

Connecticut joins three other states -- Maryland, North Carolina and Washington -- that will receive grants totaling nearly \$1 million.

In Connecticut, the state department of education will collaborate with the Character Counts! Connecticut Coalition and four school districts -- Clinton, New Britain, Norwalk, and Region #12 -- the first year to promote character education throughout the state. The project aims to add to the number of schools offering character education programs, with a goal of including all schools; infuse promising character education concepts and practices into interested schools; build a statewide commitment for character education through the involvement of diverse organizations and participants in coalitions and advisory councils; and increase the number of parents involved in education. Connecticut plans to supplement their grant with funds from local sources.

Parents, students, and other community members, including private and non profit organizations, can participate in the design and administration of programs. The character education partnerships will help states work with school districts to develop curriculum materials, provide teacher training, gauge and build community consensus on common values, involve parents in character education and integrate character education into the curriculum.

The projects, under the Partnerships in Character Education Pilot Project Program, will be evaluated to determine their success toward reducing discipline problems, and improving student grades, participation in extracurricular activities, and parent and community involvement. States are also asked to establish a clearinghouse for the distribution of materials and information about character education.

The four projects were selected from 27 eligible applicants, with grants totaling \$996,190 for Fiscal Year 1996. The Partnerships in Character Education Pilot Project is authorized under Title X, Part A, Section 10103 of the Improving America's Schools Act (P.L. 103 - 382).

Contact: Mitchell D. Chester
860 566 5871

[Character Education Home Page](#) | [Curriculum Home Page](#) | [USOE Homepage](#)

Copyright (c) by the Utah State Office of Education.

ALPINE SCHOOL DISTRICT

AMERICAN FORK, UTAH

Kristi Fink, Character Development Specialist
Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84112

November 19, 1996

Dear Kristi,

The schools of Alpine School District are busily engaged in developing and teaching values and goals associated with the character education movement. Teachers have developed many lesson plans and other materials to support this effort. We will continue to work to infuse character education into the everyday curriculum of district classrooms. Following are several examples of activities being done at various school sites.

Schools have selected a "value of the month" which becomes the regular rallying cry for character education. Values are chosen from the Governor's Commission on Centennial Values and include such things as "integrity," "honest," "respect," "responsibility," "hard work," "justice & fairness," and "caring service." These values are presented in faculty meeting by a teacher who champions that particular trait. Posters, PTA newsletters, student newspaper articles, community press articles, classroom handouts, class assignments, pictures and banners are used throughout the school to promote the value of the month. In addition, several businesses are allowing posters and handouts to be displayed in the place of business. One local grocery store makes a large sign in the advertising sign shop and displays the value as part of regular community advertising. One local utility company has agreed to stuff each utility bill with a "character newsletter" that is written by a local community action group concerned about value education.

Several schools have adopted commercial programs such as "Best," "Community of Caring," "7 Habits of Highly Successful People," "Green Circles," and "Love and Logic." Teachers are using these skills as practical tools for relationship building. Students learn by both training and example. Classes are being taught to faculties and parent groups in how to improve the honor and dignity of families and classrooms. Media coordinators are researching appropriate grade level books which teach values.

Parents are given the list and encouraged to read with their children such biblio-value works as **Pinnochio**, **The Emperor's New Clothes**, and **The Boy Who Cried Wolf**. Parents appreciate the interaction and direct skill building that commercial programs and published literature brings to the family/school partnership.

To make character education a real world experience, many student groups are offering caring service to the community. Many schools are engaged in food collection drives, easily collecting several thousand pounds of food for distribution to needy people and families. One school decided that each class would create a blanket with specific themes selected by the classroom students. Blankets were then given to local crisis shelters. Many classrooms have patterned an idea from the Department of Transportation and have "adopted a hall" to assist in litter control, decor and otherwise beautify their surroundings.

Many schools are using humor and character as a wonderful teaching tool. They hold "Smarter Than Turtle" assemblies to teach nonviolent, thoughtful ways of handling relationships. Several schools recently received "Beavis and Butthead" book covers as part of a national public relations campaign for the writers of this MTV cartoon. School staff, students and patrons wrote to the advertisers expressing concern and opposition to this media and its distribution. Many schools have had "Hero Weeks" and celebrated by focusing on unsung school heroes, dressing as favorite historical American heroes, serving Hero sandwiches for lunch, spotlighting peer heroes and having community speakers entertain with "Hero Assemblies."

As mentioned in the opening paragraph, these ideas are being written in lesson format and will shortly be available for your inclusion on the Internet project. Thanks for the opportunity to celebrate these people and their work and ideas.

Sincerely,

J. Mike Cottam
Prevention Programs Coordinator

cc: Susan Schumacher, Pleasant Grove High School

All rights reserved except those which may be granted under Sections 107 and 108 of the Copyright Revision Act of 1976. This document may be freely distributed in its entirety for non-profit purposes provided that the copyright notice is not removed. If you have questions concerning proper use of this material, or if you are interested in obtaining permission, contact the Curriculum Section Reception Desk at 801-538-7698.

This document was submitted for posting to the Internet by the State Character Education Specialist. Any questions concerning content should be directed to that individual.

[Character Education Home Page](#) | [Curriculum Home Page](#) | [USOE Homepage](#)

Copyright © by the Utah State Office of Education.

GRANITE SCHOOL DISTRICT

SALT LAKE CITY, UTAH

HOW HAS CHARACTER EDUCATION IMPACTED YOUR SCHOOL? WHAT DIFFERENCES CAN BE SEEN?

(Submitted by Teachers)

1. There is a "common" language; everyone knows about values.
2. Our Resource coordinator enjoys working with all students, not just special education students.
3. Bringing younger and older students together to meet needs has been positive.
4. Labeling actions.
5. One program the entire school is working on together.
6. Teachers enjoy mingling and working with students across all levels.
7. Values visible in all classes, hallways, etc.
8. Student work visible -- focused around values.
9. Teachers talking about what they are teaching using values.
10. Care Teams involved in promoting values.
11. Students and staff are working together to learn and practice the five core values of Community of Caring.
12. The biggest difference has been seen in a buddy program that we have started at our school. Older classes were teamed up with younger classes at the beginning of the school year. Example: 5-3, 5-2, and 4-1.
13. Classes do an activity together at least once a week and on holidays. These activities vary from reading and one-on-one tutoring to playing games together.

