



THOMAS
JEFFERSON
Research Center

The fundamental purpose of our educational system is to instill a moral code in the rising generation and create a citizenship which will be responsible for the welfare of the Nation.

President Harry Truman

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HOME COURT ADVANTAGE

by

Justice F. Douglas McDaniel

On the editorial pages of the Los Angeles Times earlier this year there was an article commenting on the alleged involvement of several Marines in the breach of security at the U.S. Embassy in Moscow. The article was written by Jeane Kirkpatrick, former U.S. Ambassador to the United Nations and a person renowned for clear thinking and cogent expression. After questioning the command decision to place young, unmarried Marines in temptation's way and after chiding the State Department for its lapses in management, Ambassador Kirkpatrick zeroed in on the real cause. She wrote: "We the people — and our schools — must share the blame for young Americans whose education did not give them a full understanding of the value of democratic institutions . . . and the vast moral difference between free and unfree societies." She continued by reporting a consensus of school superintendents meeting this spring in the nation's capital on the need for greater stress on democratic values and civic education. Ambassador Kirkpatrick then quoted California State Superintendent of Public Instruction Bill Honig as stating, "The consensus is that the schools should impart civic virtue and take clear positions on right and wrong behavior and personal morality."

The foregoing is representative of the views of a growing list of political leaders

and educators who, over the past five years, have been variously saying the same thing, namely that teaching responsibility to school children is as necessary, if not more so, than teaching the Three R's. It is an idea whose time has come; more accurately, an idea whose time has returned.

The Thomas Jefferson Research Center recognized this fact and the need for its implementation more than a decade ago and, since then, it has provided professional support for the implementation of character education in dozens of communities.

It has been particularly supportive of the community efforts in San Bernardino which resulted, finally in September of 1986, in the placement of Character Education Curriculum kits in every classroom of the San Bernardino City Unified School District's 35 elementary schools. More recently, because of the success of the K-6 program since it was first implemented in two schools in September of 1982, the district administration decided this summer to expend some of its lottery funds to underwrite the purchase for its six intermediate schools of "How To Be Successful In Less Than Ten Minutes A Day", the Research Center's junior high school program.

Character education, which should be more precisely called "responsibility training," is now in all the elementary and intermediate schools in San Bernardino, primarily because of the coordinated efforts of its service clubs and more particularly because of the choice of several Rotary and Kiwanis Clubs to

adopt, as a community service goal, the placing of these materials in the local schools.

The first step was to persuade the school district administration that it would benefit both its pupils and its teachers if responsibility training materials were introduced into each classroom. No reasonable school trustee or superintendent could quarrel with a program which teaches honesty, tolerance, justice, kindness, consideration, generosity and other such character traits to school children. A person whose daily choices of behavior are guided by a value system made up of these qualities turns out, in sum, to be a responsible person, i.e., one who takes into account the consequences to those around him or her for his or her choices of behavior.

With the school administration's blessing, individual school principals were approached by representatives of the service clubs. These principals readily realized the benefits and advantages of the program both for their faculties and for their students. Next, the service clubs, through a variety of fundraising efforts, generated the amounts necessary, school by school, to purchase the materials and training for particular schools.

As one school after another was supplied, service club members attended the inservice training sessions and then visited classrooms to observe the responsibility training actually taking place. This involvement of club members turned out to be a truly exciting

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Douglas McDaniel is an Associate Justice, California Court of Appeal, Fourth Appellate District in San Bernardino, and a member of the Board of Directors of the Thomas Jefferson Research Center.

RESEARCH CENTER APPROVED FOR BICENTENNIAL OF THE CONSTITUTION PROJECT



The California Commission on the Bicentennial of the United States Constitution has officially endorsed a proposed project of the Research Center. The project will be to develop a high school

level teacher and student guide that will help the students learn values based on the Constitution.

Led by staff member Clare Robert, a team of nationally recognized experts from many different disciplines will identify those values inherent in the Constitution either implicitly or explicitly.

Dr. Mark Kann, Associate Professor of Political Science at the University of Southern California and a noted Constitutional expert, has said, "I applaud the Thomas Jefferson Research Center's proposal to assist teachers and especially students in examining the meaning of concepts like public virtue, how they

relate to private and political life, and what it means to take responsibility for them in one's own life. Funding such a project would pay dividends in the coin of democracy."

Based on the work of the panel of experts, a guide will be developed for the classroom that will give high school teachers a workable way to help their students discover those values upon which our country was founded. It will provide a well-grounded method for teachers to deal with the all-too-often forgotten values that are the cornerstone of a free society and the very basis of responsible citizenship.

When developed, the guides will be tested in two local school districts in Glendale and Pasadena, California. When they have been tested and revisions made, the guides will be available to schools around the country.

