

# Notes

## Chapter 1

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2. Norman Dennis, "Europe's Rise in Crime," *The World & I* 12 (October 1997), p. 28.
3. William J. Bennett, "Is Our Culture in Decline?" *Education Week* 12/28 (April 7, 1993), p. 32.
4. Arnold Toynbee, *Civilization on Trial* (Oxford: Oxford University Press, 1948).
5. Ron Stodghill, "Everything Your Kids Already Know About Sex—Bet You're Afraid to Ask," *Time*, June 15, 1998, p. 54.
6. Marc Silver, "Sex and Violence on TV," *U.S. News & World Report*, September 11, 1995, pp. 62, 66.
7. Sylvia Ann Hewlett and Cornell West, *The War Against Parents* (New York: Houghton Mifflin, 1998), p. 44.
8. Robert N. Bellah, et al., *Habits of the Heart: Individualism and Commitment in American Life* (Berkeley: University of California Press, 1985).
9. Christopher Lasch, *The Minimal Self: Psychic Survival in Troubled Times* (New York: Norton, 1984).
10. Roy F. Baumeister, *Meanings of Life* (New York: Guilford Press, 1991).
11. Peter L. Berger, *The Sacred Canopy: Elements of a Sociological Theory of Religion* (Garden City: Doubleday, 1967), p. 3.
12. Stephen Covey, et al., *First Things First* (New York: Simon & Schuster, 1994), p. 181.
13. Daniel Goleman, *Emotional Intelligence* (New York: Bantam, 1995), p. 162.
14. This terminology also varies by country. Thus in the United States the current favorite is "character education," while in Great Britain the preferred term is "values education" and in Japan the term "morality" is in wide use. Sometimes the choice of terms is influenced by political concerns; thus "character education" gained currency in the United States partly to overcome the older religious connotations of the term "morality" and also to distance it from the values clarification approach normally implied by the older term

"values education." See Marvin W. Berkowitz, *The Education of the Complete Moral Person* (Aberdeen, Scotland: Gordon Cook Foundation, 1995).

15. *Protagoras* 325c-e.
16. Mortan A. Kaplan, "Higher Education, Lower Standards," *The World & I* 10/3 (March 1995), p. 357.
17. Goleman, *Emotional Intelligence*, p. 36.
18. Haim Ginott, *Between Teacher and Child* (New York: Avon, 1976).

## Chapter 2

1. Deb Brown, "Learning and Living the Character Message," *The Fourth and Fifth R's Newsletter* 4/1 (Summer 1998), p. 4.
2. See George Gallup, "The Twelfth Annual Gallup Poll of Public Attitudes toward Public Schools," *Phi Delta Kappan* 62 (September 1980), p. 39; H. Spears, "Kappans Ponder the Goals of Education," *Phi Delta Kappan* 55 (September 1973), pp. 29-32.
3. For analyses of the causes of this decline, see William Kilpatrick, *Why Johnny Can't Tell Right from Wrong* (New York: Simon & Schuster, 1992); also Kevin Ryan and Edward Wynne, *Reclaiming Our Schools: A Handbook on Teaching Character, Academics and Discipline* (Columbus: Merrill, 1993).
4. Frederick Rudolph, *The American College and University: A History*, 2nd ed. (Athens, GA: University of Georgia Press, 1990), p. 6.
5. Noah Webster, "On the Education of Youth in America" [1790], in Frederick Rudolph, ed., *Essays on Education in the Early Republic* (Cambridge: Harvard University Press, 1965), p. 63.
6. John Silber, "Exploring Models of Character Education," International Educational Foundation International Educators' Conference, Washington, D.C., June 12-18, 1995.
7. From Gong Dafei, *Chinese Maxims: Golden Sayings of Chinese Thinkers over Five Thousand Years* (Beijing: Sinolingua, 1994).
8. See Thomas Lickona, *Does Character Education Make a Difference?* (Salt Lake City: Utah State Office of Education, 1991); L. Nucci, "Challenging Conventional Wisdom about Morality: The Domain Approach to Values Education," in L. Nucci, ed., *Moral Development and Character Education: A Dialogue* (Berkeley: McCutchan, 1989).
9. Sidney Simon, Leland Howe and Howard Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart, 1972). See also Louis E. Raths, Merrill Harmin and Sidney Simon, *Values and Teaching* (Columbus: Merrill, 1966).
10. Alan J. Lockwood, "The Effects of Values Clarification and Moral Development Curricula on School-Age Subjects: A Critical Review of Recent Research," *Review of Educational Research* 48/3 (Summer 1978), pp. 325-64. Cf. J. S. Leming, "Curricular Effectiveness in