Whenever students see their buddies at school or other places, they run up and say "hi". Many high fives and hugs are exchanged. Students are learning to care about each other. Because of the way students have been teamed up, some students will have the same buddy for three years.

14. The third and sixth grade classes buddied up to do a clean-up project in the local neighborhood. The classes gathered 15 garbage bags of leaves from yards of people who were unable to rake them up for themselves...a "treemendous" success.
15. A greater feeling of unity--family has been felt this year. Everyone seems to get along better, staff and students alike. There have been less visits by students to the office, etc.
16. Character Education has played a great role in improving the atmosphere at our school.
17. There is more parent and school interaction/communication.
18. The students love having the assemblies and slide presentations of the different values. It's great to see the students making comments on an action they see "that is showing responsibility"... "He/she really shows caring by helping", etc.
19. The teachers have been able to use the values in their everyday teaching. When a special "moment" or "action" or "problem" arises, they have been able to say, "I appreciate the way you have shown responsibility or respect, etc". The values are a great backup to many situations that arise in our everyday teaching! There is always something mentioned in our school newspaper about the values and character too.
20. Teachers have become more aware.
21. The students are beginning to correct themselves as they use "negative" comments and "put-downs".
22. More posters and "hidden" signs of caring are being shown.
23. We built a student advisory council and they are sharing concerns with the administration and administrators are beginning to dialogue with students.
24. The school took a survey to help identify problem areas. We are now working on those areas through the implementation of Community of Caring values.
25. I have seen students and teachers treat each other with greater respect. Students, older and younger have been known to come to each other's aid when help was needed. In my classroom, I have a student who has a hard time making friends. A

group of three boys from my class use to make fun of him. When they came together to find a solution to this problem, this group of three boys wanted to try being a friend to this one boy. The three boys decided they would be more observant when help would be needed and they wanted to be the ones to help. So far, their plan is working. This is only one example of many like this one. Parents report that older students help the little ones even when they are not in school. They want the program to continue.

GRANITE SCHOOL DISTRICT

SALT LAKE CITY, UTAH

BEST CHARACTER EDUCATION IDEAS:

(Submitted by Teachers)

1. **YOU AND ME NIGHTS:** These are evening activities where students and families come together to celebrate the family and school community. We tend to have about 300-500 people attending.
2. **TRIMESTER NEWSLETTERS:** These inform parents of what is happening in the area of Community of Caring and what values we are focusing on that particular month.
3. **HOME ACTIVITIES:** Focus on a value and are given out each month. Students complete the activities and return them on a due date. All who participate receive a pencil which states the five Community of Caring values.
4. **AFTER-SCHOOL BASKETBALL PROGRAMS:** Sixth grade boys and girls form a Community of Caring team. These students are responsible for helping run the Community of Caring program at the school. They make announcements and submit ideas for activities. They will be running a basketball program for the younger students. Community of Caring values are emphasized by comparing the game of basketball to "The Game of Life".
5. Each month the school focuses on one of the Community of Caring values. Students take home a sheet with different activities at the first of the month and return them at the end for a special reward or treat. This helps involve parents and other family members in the project.
6. **BUDDY SYSTEM:** Team grades 6-3, 5-2, 4-1. One activity per week; on holidays and a field trip together.
7. Many classroom teachers have read "The Giving Tree" by Silverstein and received

many good responses from the lesson conducted with the story from their students.

8. We had a great response with the skit using Goldilocks and the Three Bears, integrating the values of Caring, Respect, Responsibility, and Trust. It was a hit!
9. Individual classroom activities.
10. Our January Big Family Groups were studying Kwanza for Civil Rights. Each day taught a value that students could identify having done at one time. Example: One day was the value of caring; students brought cans of food which were donated to families in the area that would use the food. Another day, the value was unity and students played games where group cooperation was important. This activity was good for everyone and because we have several African American students. Many students were excited about the Big Family Groups and couldn't wait until the next lesson.
11. "CAUGHTCHA BOX" There will be a character word of the week. In each classroom there will be slips of paper for students to write down when they see another student exemplifying our character word for the week. They will put the slip in the "Caughtcha Box" in the main office. Every Friday the principal will draw approximately two names from the box and announce them to the school. Those students will get an award and have their names published in the school newspaper.
12. John Bytheway spoke to students about Respect being more important than popularity. He talked about caring for the school, for each other, and for self. The school is going to have "Pride Cards" that will be given to students doing the things mentioned above. We are focusing heavily on Respect and Responsibility. We are starting with cleaning up our school and then branching into a community project in the spring and Random Acts of Kindness in February.
13. DOOR DECORATION CONTEST for Caring during the week of Valentines.
14. Essay/art contest for students involving English and Art classes to help integrate the theme of Community of Caring.
15. Introducing Character Development into faculty meetings.
16. Topic of the week over the intercom.
17. Signs.
18. Dance festivals, safety fair, and school teams.

19. Activity sheets.
 20. Community of Caring posters in every classroom and a Community of Caring banner in the school.
-

All rights reserved except those which may be granted under Sections 107 and 108 of the Copyright Revision Act of 1976. This document may be freely distributed in its entirety for non-profit purposes provided that the copyright notice is not removed. If you have questions concerning proper use of this material, or if you are interested in obtaining permission, contact the Curriculum Section Reception Desk at 801-538-7698.

This document was submitted for posting to the Internet by the State Character Education Specialist. Any questions concerning content should be directed to that individual.

Updated **March 31 1997** by Michelle Dumas

[Character Education Home Page](#) | [Curriculum Home Page](#) | [USOE Homepage](#)

Copyright © by the Utah State Office of Education.

UTAH COMMUNITY PARTNERSHIP FOR CHARACTER DEVELOPMENT

PROJECT SUMMARY FOR THE FEDERAL GRANT

This has been an exciting year as we have forged a real collaborative effort between education and the community. We have learned a lot as we have pursued our objectives, and have planned many strategies and activities to establish a character education model which can be replicated and which ultimately will foster a positive impact on the behavior and character of not only children, but our entire community. We have come to realize that as we work in thoughtful ways with our children, we must first look at ourselves. And, as Lickona points out, "character education is not what we do to children, but for and with them." As we have developed our model, teaching our children civic virtue and core universal values such as respect, responsibility and caring are the foundational underpinnings of our efforts. We recognize and support the primary responsibility of the family in the moral teaching and character development of children, and recognize that schools play a vital role also in teaching and inspiring civic virtue and the development of character in our nation's youth.

