

# Thomas Jefferson Research Center

A sound body is good; a sound mind is better; but a strong and clear character is better than either.

Theodore Roosevelt

## THE PRICE OF FREEDOM IS RESPONSIBILITY

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1143 North Lake Avenue, Pasadena, California 91104

## CENTER CHOOSES NEW PRESIDENT

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Readers who have followed the work of the Research Center for several years or more know that the Center has grown from a modest, little known "think-tank" into an internationally recognized source for information and programs to build character, self-reliance, and responsible leadership.

Now, in order to expand to meet the growing demand for character education, Frank Goble and all members of the Center's Board of Directors are pleased to announce that a new President has been chosen to direct the Center's day-to-day activities.

Frank Goble will continue to play an

active role as Founder and President Emeritus. The new arrangement will free Frank from many details of daily supervision so that he can devote more time to research, writing and program development.

David A. Gentry, the Center's new President, will give the Center much added strength for its program marketing efforts. He recently retired from a highly successful business career as President of Pacific Wood Products Company. During the 19 years that he was with Pacific Wood Products, he worked his way up in the organization

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## 22 ANNIVERSARY BANQUET

On the evening of March 28, 1985, the Thomas Jefferson Research Center will celebrate its 22nd anniversary with a banquet at the Beverly Wilshire Hotel in Los Angeles. Robert Anderson, Chairman and Chief Executive Officer of Rockwell International Corporation, will be the Guest of Honor and receive the Center's "Responsible American" Award.

The annual banquets are an important source of revenue for the Research Center. Tickets this year are \$250 each. We hope that you will be able to join us on this festive occasion.

Please write or call the Research Center (818) 798-0791 for full details.

## DISTINGUISHED EDUCATORS ADVOCATE CHARACTER DEVELOPMENT IN SCHOOLS

A Thanksgiving Day Statement by 27 university professors and school administrators confirms the idea advocated by the Thomas Jefferson Research Center since 1966 that our schools can and must do more to help young people develop character.

The signers of this tremendously important new report include the following:

**Edward A. Wynne** (Editor), Professor of Education, University of Illinois at Chicago

**Herbert J. Walberg** (Co-editor), Research Professor of Education, University of Illinois at Chicago

**David A. Bennett, Ph.D.**, Superintendent of Schools, St. Paul, Minn.

**Urie Bronfenbrenner**, Professor of Human Development and Family Studies, Cornell University  
**Allan C. Carlson, Ph.D.**, Executive Vice President, The Rockford Institute

**William D. Coats, Ph.D.**, President, Youth Enrichment Services

**Paul De Hart Hurd**, Professor Emeritus of Education, Stanford University

**Stanley M. Elam**, Former Editor, Phi Delta Kappan

**Raymond English**, Senior Vice President, Ethics and Public Policy Center

**Jim Enochs**, Assistant Superintendent of Schools, Modesto, California

**Nathan Glazer**, Professor of Education and Sociology, Harvard University

**Joseph C. Harder**, Member Kansas State Senate

**Barbara Heyns**, Professor of Sociology, New York University

**Robert Hogan**, McFarlin Professor of Psychol-

ogy, University of Tulsa

**Judith S. Kleinfeld**, Professor of Psychology, University of Alaska

**Ernest W. Lefever, Ph.D.**, Founding President, Ethics and Public Policy Center

**Robert MacGregor**, President, Chamber of Commerce of Greater Kansas City

**William C. McCready**, Assoc. Prof. of Social Service Adm., University of Chicago

**Michael Novak**, Director, Religion & Public Policy Project, American Enterprise Institute

**Andrew Oldenquist**, Professor of Philosophy, Ohio State University

**Kevin Ryan**, Professor of Education, Boston University

**Francisco D. Sanchez, Jr.**, Superintendent of Schools, Albuquerque, New Mexico

**William H. Schreiner, Ph.D.**, Principal, Glenbrook, South High School (Glenview, IL)

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## NEW PRESIDENT

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from District Sales Manager to Vice President of Marketing, Executive Vice President and then served nine years as President.

Before joining Pacific Wood Products, Mr. Gentry was District Sales Manager for National Homes Corporation in Washington, D.C. and Director of Marketing for Rohr Homes in Fullerton, California.