- Moral/Values Education: A Review of Research." *Journal of Moral Education* 10/3 (1981), pp. 147-64.
11. Thomas Sowell, *Inside American Education: The Decline, the Deception, the Dogmas* (New York: Free Press, 1993), p. 65.
  12. Simon, Howe and Kirschenbaum, *Values Clarification: A Handbook*, p. 30.
  13. Thomas Lickona, *Educating for Character* (New York: Bantam, 1991), p. 237.
  14. Simon, Howe and Kirschenbaum, *Values Clarification: A Handbook*, pp. 38-57.
  15. William J. Bennett, *The De-Valuing of America: The Fight for Our Children and Our Culture* (New York: Simon & Schuster, 1994), p. 56.
  16. See Milton Rokeach, *Beliefs, Attitudes and Values* (San Francisco: Jossey-Bass, 1968). He defines a value as "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or state of existence."
  17. Raths, Harmin and Simon, *Values and Teaching*, p. 48.
  18. Ruth Bell, et al., *Changing Bodies, Changing Lives* (New York: Random House, 1987), p. 90. Quoted in Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, pp. 39, 53.
  19. Bell, *Changing Bodies, Changing Lives*, p. 49.
  20. Merrill Harmin, "Value Clarity, High Morality: Let's Go for Both," *Educational Leadership* (May 1988), pp. 24-30.
  21. Howard Kirschenbaum, *100 Ways to Enhance Values and Morality in Schools and Youth Settings* (Needham Heights, MA: Allwyn & Bacon, 1995).
  22. Howard Kirschenbaum, "A Comprehensive Model for Values Education and Moral Education," *Phi Delta Kappan* 73 (1992), p. 773.
  23. Carl Rogers, *Freedom to Learn* (Columbus: Merrill, 1969).
  24. Abraham H. Maslow, *Motivation and Personality*, 2nd. ed. (New York: Harper & Row, 1970), p. xx.
  25. Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, pp. 103-106. Cf. Jean-Jacques Rousseau, *Emile*, ed. Alan Bloom (New York: Basic Books, 1979), p. 39: "Natural man is entirely for himself. He is numerical unity, the absolute whole which is relative only to itself or its kind. Civil man is only a fractional unity dependent on the denominator; his value is determined by his relation to the whole, which is the social body."
  26. The connection between Rogers' psychological theories and the cultural changes of the 1960s is well documented. Many of his ideas were refined at "encounter groups" at the Esalen Institute, a celebrated center of the counterculture where psychedelic drugs were in abundant supply. See Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, pp. 31-32.
  27. Analects VII.8. Arthur Waley, *The Analects of Confucius* (New York: Random House, 1938).

28. Kirk Johnson, "Self-Image Is Suffering from Lack of Esteem," *The New York Times*, May 5, 1998, p. F7.
29. Johnson, "Self-Image Is Suffering."
30. Lawrence Kohlberg, "Moral Stages and Moralization: The Cognitive-Developmental Approach," in Thomas Lickona, ed., *Moral Development and Behavior* (New York: Holt, Rinehart and Winston, 1976); See also Lawrence Kohlberg, *The Psychology of Moral Development* (San Francisco: Harper & Row, 1984).
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33. *Ibid.*, p. 243.
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36. Lickona, *Educating for Character*, p. 51.
37. Kilpatrick, *Why Johnny Can't Tell Right from Wrong*, p. 85.
38. A. Colby and W. Damon, *Some Do Care: Contemporary Lives of Moral Commitment* (New York: Free Press, 1992); D. Hart and S. Fegley, "Prosocial Behavior and Caring in Adolescence: Relations to Self-understanding and Social Judgment," *Child Development* 66 (1995), pp. 1346-59.
39. Lickona, *Educating for Character*, pp. 249-57.
40. Charles E. Finn, *We Must Take Charge: Our Schools and Our Future* (New York: Free Press, 1991), p. 285.
41. Kevin Ryan and Karen Bohlin, "Values, Views, or Virtues?" *Education Week*, March 3, 1999.
42. Philip Fitch Vincent, lecture to the Canandaigua City School District.
43. Sommers, "Teaching the Virtues."
44. Philip Fitch Vincent, quoted by Alcestis Oberg, "Values Education Wins Supporters," *USA Today*, April 19, 2000, p. 27A.
45. "Character Education—A Growing National Movement," *CEP Character Educator* 7/2 (Spring 1999), p. 6.
46. Roger Rosenblatt, "Who'll Teach Kids Right from Wrong," *The New York Times Magazine*, April 1995, p. 37.
47. Mary M. Williams and Eric Schaps, "Character Education: The Foundation for Teacher Education," Association of Teacher Educators Commission on Character Education Report, Character Education Partnership, 1999.