Our State Office of Education has collaborated with four districts, including a rural district and two alternative programs as we have established and worked with our community teams. Community teams have included five elementary schools, two middle schools, a high school and community members, and the high schools include schools in their feeder system, so that we can explore the impact that having a consistent experience with strong character building messages in school will have on our youth.

Our activities to date have included four conferences or workshops to involve community members, parents and educators in considering what role our schools have to play in the development of children's character, as well as the activities which will help us accomplish our goals. We most recently held our curriculum workshop, which was a six-day, eight-hour a day curriculum training for teachers in June, where we carefully considered what this all "looks like" at various grade levels. We will bring all of our original partnership community teams back together again for a training with Thomas Lickona in October, as well as begin training the new community teams we have brought on board for our second year of grant activities.

We have extended our dissemination plan to include collaborating with our sister states in character education federal grants on a partnership internet homepage, to facilitate the kind of dialogue and discussion that will involve the entire community, as well as share successes and failures with one another. We are also excited at the many levels we are modeling what it is we're talking about. We have included Utah State University in our activities, and share our evaluator with New Mexico, who also has a federal grant in character education. In addition, we have worked closely with The Governor's Commission on Centennial Values, including using their process for discovering the common values we share as a starting place for our work with schools and the community. In fact, one of our discoveries has been just how important it is for the community to keep discovering over and over again those shared common values we hold that define us as Americans, and also help us find our common humanity.

This is an exciting project. We're learning a lot and are working with kids in new and thoughtful ways. We're hopeful that as we continue developing and implementing our model, we will truly benefit our children, our schools and communities. We hope we will once again discover the universal core values that make and enhance an already thriving community, including the basic value of service, and truly working together in a common vision which will benefit us all. Thank you so much to J. Stephen O'Brien and Lois N. Weinberg and The U.S. Department of Education for this wonderful opportunity our state has had to explore the possibilities. We are working very hard in behalf of kids and are anxious to share with others what we have learned, and to continue creating partnerships between education, parents and the community that will benefit our children, and ultimately, all of us all.

For more information on the Utah project, please contact Kristie Fink, Character Education Specialist at The Utah State Office of Education
250 East 500 South, Salt Lake City, Utah 84111
801-538-7948.

All rights reserved except those which may be granted under Sections 107 and 108 of the Copyright Revision Act of 1976. This document may be freely distributed in its entirety for non-profit purposes provided that the copyright notice is not removed. If you have questions concerning proper use of this material, or if you are interested in obtaining permission, contact the Curriculum Section Reception Desk at 801-538-7698.

This document was submitted for posting to the Internet by the State Character Education Specialist. Any questions concerning content should be directed to that individual.

Updated **September 4, 1996** by Lori Newby

Project Status of the Federal Project in Character Education

Object 1.

Community representatives, educators, parents, students, clergy, business, and governmental delegates will identify and articulate a common philosophy that will act as the framework and model for individual community's character development efforts.

- a.** The SEA will initiate a philosophy workshop to bring together approximately 30 individuals representing communities, committees, and coalitions from across the state that have exhibited character development efforts. During this exchange a written philosophical document will emerge that will become the framework that will be given to LEA's to assist in the development of a local community school plan.
- b.** Participation will be broad based and include those of various races, colors, national origins, gender, age, and those with handicapping conditions.

On January 30-31, 1996, the Philosophy Workshop was held at The Alumni House at the University of Utah. People representing various ethnic backgrounds, religious groups, occupations, and geographical areas of the state of Utah were invited to participate. The workshop was attended by 39 people (including presenters) who represented the Utah State Office of Education, the Governor's Office, the Governor's Commission on Values, the Utah State Board of Education, four school districts, the Joseph P. Kennedy Foundation, the Better Business Bureau, the Center for the Study of Ethics at Utah Valley State College, the Utah Partnership, the Character Connections Community Group, the U. S. Olympic Committee, the Utah State PTA, the University of Utah, Utah State University, and a priest serving as chaplain at the Utah State Prison.

During the first day participants engaged in a wide variety of activities including: a welcome by the Governor of Utah, a keynote address by the pastor of a local church, a skit performed by an improvisational troupe from a local high school, a presentation by a teacher from a participating school district, small group work to identify character traits considered vital for American citizens, as well as beliefs about the role of education in fostering character in children. This information was refined throughout the workshop resulting in a Character Education Charter.

The second day of the workshop included a keynote address about the philosophical foundations of character education by an attorney who is the President of the Civil Society, a presentation by a University of Utah political science professor focused on practical classroom ideas for preparing students to participate in a democracy, and a luncheon address by a university administrator who is a member of the Governor's Commission on Centennial Values. Workshop participants were divided into

small groups to generate ideas about each of the statements of hope (part of the Charter) and to discuss what schools should and should not do. Finally participants discussed Utah's strengths and challenges. The day concluded with an endorsement of the importance of character education.

According to participants' evaluations, the most valuable aspects of the Philosophy Workshop were the process of coming to consensus modeled during the workshop and the comprehensive nature of the charter that was developed. Participants commented that the facilitator was very skillful and did an excellent job of keeping participants focused and on task.

Object 2

Empower school community teams to adapt, develop, manage and support the state consensus character development philosophy at the local community level as well as make connections between teams and the state agency.

a. The focus of this effort will be centered in the community. School community teams will be organized by a feeder system including a high school, junior highs, and feeder elementaries. In this way, families with children at several levels will be supported in similar ways. Children will also experience continuity in the fundamental elements of character that are most valued by their own community.

-At least one alternative program will be included in the initial effort. This will allow for the development of programs that will meet the needs of all students.

-The programs will also include students with physical, mental, and emotional challenges.

Four school districts were included in the project during the first year of the grant: Salt Lake, Wasatch, Alpine, and Granite. Feeder systems were selected as stipulated in part a. In addition, two alternative schools, the Life and Learning Center in Alpine School District and Horizonte in Salt Lake City School District, were selected to participate. During the second year, a school that serves students with special needs will be added.

