

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

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23rd ANNIVERSARY BANQUET

Many supporters of the Research Center look forward to the Center's annual banquets. These gala events enable friends of the Center to meet others of like mind as well as prominent members of the business community.

The banquets are also an important source of revenue and enables the Center to place its character-building programs in more and more homes and schools.

The Thomas Jefferson Research Center's 23rd Anniversary Banquet will be held in the Grand Ballroom of the Beverly Hilton Hotel in Los Angeles, on the evening of April 9, 1986.

Charlton Heston will be awarded the Center's "Responsible American" Award. Dr. Steven Muller, President of Johns Hopkins University and an outspoken critic of value-free education, will be the keynote speaker.

Francis Dale, is serving as honorary banquet chairman and Wally "Famous" Amos, who founded the Famous Amos Chocolate Cookie Corporation, will be master of ceremonies.

We hope that you will be able to join us on this festive occasion and meet Charlton Heston in person.

Tickets are \$250 each. Call the Research Center at (818) 798-0791 to make your reservation.

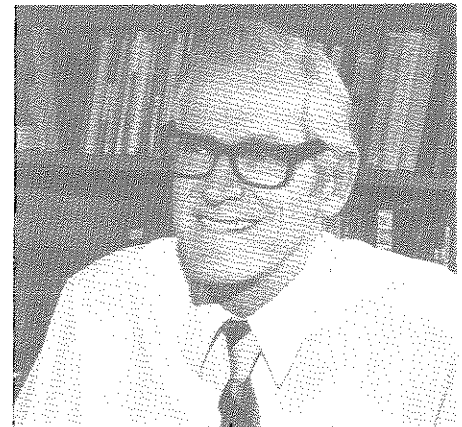
RESEARCH CENTER ELECTS NEW CHAIRMAN AND PRESIDENT

Frank Goble, who founded the Thomas Jefferson Research Center in 1963, was made Chairman of the Board of Directors at the Center's February 12th board meeting. He replaced Morton Jackson, who has given the Research Center twelve years of outstanding service as chairman.

Robert Paull, former Center vice president, was elected president. David Gentry, who served as president during 1985, resigned to return to the profit sector.

David Brooks, Ph.D., employed by the Research Center since 1981, was promoted to senior vice president.

The board was pleased to hear that 1985 was a very productive year. During 1985 the Thomas Jefferson Research Center placed Character Education kits in 2,970 additional elementary school

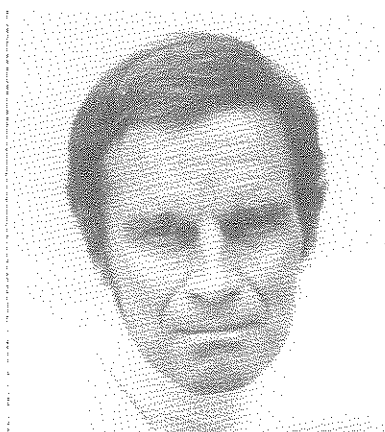


FRANK GOBLE

classrooms. This is 27% higher than the previous twelve-month record of 2,333 kits placed. These kits will benefit the lives of more than 80,000 young people each year.

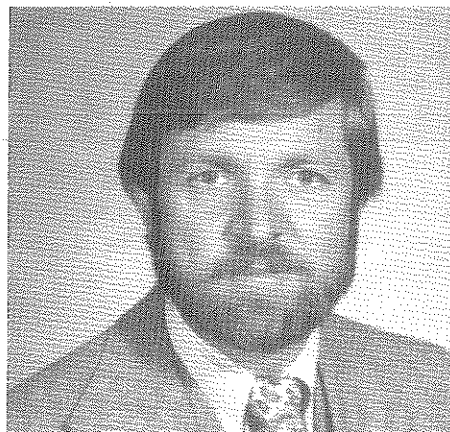
In addition, the Center trained 1,050 teachers to use the new "How to be Successful in Less Than Ten Minutes a Day" program at the junior high school level. This modified version of the Center's Achievement Skills program has proved to be very popular with teachers because it is easy to use, well received by students, and, because each lesson is less than ten minutes long, usable during homeroom periods.