He is a graduate of Butler University in Indianapolis with a B.S. in Education. After graduation in 1957, he spent two years working for the University as Admissions Counselor. He also served two terms on the Alumni Board of Directors and acted as National Annual Fund Chairman.

In 1983 he received the Butler University Alumni Achievement Award. His continuing interest in education has been supported by his father and sister who are both educators.

The Thomas Jefferson Research Center's Board of Directors, administrators and staff are enthusiastic about the addition of David Gentry to the Center's staff and the resulting opportunity for dynamic growth and achievement.

## DISTINGUISHED EDUCATORS

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**Henrietta S. Schwartz**, Dean, College of Education, San Francisco State University  
**Richard Stephenson**, Ed.D., Principal, Dunbar High School, Chicago, IL

**Ernest van den Haag**, Professor of Jurisprudence and Public Policy, Fordham University  
**James Q. Wilson**, Shattuck Professor of Government, Harvard University

In a 36-page report called "Developing Character: Transmitting Knowledge," this group warned that "Schools in general are not doing enough to counter the symptoms of serious decline in youth character." Government statistics were cited showing that out-of-wedlock births to white females aged 15-19 have increased 800% since 1940, that the rate of death by homicide for white males ages 15-24 climbed 315%, and that youth suicides rose 238% between 1955 and 1981.

Editor of this important report was Edward A. Wynne, Professor of Education, University of Illinois at Chicago, and editor of *CHARACTER II*, a bi-monthly newsletter about public and private policies shaping the character of young Americans.

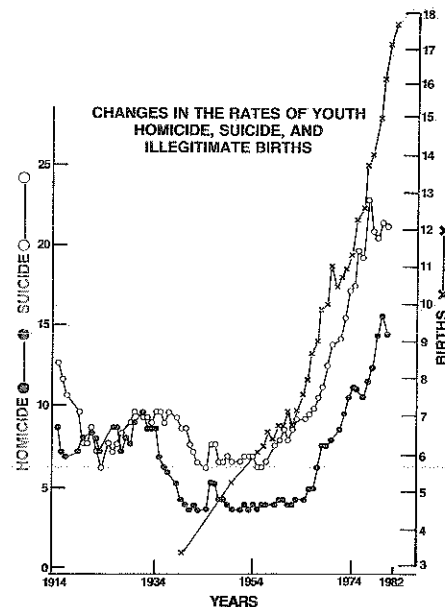
The other 26 signers of the "Thanksgiving Statement" include political conservatives and liberals, university professors, and school administrators.

The report said that the recent flood of school reform reports "have bypassed the critical issue of youth character," and offered a number of suggestions to rectify that omission, from putting more emphasis on school ceremonies and strengthening or restoring the home-room to allowing non-teachers with leadership ability to become principals. Other recommendations supported earlier reports calling for higher academic standards, creation of job ladders for "master" teachers, and more challenging textbooks.

The group warned that "Good character is not generated solely by more homework, rigorous traditional grading and better pupil discipline."

"Many schools...ignore character development and the formation of cooperative attitudes and skills," the report said, even though such traits as "persistence, cooperation, and moral integrity are central to individual...success" and community well-being.

The report criticized what it called the growing "departmentalization" of American schools down "to the sixth grade and lower," with students wandering from class to class instead of spending all day with one teacher.



Note: The rates of death by homicide and suicide are for each 100,000 white males, between the ages of 15 and 24. Out of wedlock births are for each 1,000 unmarried white females between the ages of 15-19.

Carried to excess, this can mean "Students have few or no significant contacts with consistent groups of peers or with particular teachers."

"The formation of youth character has always been essentially a family responsibility," the report states, "but in all societies using formal education, schools have also been assigned an important role in this process....Many signs reveal that our youth character formation policies have been increasingly ineffective....Schools must strive to act to improve pupil character."

The report makes it clear that efforts to improve academic performance in American schools are unlikely to be successful in the long run unless the schools also take major steps to develop good character in their students.

The report makes many other specific recommendations regarding how to improve our American educational system on all levels.

"Developing Character: Transmitting Knowledge" is must reading for all who are concerned with our schools and what can be done to improve them.

The report may be obtained by writing to The Thanksgiving Statement Group, c/o ARL, 2605 West 147th Street, Posen, Illinois 60649. Copies may be ordered at \$4 each, including postage; 10 or more copies may be ordered at \$3 each. Orders may be made by calling (312) 597-0121 for an additional \$2 per order.