-The teams will include school administrators, teachers, support personnel from each level, business, clerical, ethnic associations, and community based organizations.

b. The state philosophy statement will act as a basis for community discussions. The focus will be to suggest the purpose for and the means to foster elements of character such as caring, civic virtue, citizenship, justice and fairness, respect, responsibility, and trustworthiness in students. Other elements of character that should be included are ambition, achievement, integrity, and compassion. Particular attention should be given to helping the disabled participate in a democracy. In addition, elements of character that lead to effective multicultural education should be included such as respect for human dignity and worth, tolerance, and the affirmation of diversity. The plan is to design a pilot program that, after development and refining, could be carried on in Utah and other states without federal funding.

The materials generated at the Philosophy Workshop were used at the second community workshop providing continuity and guidance, and materials were also expanded. The project is being carefully documented throughout its development and implementation so that it can be used in the future by other communities without federal funding.

c. School community teams also may add other character elements that are important to that community. These may include, but are not limited to, the "sense of community" and the "work

ethic."

All of the communities involved have been encouraged to modify the Charter to fit the particular needs of their communities. During both the Philosophy Workshop and the Community Workshop participants were given training in the skills and processes necessary to encourage this kind of dialogue and adaptation.

d. School community teams will share with the Utah State Character Education Specialist their philosophy statement, character development plan, action steps, and a timeline.

The school community teams participating this year developed a philosophy statement at the Community Workshop and provided an action plan for two days of training in their respective communities. More detailed character development plans, action steps, and timelines are available to interested parties.

e. School communities will come together at a mid-year conference to share ideas and promote continued growth.

The mid-year conference has been planned for October 11, 1996, and will feature Dr. Thomas Lickona as the keynote speaker. The day will involve responding to success stories he proposes and integrating favorite ideas into our own plans as well as sharing of where we are all now at. In addition, two new community teams will receive their initial two-day training and then attend a third day of training with Lickona.

Objective 3

Using the philosophical umbrella design, the SEA in partnership with the LEA's will develop and implement a comprehensive staff project development program for educators and team members.

a. SEA personnel, LEA liaisons and others serving on a steering committee will develop a workshop packet for the initial training sessions.

A steering committee consisting of a key person from each school district, a representative from the Utah State Office of Education Assessment Department, and the Character Education Specialist worked together to design the workshop training packet for the three day community workshop.

b. School community teams will be involved in two comprehensive training seminars totaling five days. They will include philosophy, team and consensus building, program overviews, system management, professional support, curriculum, community involvement, and student activities.

c. The initial three-day training will involve a school community team from each of the original partners, one from a rural district, and at least one alternative program. The joint training will encourage interaction between communities.

The initial three-day training session was the community workshop held at the Homestead in Midway, Utah, on March 18-20, 1996. Ninety-five participants plus presenters attended the workshop. Participants included parents, PTA members, administrators, teachers and other school personnel, and representatives from businesses and churches. As stipulated in the grant, both a rural district (Alpine) and two alternative schools were included.

The first evening, and half of the first full day were devoted to a discussion of ethics by Michael Lickona. He gave an overview of ethics and principles, a description of character education activities

Josephson. He gave an overview of ethics and principles, a description of character education activities around the nation, ideas about what the Character Counts program looks like in schools, and involved participants in a consensus building exercise on defining a core of common values.

Insights Gained from Community Workshop

Participants were asked to report the most insightful idea they heard during the workshop. Responses were content analyzed and grouped into categories. The numbers reported do not equal the number of participants because of multiple responses. Twenty-three people mentioned specific workshop activities as the most insightful idea(s) of the workshop. Fourteen of these specifically mentioned Michael Josephson's talk and responses grouped in other categories may also have referred to the content of his presentation. Three people each mentioned J. D. William's presentation on preparing students for a democracy and the Anytown activity which encouraged participants to clarify and vocalize their values on controversial topics. One person each mentioned the hands-on activities, the idea fair, and the strategies. Ten participants reported that the most insightful idea of the workshop was realizing the importance of character education. Two comments exemplifying this category were, "Character development is an important component of school curriculum" and "to really strengthen the family, school, and community in the values we want and need to see instilled in all our lives. " Ten participants mentioned specific strategies they gained for implementing a character education program or teaching character education in the classroom, such as involving the whole community, refining the character development charter to meet individual community needs, implementing values in their own creative ways, and helping students feel and experience values in ways that are meaningful and relevant to their lives. Six participants felt they had been "given permission" to teach values exemplified by such statements as it is "okay to teach there is a right and wrong" and "not only should schools be teaching ethical and moral values, but it is even being encouraged and funded." Three participants each commented on the importance of modeling ethical behavior and the realization that there is a core group of values people agree on regardless of religious affiliation. Two participants remarked on the consensus that was built during the workshop, illustrated nicely by the following comment, "People of good will with a high level of rationality and respect can talk and interact around different and, at times, controversial issues."

Applications to School Setting

Participants were asked what was the most important idea shared during the workshop to focus the role of schools in character development. The most frequent response mentioned by nearly half of the workshop participants was the importance of school involvement in character development including the realization that teachers are an important role model for students. Comments which exemplify this category include: "No one group or institution can do it alone. School is the second line of defense, only to the home, against an amoral society. That understanding helps focus the role of the school." Thirteen participants believed the opportunity to meet in groups, take specific action, and be exposed to resources to help teach character education was the most important idea shared during the workshop. One individual expressed it in this way, "Have the school actually take ownership and make steps toward action in individual schools." A few participants mentioned the importance of joint ownership of the process, the realization that there is a core of common values that transcends religion, and the need for character education as important ideas they gained from the workshop.



Jefferson Junior High: A 5-Year Plan

Jefferson Junior High in Washington, D.C., used to have 12 to 15 girls pregnant each year. In the past few years, there have been almost no student pregnancies.

The reduction in student pregnancies is only one improvement that principal Vera White attributes to the school's character education effort. "Ninety percent of our students," she says, "come from single-parent homes. When I arrived, parents and the community felt they were losing the children." She explains:

We met administration, faculty, parents, and students for a year. We decided we needed a 5-year plan. Year 1 focused on planning the objectives and strategies of our character education program.

Year 2 had the theme "Attitude Counts." We wanted students to have the idea that wherever you are in school, at home, at the mall your attitude makes a difference.

Year 3 focused on conflict resolution training. Year 4's theme was community service. We did this to counteract vandalism in the community on the part of some of our students. Now every student does community service.