The Research Center's "Good Life" program for juvenile delinquents is now in use in Alameda County as well as Los Angeles County, California. A follow up



study on forty juvenile offenders found that one year after graduation, 49% of the graduates had had no further trouble with the criminal justice system. For a similar group who did not receive instruction the success rate was only 29%.

The board of directors was pleased to hear that the Center's income during 1985 was \$649,755 and that income exceeded expenditures by \$29,000.



ROBERT C. PAULL, Ph.D.

Robert Paull, the Center's new President, has served as Executive Vice President and previously as Director of Curriculum and Program Development. He is co-author and editor of the Jefferson Research Center's intermediate school *Achievement Skills*. He is also co-author of the Center's *How To Be Successful In Less Than Ten Minutes A Day* junior high school program and the new rehabilitation program, *How To Live The Good Life Seminars*.

Bob completed his undergraduate studies at Dickinson College with English as his major. He then obtained his master's degree in English education at Duke University. He completed his Doctor of Philosophy and Educational Psychology at the University of Southern California. His supplemental field was administration and supervision.

He was elected to both major national education honorary fraternities, Phi Delta Kappa and Kappa Delta Pi.

While at the University of Southern California, Bob did extensive research in the systematic development of human potential and how to help students focus attention on learning in the classroom.

Bob has been a teacher, counselor, and administrator in the inner city of Los Angeles and has done workshops and staff development training from coast to coast and on television.

WHAT EMPLOYERS NEED

In Jefferson Research Letter 219 (September-October 1985) we reviewed a very significant study by the Committee for Economic Development (CED).

CED is an independent research and educational organization of 200 leading business people and educators. Their study is so important, so in keeping with the research conclusions reached by the Thomas Jefferson Research Center, that it deserves further comment. The title of this CED Report is "Investing In Our Children."

Focusing on America's public schools, this three-year, one million dollar study, says that:

"The most important investment that this nation can make is in its children . . . We see increasing evidence that education has a direct impact on employment, productivity, and growth, and on the nation's ability to compete in the world economy

"Such traits as honesty, reliability, self-discipline, cooperativeness, competitiveness, and perseverance are as important to continued scholarship and responsible citizenship as they are essential to success in the market place. Schools have a responsibility — and an opportunity — to help instill these habits . . .

"Many recent efforts have focused at the high school level . . . we believe it is critical to reach students long before what is for many the last stage of the educational process . . . This means a stronger focus on the elementary schools . . . junior high and middle schools . . . have not received the attention they deserve . . .

"We have a responsibility to see that our schools develop the intellectual skills and reinforce the positive attitudes and behavior that will serve our children well."

In 1983 and 1984, CED conducted an in-depth assessment of the employment needs of industry. The results of this survey confirm what has long been suspected by the business community:

"Specific educational skills are less crucial for entry-level employment than a general high level of literacy, responsible attitudes toward work, the ability to communicate well and the ability to continue to learn."

Three major conclusions from the survey were:

* First, for entry-level positions, employers are looking for young people who demonstrate a set of attitudes, abilities, and behaviors associated with a sense of responsibility, self-discipline, pride, teamwork, and enthusiasm.

* Second, employers put a strong value on learning ability and problem-skills.

* Third, employers do not think that the schools are doing a good job of developing these much needed abilities.

The CED survey of employer needs was sent to three different sample groups: 438 large companies, 6,000 small companies, and 500 post-secondary educational institutions.

The survey identified 60 attributes needed by employers. These attributes were grouped into ten clusters each representing a broad attitude, skill, or behavior.

* Striving to do work well.

* Priority setting and working under pressure.

* Problem-solving and decision-making.

* Working well with others.

* Communicating.

* Learning how to learn.

* Physical and safety demands.

* Number skills.

* Office skills.

* Mechanical and laboratory skills.

Each attribute was rated on three scales: Its importance for entry-level success; its importance for advancement in the workplace; and the difficulty of finding people with that attribute.

The large companies that responded to the survey ranked those characteristics having to do with "striving to do work well," "learning how to learn," "priority setting," and "communicating" as the four most important attributes associated with entry-level success. The response from small companies was similar.

When asked to identify the characteristics that contributed to advancement on the job, both groups of respondents made nearly the same choices. Learning how to learn was ranked by both large and small companies as the most important attribute for getting ahead.