Although we celebrated the 200th anniversary of the completion of the Constitution in September of this year, the bicentennial celebration of the ratification process will continue through 1990.

FROM THE PRESIDENT'S DESK

ROBERT C. PAULL, Ph.D.

During the past fiscal year, one of the Center's newer programs, **How To Be Successful In Less Than Ten Minutes A Day**, became our most successful program and I think it is time our readers knew more about it.

The idea for the program was conceived in 1984 by our Executive Vice President, Dr. B. David Brooks, as a junior high or middle school answer to the **One Minute Manager** for 6th through 9th graders. From that germ of an idea the program has grown into 360 ten minute lessons for middle schools to help their students learn the basic skills of responsible and ethical decision making. In 1986 it received a major revision under the direction of our Director of Curriculum, Katie Murphy-Brazelton, who incorporated the experiences of schools already using the program so it would be more effective and flexible.

Schools using the program devote ten minutes a day, three to five times a week, to teaching students the basics of good personal management. During the program, students make daily notebook

entries and thereby develop their own notebook of what they and others think is required to live a successful and productive life.

Besides the daily notebook entries, students hold brief discussions on such topics as **THE TWELVE STEPS TO SUCCESS**:

BE CONFIDENT — BE
RESPONSIBLE — BE HERE —
BE ON TIME — BE FRIENDLY
— BE POLITE — BE PREPARED
— BE A LISTENER — BE A
DOER — BE A TOUGH
WORKER — BE A RISK TAKER
— BE A GOAL SETTER

Some of the other topics that students explore include:

What is a positive self-image? What are the characteristics of successful people? What is an ethical decision-making process? How can I manage my time? How can I use my imagination to help me be successful?

Additional topics include: Peer Pressure; Substance Abuse; Listening, Homework, Textbook Reading and

"It's hard to think of a form of government in which it's more important for people to be educated about the public aspects of their system of morality or to understand how that morality has been given legal representation and expression. And yet, we have almost no teaching in the schools — in the elementary schools or even in the universities — of moral philosophy or the Constitution or, more specifically, of the relations between our morality and our constitutional law. So people are often strikingly ignorant of the moral basis, and indeed of the mechanisms, of our form of government."

Marshall Cohen

Dean of Humanities and Professor of Philosophy and Law at the University of Southern California

Test-taking Skills.

Perhaps the most powerful aspect of the program is that it helps a school develop a school climate based on the language of personal responsibility. Because each classroom in the school is working on the same lesson at the same time, everyone in the school soon begins to understand that their school is based on personal responsibility. The school staff can use this program to develop the school climate just as members of a business corporation can work to develop a corporate culture.

In our work with school districts, the Center has placed the program in over 3,600 classrooms in a little over two years, affecting over 100,000 young people annually.

The program is currently being used district-wide in such places as San Bernardino, and Saint Louis.

SUCCESS BUILT ONE STEP AT A TIME

One recent May morning, students of a junior class in Colorado Springs' School District #11 filed into the classroom, chatting easily about upcoming Prom weekend. Prom! The time students anticipate as a social freedom ritual and teachers and parents dread as the night some students fail to be personally responsible. Annually, Colorado has not made it through the 'season' without alcohol-laced joy resulting in some fatal statistics.

But all that was far from the students' minds as the nine junior guys and seven girls ambled toward their seats. They were the motley types young teachers dream about — robust and excessively social, with both sexes exhibiting divided leadership. Some were marginally skilled and most alternately 'showed out' or preened for the opposite sex. One lass hastily repaired her nail polish, hoping the teacher would not notice. Such was Mrs. Elrod's third hour PREP class, Personal Responsibility Education Program, which was coincidentally her next hour English class as well. Bringing the class to order and centering concentration, Ann Elrod began the pilot program's ninth lesson, which she and other Wasson cluster high school teachers had designed with the help of the Thomas Jefferson Research Center during the previous semester. Although today's subject from the curriculum concerned the goal, "Be On Time," Ann built her approach by first recapping last week's lesson on goal setting.

Among other reports of grade improvement, increased study time or job-hunting details, Greg, one of the accepted, broad-shouldered crew, softly said, "I didn't drink at all last weekend." During the peer joshing which followed he answered his teacher that it had, indeed, been a goal set after last week's lesson. Holding his own against teasing and disbelief expressed in several corners, Greg also was in the 50 percent of the class on time for English period following PREP.

As are the others in his class, Greg is normally curious, active and occasionally defiant, but his new behavior indicates that he is gripping some new tools — those which enable him to determine his own adult, perhaps wiser and successful, direction.

Of course, the results aren't yet calculated for District #11's first year, however, Greg's weekend goal-setting illustrates a small but significant reversal from his previous weekends. Even further, it not only marked a battle won for responsibility at the personal level, it withdrew one nomination from any list of potentially heartbreaking Prom statistics.