Jefferson Junior High's character-building effort also incorporates three sexuality education programs, all of which teach students the value of abstaining from sexual activity. One of these programs, called **Best Friends**, is just for girls:

Designed for girls grades 5 to 9, Best Friends emphasizes self-respect and responsible behavior. It provides an eight-week curriculum dealing with friendship, love and dating, decision-making, alcohol and drug abuse, physical fitness, nutrition, and AIDS and other STDs. In its seventh year in District of Columbia schools, Best Friends has helped hundreds of adolescent girls to postpone sexual activity and reject drug use.

"Our overall theme," principal White says, "has been how to be responsible.' We stress and teach responsibility throughout the day. For example, our students have to have assignment notebooks and use them in *every* class.

"We also set high expectations for our parents. Our parents must come to school for Back to School Night and for teacher-parent conferences during the year. Our parents must come to school for Back to School Night and for teacher-parent conferences during the year. Our parents are also asked to volunteer 20 hours of service to the school each year."

Jefferson Junior High School now has a waiting list of 400-500 students. It has won two U.S. Department of Education awards. In the city of Washington, D.C., it has been recognized for having the highest student academic achievement, the greatest academic improvement, and the highest attendance rate.

Contact: Dr. Vera White, Jefferson Junior High School, 8th and H Streets, SW, Washington, DC 20024; (202) 724-4881.

U. S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

OFFICE OF REFORM ASSISTANCE AND DISSEMINATION

CHARACTER EDUCATION PARTNERSHIPS

How can parents, educators and local school districts begin to work together toward a common goal of promoting good citizenship and character among youth?

Four states, North Carolina, Connecticut, Maryland and Washington will receive grants totaling nearly one million dollars from the U.S. Department of Education to help launch a partnership between the state education department and one or more local school districts to establish character education programs for youth, U.S. Secretary of Education Richard W. Riley announced June 8, 1996 at the White House Conference on Character Education.

"Clearly we can all agree about the importance of teaching our children, both as individuals and as members of society, the importance of common values such as respect, responsibility, trustworthiness and citizenship," Riley said. "This support will help these states bring communities -- including students, parents, educators and others -- together to identify common values to help put children on the right course."

Parents, students, and community members, including private and nonprofit organizations, can participate in the design and administration of the program. The character education partnerships will help states work with school districts to develop curriculum materials, provide teacher training, gauge and build a community consensus on common values, involve parents in character education and integrate character education into the curriculum.

The projects, under the Partnerships in Character Education Pilot Project Program, will be evaluated to determine their success toward reducing discipline problems, and improving student grades, participation in extracurricular activities, and parent and community involvement. States are also asked to establish a clearinghouse for the distribution of materials and information about character education.

The four projects were selected from 27 eligible applicants, with grants totaling \$996,190 for Fiscal Year 1996. The Partnerships in Character Education Pilot Project is authorized under Title X, Part A, Section 10103 of the Elementary and Secondary Education Act as amended.

The North Carolina Department of Education is Character Education Leadership School Districts

The **North Carolina** Partnership in Character Education includes three school districts (Charlotte-Mecklenburg, Cumberland and Wake) and the North Carolina Center for the Prevention of School Violence. The partnership plans to develop a model program that builds on the strengths and expertise of the partners, promotes the development of citizenship and character, and can be used throughout the state.

WASHINGTON, D.C. 20208-

The objectives are to build community-wide consensus for character education; solicit, increase, and sustain community and family involvement in developing and implementing a character education program; improve the school learning climate; integrate elements of character education throughout the curriculum; and make character education materials available to schools. For more information on the North Carolina project, contact Doug R. Robertson 919-715-1877.

The **Maryland** Partnership in Character Education will establish a consortium of the state and five local school districts, Baltimore City, and Baltimore, Calvert, Frederick, and Prince George's counties. The goal of the partnership will be to foster a safe and orderly environment for students by providing them with skills for personal interaction based on desired character elements. The plan calls for the development of five different demonstration models at the district level; the state will concentrate on dissemination, networking, training, and curriculum development. Maryland plans to supplement their grant with funds from local sources. For more information on the Maryland project, contact Phyllis Bailey 410-767-0520.

In **Connecticut**, the state department of education will collaborate with the Character Counts! Connecticut Coalition and four school districts -- Clinton, New Britain, Norwalk, and Region #12--the first year to promote character education throughout the state. The project aims to add to the number of schools offering character education programs, with a goal of including all schools; infuse promising character education concepts and practices into interested schools; build a statewide commitment for character education through the involvement of diverse organizations and participants in coalitions and advisory councils; and increase the number of parents involved in education. Connecticut plans to supplement their grant with funds from local sources. For more information on the Connecticut project, contact Mrs. Barbara M. Westwater 860-566-5684.

The **Washington** consortium will include the Center for the Improvement of Student Learning, the Center for Ethical Leadership, ESD 112 in Vancouver, Puget Sound ESD, the Seattle Indian Center, the Washington State Migrant Council, the Yakima Valley Farm Workers Clinic, and three school districts, West Valley, Seattle, and Toppenish. The goals of the project are: 1) to develop a replicable procedure for facilitating

community forums that identify values and the roles of parents and schools in teaching values; 2) to develop modular units of instruction for teaching values; 3) to construct staff development units that stand alone or parallel the modular units of character education developed in the second goal; 4) to expand the number of participating character education partners into a network; and 5) to provide a central resource for dissemination and exchange of materials developed in the project. For more information on the Washington project, contact John Anderson, 360-664-3312.

In 1995, the U.S. Department of Education also funded four projects that were selected from 17 eligible applicants, with grants totaling \$860,997 for Fiscal Year 1995. For Fiscal 1996, the grant totals \$805,157. The grantees are California, Iowa, New Mexico, and Utah.

The **California** Department of Education is in partnership with the Sacramento County Office of Education, five elementary schools in five different districts that are members of the California Alliance for Elementary Education, and the Center for Civic Education. The goals of the Character Education Project focus on student achievement in the following areas: caring, civic virtue and citizenship, justice and fairness, respect, responsibility, and trustworthiness. The objectives for the four-year project are: 1) create a data base on character education; 2) give technical assistance to the pilot schools for planning; 3) ensure diversity in staff, students, and geographic locations of the pilot schools; 4) expand the focus of the programs to include 30 schools; 5) provide opportunities for other public and private schools to utilize the resources developed; 6) disseminate information; 7) establish a clearinghouse on character education; and 8) evaluate the program.