Respondents from both groups indicated that all of these attributes, particularly the ability to set priorities and to learn, were difficult to find in young applicants.

The 500 two and four-year colleges and universities were included in the survey to test whether the characteristics associated with employment success are the same ones that college officials associate with success in college-level academics.

The college officials identified the same five clusters of attributes as the large employers, with communication skills rated as the most important.

RUSSELL HILL AWARD

Russell Hill, a retired business executive, established the American Institute for Character Education (AICE) in 1965. This organization developed the highly successful Character Education Curriculum distributed by AICE and the Thomas Jefferson Research Center.

Several years ago, in memory of Mr. Hill, AICE created the annual Russell Chilton Hill Memorial Award.

The 1985 Russell Hill Award was presented to Ray S. Erlandson, Sr., at a luncheon on October 15th at the San Antonio Country Club. He is Chairman of the AICE Board of Governors and Chief Executive Officer, and he has been associated with the Character Education program since its inception 20 years ago.

The citation stated that the Award

was given to Mr. Erlandson in recognition of his leadership, service and dedication to character education, and because of his lifelong concern for American youth.

San Antonio's two daily newspapers paid editorial tribute to Mr. Erlandson and the Memorial Award. The San Antonio Express - News used the occasion to call Mr. Erlandson "A man of character." The editorial comments included these paragraphs:

"Ray S. Erlandson, Sr., who this week received the coveted Russell Chilton Hill Memorial Award in recognition of service and dedication in the field of character education, is a man who personifies what he teaches.

"Erlandson, shortly after he 'retired' as head of the Department of Business Administration at Trinity University at

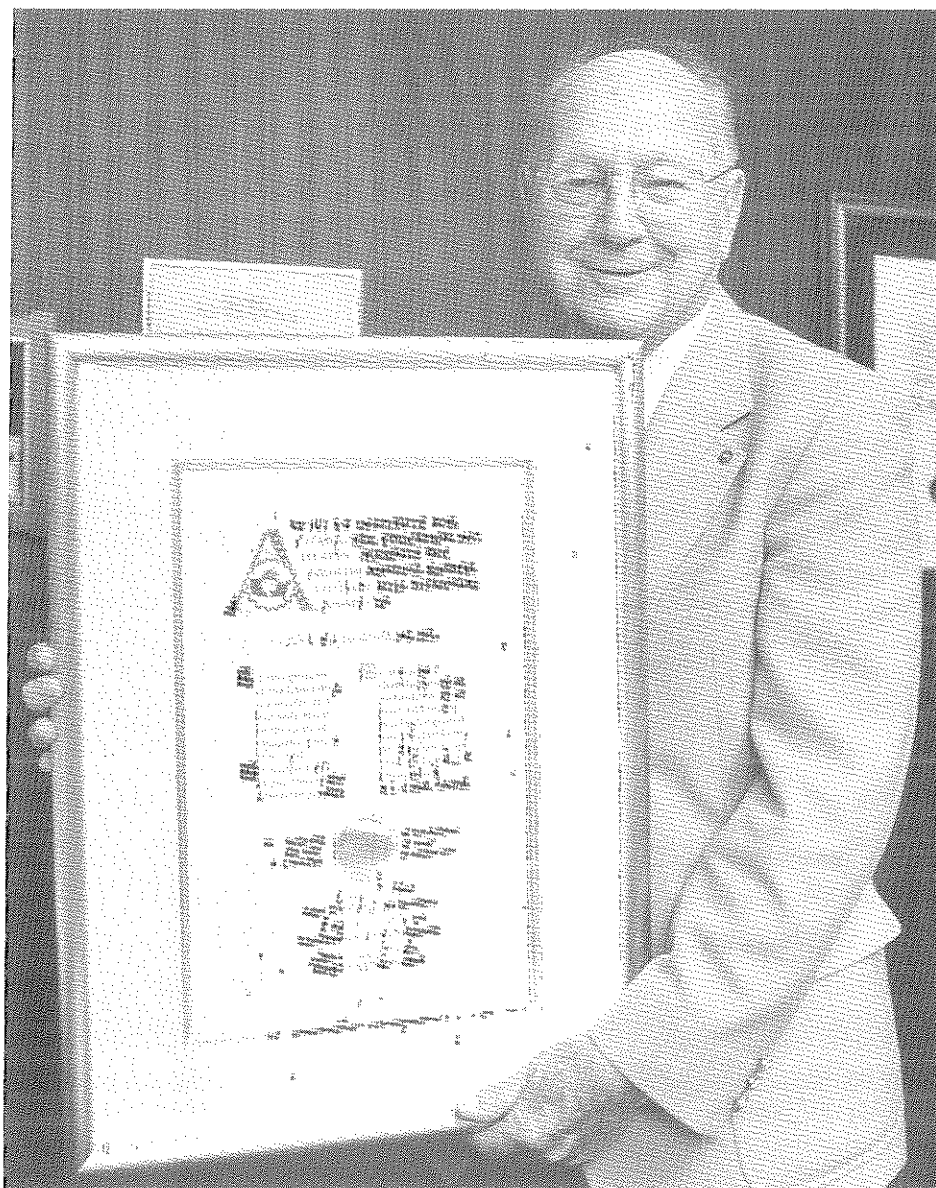
age 72 in 1965, joined the late Russell C. Hill in establishing the American Institute for Character Education.