This is a true story. Ann Elrod is a teacher at Wasson High School in Colorado Springs, Colorado.

This story was submitted by Bev Diehl who works as Curriculum Director for our Colorado Chapter.

ANAHEIM KICKS OFF CHARACTER EDUCATION AT CARL'S JR.



DONALD KARCHER, PRESIDENT OF CARL KARCHER ENTERPRISES (LEFT) AND DR. MELITON LOPEZ, SUPERINTENDENT OF ANAHEIM CITY SCHOOL DISTRICT (RIGHT).

The Anaheim City School District in Orange County, California, recently launched a fundraising campaign to bring a program of Character Education into every school in the district.

At a kickoff breakfast hosted by Carl Karcher Enterprises, which operates Carl's Jr. Restaurants, the President, Donald Karcher, said he was grateful to the Thomas Jefferson Research Center, "for what your program is doing for this country of ours. When you talk about integrity and honesty, we all know we need more of that."

Over thirty local business and community leaders attended the breakfast to learn more about the character education program, our plans for Anaheim and other districts in Orange County, and to make a pledge of support for this effort.

To date \$10,000 has been raised to start placing materials in classrooms and training teachers to use them to maximum advantage.

Anaheim School District Superintendent Dr. Meliton Lopez said at the kickoff, "The reason I believe in the program is that it teaches children what I call traditional values in mainstream America; truth, courage . . . consequences, respect and responsibility."

Dr. Lopez has instituted the Research Center's programs before in other areas so he is familiar with their effectiveness. As Superintendent in Chula Vista, California, and later in Pacifica, California,

he brought the character education programs into his schools.

"I have had excellent success with the program in Chula Vista and Pacifica," says Dr. Lopez. "In Chula Vista the program was brought in as a means of combatting vandalism. In Pacifica I wanted to teach children personal responsibility at a K-8 school . . . because the school had a very negative reputation in the community. Rumors were rampant about drugs, disrespectful pupils, etc. . . The program is now in its third year."

The immediate plans for Anaheim are to raise just over \$70,000 to place a program with a trained teacher in all 455 classrooms in the district.



CENTER'S EXECUTIVE VICE PRESIDENT DR. B. DAVID BROOKS PRESENTS CENTER'S AWARD OF APPRECIATION TO DONALD KARCHER FOR HOSTING KICKOFF.

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revelation and proved to be a key factor in heightening their enthusiasm for and continuing commitment to the goal of placing the program in 100 percent of the city's elementary school classrooms.

This goal was reached in just four years and represented aggregate, private-sector contributions to the school district of over \$50,000. In the view of the service clubs that spearheaded the effort, this was as it should be. The problems in the schools are not of the schools' making, so the community should come to the aid of the schools in ways which change the attitudes of school children for the better. This in turn can result in a substantial drop in juvenile depredations in the community. Thus, in terms of cost there is no finer community service project for service clubs to choose. Kiwanis International has already recognized this reality and officially has recommended the program. Efforts are now under way by San Bernardino Rotarians to persuade Rotary International to do the same thing. In doing so, they have evoked Edmund Burke, who said, "The only thing necessary for the triumph of evil is for good men to do nothing."

San Bernardino as a community is not unique; its experience can readily be replicated in any city or town where community leaders can be alerted to the imperative need for responsibility training and to the remarkable advantages which soon attend its advent in the schools.

NATIONAL CHARACTER GROUP HONORS FRANK GOBLE

In recognition of Frank Goble's "outstanding leadership in the field of character education" he has been made an Honorary Life Member of the National Character Laboratory.

Mr. Goble, as most readers know, retired at age 46 from a successful business career to found the Thomas Jefferson Research Center 25 years ago.

Alex Stuart, President of the Texas-based National Character Laboratory, presented Mr. Goble with a Life Member Certificate and praised the work of the Center at an August 5 luncheon in Pasadena.



FRANK GOBLE

CAN UNIVERSITIES HELP DEVELOP STUDENT CHARACTER?

"Moral development," says Harvard President Derek Bok, "was a central responsibility of the American college in the last century. But until recently it has just sort of dropped out of sight." During a recent interview by Rushworth Kidder for the Christian Science Monitor Dr. Bok said his goal was to reawaken a commitment to ethical standards on American campuses.

He is well aware that ethics courses have proliferated on campuses in recent years but he believes, "there's a great deal of difference between thinking reflectively about moral issues and achieving higher standards of ethical behavior." Dr. Bok wants to go beyond merely discussing ethical issues, he wants to help college students build character.

A few authorities, he states, are writing about the development of character, "but they are really at the margin of American higher education . . . somehow the whole question of moral development, the development of character, is not thought to be a central aim of most universities."

Derek Bok deserves a lot of credit for focusing academic attention on an urgently needed but badly neglected aspect of college education.

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