The evaluation plan calls for the SEA to contract with its Research, Evaluation, and Technology Division to conduct an ongoing process and outcome evaluation of the project. A comprehensive evaluation report will be provided at the midterm and at the end of the project. In terms of outcomes, multiple measures will be used throughout the project to assure the reliability of findings. Among other variables, the evaluation will look at student scores, attendance, extracurricular activities, discipline, parental and community involvement, faculty and administration involvement, morale, and student, staff, and parent perceptions of the impact of character education on daily activities and behavior. For more information on the California project, contact Diane L. Brooks, 916-657-3711.

The **Iowa** Character Education program includes twenty-six school districts in north-central Iowa that are served by the Northern Trails Area Education Agency (NTAEA). Three major outcomes are proposed: (1) to incorporate positive character qualities into all levels of the existing educational program in all pilot schools, (2) develop and implement a community-wide process to seek input on the character traits listed in the act, and additional traits as identified by local stakeholders, and (3) to work

with and train a wide variety of community groups and organizations to ensure that the character traits taught in schools are also modeled in local communities.

The evaluation plan presumes that the twenty-six districts are committed to infusing the character traits identified by each local district. The districts will conduct surveys to determine the current attitudes, conduct and perceptions of students, parents, teachers, support staff, administrators, and community members. They will also assess a wide variety of activities traditionally associated with school climate, such as, discipline problems, parent and community involvement, participation in extracurricular activities, and morale. The results of these assessments will serve as a baseline. They will conduct these same assessments at least annually and compare the results with all previous evaluations. For more information on the Iowa project, contact Pat Conn, 515-357-6125

The **New Mexico** State Department of Education has established the Partnerships in Character Education Pilot Projects with the Albuquerque Character Counts Coalition of five public school districts, including rural, urban, and suburban districts. The goals of the partnership are: 1) raise awareness for character education in New Mexico; 2) involve youth in the promotion of character; 3) utilize the "Character Counts" program as a means of supporting students as they strive to meet the challenging state content standards. A comprehensive three year plan is outlined in the proposal.

The evaluation plan calls for formative evaluation to shape and modify the plan over the duration of the project. It also calls for a comprehensive summative evaluation by an external evaluator. The evaluator will use a three tiered approach that will examine the system, the program, and the participants' levels of understanding within each component of the plan. Further the evaluation will look at training, the degree of program implementation at school sites, development of materials and products, and the number of new participants, including Native American schools and communities. For more information on the New Mexico project, contact Patricia Concannon, 505-827-6525.

The **Utah** Community Partnership for Character Development program includes seven school districts, Utah State University, and the Joseph P. Kennedy Foundation. They plan to involve additional rural districts. The six major objectives of the program are: 1) have the community articulate a common philosophy; 2) empower school-community teams to adapt the philosophy; 3) through the SEA, implement staff development; 4) create character development instructional methodologies, learning strategies, and curriculum; 5) provide for statewide expansion of partnerships; 6) develop and implement a comprehensive evaluation plan.

The evaluation plan calls for an outside evaluator who will work in cooperation with the stakeholders. This plan has two objectives: 1) to assess the model as an application to foster the desired elements of character in students; and 2) to understand the factors and

conditions related to ongoing development and implementation of the model so that decision makers can refine and encourage others to replicate the model. For more information about the Utah project, contact Kristin Fink, 801-538-7948.

For more information about Partnerships in Character Education Pilot Projects under the Fund for the Improvement of Education, contact:

J. Stephen O'Brien
555 New Jersey Avenue NW
Washington, DC 20208-5645
202-219-2141 or 202-219-2053 (fax) or Steve-O'Brien@ed.gov

Updated **September 17, 1996** by [Lori Newby](#)

LEVEL 1 - 1 OF 3 STORIES

Copyright 1994 The Dayton Daily News
The Dayton Daily News

July 30, 1994 SATURDAY, CITY EDITION

SECTION: METRO/STATE, Pg. 2B

LENGTH: 405 words

HEADLINE: DAYTON PUSHES CHARACTER EDUCATION DEBATE

BYLINE: Tom Price, WASHINGTON BUREAU

DATELINE: WASHINGTON

BODY:

Dayton educators attending a **White House conference** Friday came away feeling their community is ahead of the nation in attempting to build students' character.

Rep. Tony Hall, D-Dayton, was invited to deliver the luncheon address because of his leadership on the issue in the U.S. House. The Dayton school officials found other conference participants arguing about basic issues that Dayton seems to have resolved.

The conference on **character building** is intended to be "the start of a national conversation" on the issue, conference organizer Amitai Etzioni said.

Etzioni and Hall stressed that character and values education in public schools should be based on beliefs shared by all Americans, such as in the importance of self-control, empathy and honesty.

But some conference participants questioned whether any values, including honesty, are shared by all Americans.

Dayton schools Superintendent James Williams said his district somehow avoided that argument when Allen Classical Traditional Academy developed its widely praised program for character education. City school officials said all schools will provide character education this fall.

Noting rising public concern about violence and other crime, Hall told the conference that "the character education movement could not have reached the simmering point at a better time."

"We are on the verge of a thorough re-evaluation of how we educate our young people," Hall said. "We're ready to rethink what we're teaching and how we're teaching it."

"What Theodore Roosevelt said - 'To educate a man in mind and not in morals is to educate a menace to society' - is as true today as it was nearly 80 years ago."



LEXIS·NEXIS[™]

A member of the Reed Elsevier plc group



LEXIS·NEXIS[™]

A member of the Reed Elsevier plc group



LEXIS·NEXIS[™]

A member of the Reed Elsevier plc group

The Dayton Daily News, July 30, 1994

The federal government can encourage character education and lend some financial support, Hall said. But, he said, each community must figure out the most effective way to teach its children.

While most of the day's discussions focused on schools, there was widespread agreement that many segments of society must contribute to **character building**.

"It's a societal issue," Williams said. "The schools are where the kids happen to meet."

But, because the children are there, schools must lead the effort, school board member Charles Scott said.

The Dayton officials said they welcomed the conference as an opportunity to build public support for character education and to make recommendations to the Clinton administration.