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49. "Schools of Character: Reclaiming America's Values for Tomorrow's Workplace," McGraw-Hill Companies and Character Education Partnership, p. 15.
50. "National Schools of Character, Best Practices and New Perspectives," Character Education Partnership, 1999, pp. 16, 20, 40.
51. For more assessments, see James S. Leming, "Whither Goes Character Education? Objectives, Pedagogy, and Research in Education Programs," *Journal of Education* 179 (Spring 1997), pp. 11-35; James Leming, "Current Evidence Regarding Program Effectiveness in Character Education: A Brief Review," *Character Education: The Foundation for Teacher Education, Report of the National Commission on Character Education*, Mary M. Williams and Eric Schaps, eds. (Washington, DC: Character Education Partnership, 1999), pp. 50-55.
52. William J. Bennett, *The De-Valuing of America: The Fight for Our Children and Our Culture*, (New York: Simon & Schuster, 1994), p. 357.
53. James S. Leming, *Character Education: Lessons from the Past, Models for the Future* (Camden, Maine: The Institute for Global Ethics, 1993), p. 21.
54. Ivor Pritchard, "Character Education: Research Prospects and Problems," *American Journal of Education* (August 1988), pp. 469-95.
55. James S. Leming, "In Search of Effective Character Education," *Educational Leadership* (Nov. 1993), p. 70.

### Chapter 3

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2. Rushworth M. Kidder, *Shared Values for a Troubled World: Conversations with Men and Women of Conscience* (San Francisco: Jossey-Bass, 1991), p. 103.
3. Kieran Egan, *Educational Development* (New York: Oxford University Press, 1979), pp. 164-65.
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<http://www.uic.edu/~lnucci/MoralEd/aotm/article3.html>.

6. Milton Rokeach, *Beliefs, Attitudes and Values* (San Francisco: Jossey-Bass, 1968).
7. Compare, for example, Thomas Lickona's case for "values education" in his seminal 1991 book, *Educating for Character* (New York: Bantam, 1991), pp. 3-22; with Kevin Ryan and Karen Bohlin's call for a "virtues-centered approach" to moral education in their 1999 book, *Building Character in Schools* (San Francisco: Jossey-Bass, 1999), pp. 25-52.
8. John Graham, *It's Up to Us* (Langley, WA: The Giraffe Project, 1999), p. 108.
9. "Connecticut's Assets-Based Character Education Conference," Central Connecticut State University, New Britain, CT, March 5, 1999.
10. Doctrine of the Mean 14.1-2, *English Translation of the Four Books, Revised from the Translation of James Legge* (Taipei: Council of Chinese Cultural Renaissance, 1979), p. 28.
11. Confucius also had a theory of revolution to deal with the question of unjust norms.
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13. <http://info.csd.org/staffdev/chared/prep.html>.
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17. Analects 15.23; Matthew 7:12; Anusasana Parva 113.8; Yoruba proverb. See *World Scripture*, p. 114.
18. Matthew 5.44.
19. Qur'an 41.34.
20. Dhammapada 223.
21. Tao Te Ching 49.
22. See Martin Heidegger, *Being and Time*, trans. Joan Stambaugh (New York: SUNY Press, 1996).
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- Morality* (Cambridge: Harvard University Press, 1977).
26. L. J. Walker, "Sex Differences in Moral Reasoning," in W. Kurtines and J. Gewirtz, eds., *Handbook of Moral Behavior and Development, Vol. 2* (Hillsdale, NJ: Lawrence Erlbaum, 1991); L. J. Walker, R. DeVries and S. Trevethan, "Moral Stages and Moral Orientations," *Child Development* 58 (1987), pp. 842-58; M. Brabeck, "Moral Judgment: Theory and Research on Differences between Males and Females," *Developmental Review* 3 (1983), pp. 274-91; K. Deaux and B. Major, "Putting Gender into Context: An Interactive Model of Gender-Related Behavior," *Psychological Review* 94 (1987), pp. 369-84. One difficulty with this research is that the content of the dilemmas presented—e.g., abortion, confronting a bully—often brings out gender differences that skew the findings.
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  29. Christian de Duve, "The Meaning of the Universe," in *Vital Dust: Life as a Cosmic Imperative* (New York: Basic Books, 1995).
  30. Edward O. Wilson, "The Biological Basis of Morality," *Atlantic Monthly* 281/4 (April 1998), pp. 53-66. See also Robert Wright, *The Moral Animal: Evolutionary Psychology and Everyday Life* (New York: Pantheon, 1994); Frans de Waal, *Good Natured: The Origins of Right and Wrong in Humans and Other Animals* (Cambridge: Harvard University Press, 1996).