# TEACHING VALUES IN U.S. SCHOOLS

## *New Movement Addresses 'Character', Not Religion*

By Jay Mathews

Washington Post Staff Writer  
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PASADENA, Calif.—Don McDuffie, a Pasadena teacher, has a new curriculum to help enliven and organize his restless sixth-grade class. R.H. Iannone, an Irwindale principal, saw vandalism and disciplinary problems plummet after similar classes were introduced in his elementary school.

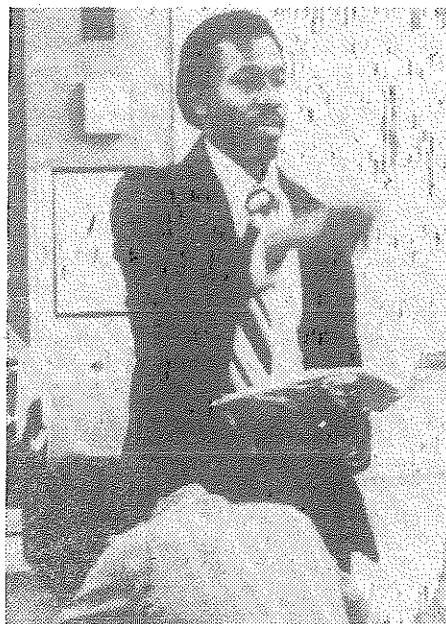
What both had done, in schools facing social problems ranging from poverty to broken homes, was introduce a set of lessons on honesty, generosity, courage and tolerance.

The movement, little-noticed but rapidly growing in American education, has many names—character education, values education, ethical education. At a time of intense controversy over prayer and religion in school, it has begun to offer parents and teachers a way to talk about good and evil without the constitutional taint of religion.

With the help of foundations in San Antonio and in this Los Angeles suburb, more than 13,000 U.S. classrooms are discussing values—the latest movement to gain a considerable following before reaching Washington.

"Families are disintegrating," according to a brochure distributed by the American Institute for Character Education, spearhead of the movement. "All too often parents are not able to provide the guidance needed by their children. Sunday schools have lost much of their influence. Vandalism, drug and alcohol abuse are rampant, shoplifting and other juvenile delinquency problems are widespread."

"The whole society has in recent years been neglecting how to teach young people to behave," said Frank G. Goble, a wealthy retired engineer whose Thomas Jefferson Research Center here has spent more than \$1 million to promote character education in scores of school districts from Los Angeles to Baltimore.



Don McDuffie says new curriculum has led to improvements in behavior of his sixth-grade class.

Despite its growing popularity in the West, Southwest and Midwest, character education apparently has yet to dent any public school districts in the Washington area.

"We've tried to steer clear of that," said George Hamel, spokesman for the Fairfax County schools. The general feeling, he said, is that "it is not the job of the public schools to teach" moral issues like sex education and values.

A values education commission set up by the Maryland General Assembly drew up 18 character and citizenship values for use by schools, "but to the best of my knowledge that hasn't gone very far, and I'm not aware of anybody here locally teaching values," said Kenneth K. Muir, Montgomery County schools spokesman.

Echoing the views of Associate Schools Superintendent James T. Guines of the District and Prince George's County schools spokesman Brian Porter, Muir said teachers indicate their feelings about the differences between right and wrong "100 different ways in a typical elementary classroom."

Creators of the character education program argue, however, that results come only when children are forced to

confront issues of honesty and self-esteem in special classroom discussions.

"When does a child get the opportunity to explore this with anyone?" asked Young Jay Mulkey, president of the San Antonio-based American Institute for Character Education. "He can't go to his parents and say, 'Well, I'm going to steal.'"

Mulkey said some critics have criticized his institute as being too conservative by insisting that moral values should be taught; others have labeled it too liberal for failing to mention God and religion.

"I don't think building character is either right or left, Republican or Democrat," Mulkey said.

Goble shows visitors sheaves of letters from satisfied school administrators.

Charles Goulding, school superintendent in Flat Rock, Mich., said the program had reduced school vandalism.

Officials of the Modesto, Calif. schools called character education "a critically important element" in a substantial increase in reading and mathematics scores and a decline in absenteeism.