LOAD-DATE: September 1, 1994



LEXIS·NEXIS[™]
A member of the Reed Elsevier plc group



LEXIS·NEXIS[™]
A member of the Reed Elsevier plc group



LEXIS·NEXIS[™]
A member of the Reed Elsevier plc group

LEVEL 1 - 2 OF 3 STORIES

Copyright 1994 The Dayton Daily News
The Dayton Daily News

July 24, 1994 SUNDAY, CITY EDITION

SECTION: METRO, Pg. 4B

LENGTH: 586 words

HEADLINE: IDEA OF TEACHING ETHICAL VALUES GAINS SUPPORT

BODY:

WASHINGTON - It was easy to make jokes when actor Tom Selleck joined Tony Hall and other U.S. House members in June to promote teaching ethical values to school children.

The Cleveland Plain Dealer noted that the effort was coming from "two institutions that aren't exactly known for ethical hygiene - Congress and Hollywood."

A Washington Post writer described "values and virtue and character" as "gaseous buzz-words of the self-congratulatory morality police," then concluded that "leaders in Congress sense that now is the time to take a firm, courageous stand in favor of Goodness" (with a capital G).

The Hall-Selleck effort wasn't helped by director Steven Spielberg complaining on the same day to the Senate about excessive violence on television and in movies - and many listeners thought immediately of terrifying snake pits and humongous, man-eating sharks.

Joke-bait will be plentiful again Friday, when Hall delivers the luncheon address at a **character-building** conference sponsored by the White House - another institution that has struggled with allegations of less-than-pristine behavior.

But the need to teach values is being taken seriously by a growing number of Americans. Hall thinks entertainment and political figures can use their bully pulpits to promote the cause.

The trick is determining "whose values we're going to teach," Hall said last week. In a country as diverse as ours, consensus values can come out sounding like self-evident pabulum - and fodder for comedians. It will be a long time before we find common ground on abortion, homosexuality or capital punishment.

But when you look at the rising crime rate - and the reports from the front lines of violent youths who have no values at all - it's easy to see the need for teaching the most basic values.

Selleck, a Republican, and Barbara Jordan, a former Democratic U.S. representative from Texas, are chief spokespersons for the Character Counts Coalition, whose advisory council members include William Bennett, the conservative former secretary of education, and Marian Wright Edelman, the



LEXIS·NEXIS™

Ⓜ A member of the Reed Elsevier plc group



LEXIS·NEXIS™

Ⓜ A member of the Reed Elsevier plc group



LEXIS·NEXIS™

Ⓜ A member of the Reed Elsevier plc group

liberal head of the Children's Defense Fund.

They are promoting "six pillars of character," which they believe everyone should be able to support: trustworthiness, respect, responsibility, fairness, caring and citizenship.

The **White House conference** is being organized by founders of the Communitarian Network, which calls on citizens to accept community responsibilities rather than just assert individual rights.

"There are things we can agree on, like honesty and compassion," Hall said. "So why don't we start there and leave the rest to later?"

To those who think such values are too obvious to need teaching, Hall said he decided to take up the issue when he heard of a high school student newspaper that published a special report on cheating but was unwilling to say whether cheating was right or wrong.

Fear of offending others makes many institutions cautious about teaching values, Hall said. Leadership from the president, lawmakers and other prominent figures could lift the fear, he said.

"I think a lot of schools, a lot of people, are waiting for leadership," Hall said. "Once they feel they have strong backing, they'll do it."

Hall said he "can't be worried about the cynics" who mock such efforts.

"They're going to say what they want to say, and there's nothing we can say to convince them," he said. "And those are the people who normally sit on the sidelines anyway."

LOAD-DATE: September 1, 1994



LEXIS·NEXIS®

Ⓜ A member of the Reed Elsevier plc group



LEXIS·NEXIS®

Ⓜ A member of the Reed Elsevier plc group



LEXIS·NEXIS®

Ⓜ A member of the Reed Elsevier plc group

LEVEL 1 - 3 OF 3 STORIES

Copyright 1994 The Dayton Daily News
The Dayton Daily News

July 14, 1994 THURSDAY, CITY EDITION

SECTION: METROTODAY NEWS, Pg. 3B

LENGTH: 280 words

HEADLINE: HALL TO LEAD **CHARACTER-BUILDING** MEETING

BYLINE: Tom Price, WASHINGTON BUREAU

DATELINE: WASHINGTON

BODY:

U.S. Rep. Tony Hall will deliver the luncheon address to a **White House conference** on building character on July 29.

The Dayton Democrat was asked to make the speech because he "is one of the leaders on character issues in the U.S. House," according to Dana Mitra, the conference coordinator.

Hall is widely recognized as the leading congressional crusader against hunger and a leading advocate of human rights and other humanitarian causes. For years, he also has unsuccessfully promoted legislation that would encourage the teaching of ethical values in schools. He recently helped to organize a bipartisan group of House members who will promote values education.

The **White House conference** is being organized by William Galston, deputy assistant to the president, and Amitai Etzioni, a George Washington University professor who leads a national movement that encourages citizens to accept responsibility for the health of the community.

Galston and Etzioni are founders of the Communitarian Network, which calls on citizens to accept community responsibilities rather than just asserting individual rights.

The conference is expected to be attended by about 170 corporate executives, educators, religious leaders, union officials and congressional and administration representatives. A smaller group of about two dozen will meet July 30.

Speakers at the large meetings will include Education Secretary Richard Riley, Democratic Sen. Christopher Dodd of Connecticut and Republican senators Thad Cochran of Mississippi and Pete Domenici of New Mexico.

Mitra said organizers hope the conference will produce a "common agenda" for promoting character.



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group

LOAD-DATE: September 1, 1994



LEXIS·NEXIS
A member of the Reed Elsevier plc group



LEXIS·NEXIS
A member of the Reed Elsevier plc group



LEXIS·NEXIS
A member of the Reed Elsevier plc group

LEVEL 1 - 3 OF 5 STORIES

Copyright 1994 The Dayton Daily News
The Dayton Daily News

August 15, 1994 MONDAY, CITY EDITION

SECTION: METROTODAY NEWS, Pg. 1B

LENGTH: 747 words

HEADLINE: AT SCHOOL, WORD IS 'VALUES'

BYLINE: Jim DeBrosse DAYTON, DAILY NEWS

BODY:

At Dayton's year-round Valerie Elementary School, the Word of the Week is "cooperative," and sixth-graders Tamara Robinson, Erica Howard and Kellena Quinn exemplify just that trait as they deliver the morning announcements.