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8. Alexander Solzhenitsyn, *The Gulag Archipelago* (New York: Harper & Row, 1985), p. 312.
9. Mencius II.A.6.
10. See Daniel Goleman, *Emotional Intelligence* (New York: Bantam, 1995).
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13. Pamela B. Joseph and Sara Efron, "Moral Choices/Moral Conflicts: Teachers' Self-Perceptions," *Journal of Moral Education* 22/3 (1993), pp. 201-20.
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18. Mark Twain, "The Facts Concerning the Recent Carnival of Crime in Connecticut."
19. Elena Mustakova-Poussardt, "The Ontogeny of Critical Consciousness," Ph.D. dissertation, University of Massachusetts at Amherst, 1996.
20. John C. Gibbs, Karen Basinger and Dick Fuller, *Moral Maturity: Measuring the Development of Socio-Moral Reflection* (Hillsdale, NJ: Lawrence Erlbaum, 1992), pp. 1-33.
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23. Source: Inspirational Stories website.

## Chapter 5

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2. Elena Mustakova-Poussardt, "The Ontogeny of Critical Consciousness," Ph.D. dissertation, University of Massachusetts, Amherst, MA, 1996.
3. Steven Covey, *First Things First* (New York: Simon & Schuster, 1994), p. 45.
4. Thus the life goals listed by Milton Rokeach, *The Nature of Human Values* (New York: Free Press, 1973), can be classified under:  
 Personal maturity: 2) freedom, 4) happiness, 5) an exciting life, 6) wisdom, 8) self-respect, 15) inner harmony, 16) pleasure



Loving relationships, and family: 3) equality—brotherhood, equal opportunity, 9) mature love, 13) true friendship, 17) family security

Contribution to society: 1) a world at peace, 7) a comfortable life, 10) social recognition, 11) sense of accomplishment, 12) national security, 14) a world of beauty.

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17. Character Education Partnership, *Character Education in U.S. Schools*.
18. Thomas Lickona, *Educating for Character* (New York: Bantam, 1991), p. 51.

## Chapter 6

1. Stephen Covey, *Principle-Centered Leadership* (New York: Simon & Schuster, 1991), p. 18.
2. Stephen Covey, *Seven Habits of Highly Effective Families*, (New York: Golden Books, 1997), p. 15.
3. The Great Learning 5, *English Translation of the Four Books, Revised from the Translation of James Legge* (Taipei: Council of Chinese Cultural Renaissance, 1979), p. 8.
4. M. Scott Peck, *The Road Less Traveled* (New York: Simon & Schuster, 1978), p. 82.

## Chapter 7

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2. Steven S. Tigner, "Aristotle's *Nicomachean Ethics*, an Outline Guide for Educators," Montclair Kimberley Academy, 1997, p. 6.
3. Erik Erikson, *Identity, Youth, and Crisis* (New York: W.W. Norton, 1968); Lawrence Kohlberg, "Stage and Sequence: The Cognitive-Developmental Approach to Socialization," in D. Goslin, ed., *Handbook of Socialization Theory and Research* (Chicago: Rand McNally, 1969), pp. 347-480.
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15. William Bennett, *The Book of Virtues* (New York: Simon & Schuster, 1993), pp. 21-23.
16. Laurence Steinberg, with B. Bradford Brown and Sanford M. Dornbusch, *Beyond the Classroom: Why Schools Reform has Failed and What Parents Need to Do* (New York: Simon & Schuster, 1996).
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36. Source: Inspirational Stories website.
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