Ten Dade County, Fla. schools reported a 20 percent decline in vandalism.

Public School 63 in Indianapolis reported that the cost of replacing broken windows dropped from \$3,500 to \$100 a year.

Iannone, who until recently ran the Merwin School in Irwindale, Calif., said the program helped cut annual vandalism costs there from about \$25,000 in 1975 to about \$500 in 1982. Along with a program of citizenship awards, dress codes and careful testing, the character education program transformed the atmosphere at his low-and middle-income school.

"The number of students referred to the principal for disciplinary action decreased by almost 80 percent," Iannone said. "Suspensions have become rare and paddling non-existent."

Mulkey said sales of his institute's 10-year-old character education curriculum stagnated in the late 1970s, but now

The Mathews article appeared on the front page of the Washington Post on November 21, 1984. Reprinted by permission of Los Angeles Times - Washington Post News Service

have begun to double every year.

Some districts, while showing interest in anything that can build character or self-esteem, have been less enthusiastic about the program.

"It's boring," said an official with the San Francisco schools who reviewed the program. The material is not varied enough to keep children interested, the official said, and teachers complain that the illustrations do not show enough minority groups and do not account for "cultural differences."

"Some oppose it by saying, 'That's not our job,' or, 'You can't do it without religion,' or 'Whose values do you teach?'" Goble said.

Tom Cordy, a high school special education teacher in Peru, N.Y., says he has not been impressed with programs he has seen in "values clarification," an effort to teach thinking on values that was used in his district in the 1970s. "The kids wrote it off as free time: 'We don't have to study for this,'" he said. "We do convey our values as a teacher. . . ."

Goble and Mulkey, however, say "values clarification" is too vague and does not have their program's record of success.

McDuffie said he has seen no problem in bridging cultural gaps as he instructs students of Hispanic, Asian, African and European descent. The character instruction, he said, has helped what began as an often distracted class become far more prepared for learning.

The program may take 20 minutes three days a week from time available for other subjects, but "when you elimi-

nate the discipline problem," Mulkey said, "you actually have more time to teach."

A century ago, Goble argued, reading books and even penmanship guides contained moral lessons, but gradually after 1900 these became unfashionable as educators and pediatricians recommended giving children more personal choice.

The movement to return to some old-fashioned values in the schools began with Russell C. Hill, owner of a San Antonio printing and office supply company, whose daughter had been killed the night of her high school graduation by a drunk driver. Hill organized the precursor of the American Institute for Character Education in 1942 and began to distribute a "Freedom's Code" of universal traits he thought should be taught in school.

Mulkey and Goble argue that this list sums up the moral thrust of the human race and applies to any culture. In the San Antonio curriculum, the values are listed as: courage and convictions, generosity, kindness and helpfulness, honesty and truthfulness, honor, justice and tolerance, use of time and talents, freedom of choice, freedom of speech, citizenship, right to be an individual, right to equal opportunity and economic security.

With a \$2 million grant in 1969 from the Eli Lilly Endowment, the San Antonio institute began to test character education programs in the local schools. Mulkey was among the primary school teachers who experimented with the idea, using a Socratic, question-and-

answer, method and relying on animal stories, which Goble said are "less threatening" to children.

In a current lesson, the teacher read the story of "Skippy the kangaroo." Skippy grabs things from other kangaroos and refuses to share. Her unhappy classmates take revenge by inviting her to play, spreading their toys in front of her and then quickly snatching them away. This makes Skippy cry.

The teacher is instructed to ask children how they thought Skippy and her friends felt about what happened. Then the teacher reads the end of the story, in which Skippy's mother explains how her behavior looks to others. "I didn't know I was being that ugly," Skippy says. "I'm not going to be like that anymore."

In older classes like McDuffie's sixth grade at Jefferson Primary School here, the approach is subtler. Trying to show the consequences of choice in modern society, McDuffie asked his pupils if it was fair that those who finished their work could play with the class computer.

One boy, after pondering a moment, raised his hand to defend the sad justice of this. "I feel disappointed in myself" when he has not finished in time, he said.

As part of McDuffie's lesson on the limits of freedom, he asked his class what parts of their daily lives left them no choices. One boy responded, "Whether to ride my bike to school."

"Why don't you have a choice?" McDuffie asked.

"'Cause I don't have a bike," the boy said. "Somebody stole it."



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