Kellena holds the microphone and Tamara handles the script as Erica reads aloud over the address system:

" 'Cooperative' means acting or working together with others. Be cooperative when somebody asks you to do your work. Cooperate with others to get the job done."

Dayton school officials are hoping that all 36 Words of the Week - a set of universal values ranging from honesty to punctuality - will become mini-lessons in morality this fall, not only in Dayton's schools but in its churches, social agencies, businesses and, most important, its homes.

"We're trying to get the media and the total community involved in character education," Dayton schools Superintendent James Williams said. "We're hoping the idea will catch on that we need to instill these values both in our children and in adults."

School officials will meet with community and media representatives Wednesday to talk about their character education plan, which they believe will place Dayton in the national forefront for preventing drug use and violence among young people.

"With all my heart, I believe this is the long-range solution, not only to the problems we have in schools, but the problems of society," Dayton Board of Education member Chuck Scott said.

Character education first took flight in Dayton four years ago at Allen Classical/Traditional Academy, where the dramatic turnaround in student test scores and discipline has garnered national attention from CNN to the White House.

Dayton school officials, including Allen Principal Rodolfo Bernardo, were featured guests earlier this month at a **White House conference on character education**.



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group



LEXIS·NEXIS™

A member of the Reed Elsevier plc group

Now the school district wants to spread Allen's success to all 50 of its schools, with the help of the media and community leaders.

Already, Children's Medical Center has pledged to pay the cost of printing about 20,000 fliers to be sent home each week to parents of elementary students, explaining the Word of the Week and offering tips on how parents can teach those values at home.

At the same time, school administrators are urging each of Dayton's schools to build their own character education programs around the Word of the Week.

"They may want to take a different approach from Allen's, and that's fine," Williams said. "We want teachers to have their own input."

At Allen, students are immersed in character education throughout the day, including lunch time, where even the place mats feature the Word of the Week.

Teachers at Allen integrate each week's trait into their instruction and assignments. Values also are reinforced through an elaborate system of rewards, including a "school store" where honored students can shop for school supplies paid for by local businesses.

But spreading Allen's success to other schools may be more difficult than it seems, said Tom Lasley, a professor of education at the University of Dayton, who has written a book on culture and values.

"You always have a problem when you try to make a matter of (district) policy what was a matter of practice in one school building," Lasley said. "Not everyone feels the same sense of ownership of the concept, so they don't implement it the same way. It's just, all right, so here's the Word of the Week, whereas (Allen) incorporates that word into everything they do."

At least one other Dayton school has invested heavily in character education, with good results. Edison Elementary has seen a 22 percent drop in office referrals for behavior problems, and fewer reported cases of child abuse, since starting its own character education program last year.

Edison not only incorporates the Word of the Week into its curriculum, but invites parents to the school for special dinners where they receive parenting tips and advice on teaching values at home.

"I can't say enough about the difference that (character education) has made in the atmosphere here," Edison Principal Yvonne Knab said. "The resources from all the community people coming in, the improved attitudes of parents, has just made a complete turnaround in the building."

Board member Scott agreed that parents are a key to the program's success. "Eventually, that's the direction it has to go - back into the home."

LOAD-DATE: September 2, 1994



LEXIS·NEXIS
A member of the Reed Elsevier plc group



LEXIS·NEXIS
A member of the Reed Elsevier plc group



LEXIS·NEXIS
A member of the Reed Elsevier plc group

Aug 14 1994

year, and it does accept contributions from lobbyists. This is interesting, because Bill Clinton has often righteously attacked lobbyists, and has even, as president, proposed a law that would prohibit lobbyists from making this very kind of contribution. So some press commentators, being their usual Negative Nelly selves, charged that the president was being a hypocrite.

This charge is totally unfair. We know this because an unnamed senior White House official was quoted in The Washington Post (motto: 'An Official Who Has a Name Is an Official Who Is Not Worth Quoting') as saying, 'One thousand dollars a year is not going to curry favor on behalf of any lobbyist.' The unnamed official does not say how large a contribution WOULD curry favor, but as a citizen of this great republic, I'm darned proud to know that it's not just one lousy grand.

SPEAKING OF MONEY and lobbyists and a general atmosphere of hypocritical sleaze so thick you need a machete to hack your way through it, I decided to spend my second day in Washington on Capitol Hill, checking up on Congress. This is where the issue of health care will ultimately be decided under our system of government, in which the executive branch launches major policy initiatives, and Congress mutates them beyond recognition.

Over the past year, five different House and Senate committees took stabs at health care. Ultimately -- perhaps in your lifetime -- their efforts will all be smooshed together into some kind of compromise health care package, which most likely will also involve increased soybean subsidies and the construction of at least one comically unnecessary \$23.7 million federal building in West Virginia named after Sen. Robert Byrd (D-Pork).

This is not to say that Congress has been working only on health care. No, Congress is always working on LOTS of things, including things that would never occur to people with actual jobs. For example, the morning I arrived on Capitol Hill, some congresspersons were meeting with actor Tom Selleck (R-Hunk) to plot strategy for passing a law in favor of goodness. Really. They are part of a group called Character Counts, which is promoting character education in the schools. They want to pass a law designating October 16-22 as 'National Character Counts Week' and requesting that the president 'issue a proclamation calling upon the people of the United States and interested groups to embrace [the] Six Core Elements of Character.'

For the benefit of those of you who are bad, let me note that the Six Core Elements of Character, as stated in House Joint Resolution 366, are 'trustworthiness; respect; responsibility; justice and fairness; caring; and civic virtue and citizenship.' (This actually seems like eight Core Elements to me, but I also have a lot of trouble understanding the tax laws.)

I attended the kickoff of the Character Counts campaign in the Rayburn House Office Building. On hand, besides Tom Selleck, were several pro-virtue congresspersons; they told the press how important it is for the older generation to teach values to young people. A negative person could see some irony in this, inasmuch as these congresspersons belong to an institution that -- speaking of trustworthiness and responsibility -- every year votes to spend hundreds of billions of dollars more than it actually has, leaving it to today's young people to figure out how to pay the money back years from now, when the congresspersons have retired with pensions and medical benefits far more generous than anything a normal taxpayer could ever dream of, speaking of fairness. But in the interest of being positive, let me say that the Character Counts campaign is not basically a large steaming pile of bull doots, and I urge everyone to take whatever steps are necessary to embrace the Six Core Elements of Character during the week of October 16-22, which by the way also happens to be, by