"Today, at age 92, Erlandson continues to guide this rapidly expanding program as Chairman of the Institute's Board of Governors and Chief Executive Officer. He leads a board, trustees and staff, which include many of the most successful and talented people in San Antonio.

"With the energy and enthusiasm of a man half his age, he looks forward to the day when Character Education will be taught in every classroom in the nation and elsewhere in the world.

"Erlandson's dedication to raising standards by which young people judge their own conduct is an eloquent example of America at its best."

Congratulations, Ray Erlandson!



RAY S. ERLANDSON, SR., DISPLAYS THE 1985 HILL MEMORIAL AWARD

SCHOOL DISCIPLINE

Gallup polls, year after year, show that parents rank discipline as the number one problem in our public schools.

According to the Gabler Educational Research Newsletter, the nature of school disciplinary problems has changed dramatically since 1940.

1940

1. Talking
2. Chewing gum
3. Making noise
4. Running in the halls
5. Getting out of turn in line
6. Wearing improper clothing
7. Not putting paper in wastebaskets

1982

- | | |
|----------------|----------------------|
| 1. Rape | 10. Vandalism |
| 2. Robbery | 11. Extortion |
| 3. Assault | 12. Drug abuse |
| 4. Burglary | 13. Alcohol abuse |
| 5. Arson | 14. Gang warfare |
| 6. Bombings | 15. Pregnancy |
| 7. Murder | 16. Abortion |
| 8. Suicide | 17. Venereal disease |
| 9. Absenteeism | |

HOW TO SUCCEED

Jami Jamison, Ed.S. Principal of Fremont Middle School in Stockton, California, made the following comments about the Research Center's "How to Be Successful in Less Than Ten Minutes a Day" program.

"This is the second year for the successful utilization of the program and there has been a consistent manifestation of social and interpersonal skills improvement which have contributed to the reduction of physical violence, enjoyable school climate and better attendance.

"The program has blended harmoniously with their conflict management, peer counseling and student leadership programs....The "How to Be Successful"

ful" program and the recent supplement are highly effective and supportive of our total school objective. We believe a good school climate is essential to optimum learning and your program is a key ingredient."

TEEN COCAINE CRISIS

Two recent studies show an alarming increase in teenage cocaine use.

An article in USA Today by Dan Sperling documents the problem.

A study of 45,000 6th through 12th graders shows 9.4% of seniors used cocaine at least once in 1984, up from 7.1% in a 1983 survey.

A second study surveyed one hundred children ages 12 to 19 randomly selected from callers to a national cocaine hotline between July and September 1984.

64% of the callers said that they were dependent on more than one drug—up from 35% in 1984, said Dr. Arnold M. Washton, Director of Research.

Other hotline findings:

- 68% said that their grades dropped due to drugs.
- 21% had at least one drug related car accident.
- 18% had attempted suicide related to drugs.
- 57% said they buy most of their drugs at school.
- 64% got drugs by stealing from family or friends.



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