

# *The Fourth and Fifth Rs*

## Respect and Responsibility

Volume 4, Issue 2

Fall 1998

### *The Presidential Scandal: A Teachable Moral Moment*

Tom Lickona, Director, Center for the 4th and 5th Rs

**W**hat are the moral truths that all of us—and especially our children—can learn from the current White House scandal? Some of the wisest words on this matter, I believe, have come from Pittsburgh's Bishop Donald Wuerl. Though addressed to Catholic youth, his remarks speak to all groups. Here are some of the "basic truths" the Bishop says we can affirm in our families and schools:

*There is a right and a wrong. What the President did was wrong. Even he admits that.*

*All of us are called to live a moral life, even powerful and popular persons.*

*Each of us is free to make choices. When we make choices, we enter the world of morality.*

*Our moral decisions shape our life. Good choices take us in a positive direction; bad choices have devastating results.*

*Sex is much more than a form of personal recreation. "Recreational" sex is immoral and destructive. When you are tempted to ask, "If it is all right for the President, why isn't it all right for me?", remember, it is not all right for the President. It is wrong.*

*Anyone can fall. When we do, we must be courageous enough to admit our wrongdoing and accept correction.*

*Lying to cover up our wrong only adds to the wrong. Moral failure calls for repentance.*

*Your personal integrity is your most precious possession. Nothing hurts a family, a friendship, or a nation as much as knowing that the person who is speaking to you is not telling the truth.*

**W**hat other character education lessons can be drawn from the presidential scandal?

*Faithfulness in marriage is of the utmost importance.*

Students should know that, according to a major study, *Sex in America* (Robert Michael *et al.*, 1994), most married people do

remain faithful to their spouses. Adultery—the President's or anyone else's—is a very serious wrong. It is the betrayal of the most sacred trust known to humanity. Those Republican political figures whose adulterous affairs have recently been revealed should have the humility to say they are deeply sorry for their own failures, not excuse or trivialize them as "youthful indiscretions."

*Even the most secret wrongdoing has consequences—for ourselves and others.* Every wrong deed affects our character. If we wish to have good character, as the educator Peter Greer recently wrote, there should be no difference between our private life and our public self: "How we are when we are seen and how we are when we are 'invisible' to others should be the same." That is the essence of integrity.

*No one in our democracy, not even the president, is above the law.* This is an opportunity to teach students how our government works. Article II, Section 4 of the U. S. Constitution states: "The President, Vice-President, and all civil Officers of the United States shall be removed from Office on Impeachment for, and

(cont.on back page)

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# *Action Research "By Accident": Language at Lansing Middle School*

**Phyllis Smith-Hansen, Teacher**

**S**everal years ago, the phrase "action research" began to invade my professional life.

Tom Lickona and other Advisory Board members of the Center for the 4th and 5th Rs at SUNY Cortland referred to action research, and I found myself an unwilling attendee at several workshops on its importance. Even my friend and fellow board member, Matt Davidson, began to sprinkle the reports of his graduate school endeavors in character education with references to action research. I hoped it was just another flash in the pan. Numbers give me a headache. I didn't want to spend any time collecting meaningless data to defend my efforts to improve life for and with my students.

I tried to smile courteously and put the xeroxes under "action research" in my filing cabinet. I told Matt and anyone else who tried to persuade me that I didn't "do numbers" because I was "too busy working with people."

*I didn't "do numbers" because I was "too busy working with people."*

**D**uring the first week of the 1997-98 school year, my principal told me that parent and student representatives on our school's Shared Decision-Making Team had expressed concern about the amount of "bad language" used in our school. Since I was the Student Council Organization advisor, and had spent the previous year trying to empower students by getting SCO reps really involved with school issues, she thought this hot potato belonged in my pocket. So, in October of 1997 our SCO reps began the socially terrifying (student reaction) and overwhelming (advisor's reaction) task of trying to figure out ways to reverse a linguistic norm in our school.

In our first SCO meeting the questions flew: "What

words do you mean?" "What if other kids don't care about swearing?" Since our SCO spends a day each fall in leadership training at Wells College in nearby Aurora, we decided to use the questions of what to do about bad language as our practice topic.

**W**ells helped us clarify what a leadership group such as ours could and couldn't accomplish. We could, for example, raise awareness, but we could not punish misbehavior. They helped us establish reasonable goals for the months and years ahead. We were able to see that we had to have a great deal more information before we could plan any action.

## *Designing a Survey: What is Bad Language?*

The student reps decided that we needed a survey of students and staff to determine the current attitudes of students and staff toward bad language. In order to construct a survey, we had to define "bad" language. A committee armed with dictionaries and determination categorized words as "*inappropriate*" if they were insults; "*obscene and vulgar*" if they were sexual words or street language for body parts or bathroom activities; and "*swearing and profanity*" if they were religious insults or using God's name in vain.

All student reps were then trained to explain these categories to their respective Home Bases (groups of 10 or fewer students who meet for the first 13 minutes of each day with advisors). The survey asked students if they found each type of bad language "always to be wrong," and deserving of consequences; "wrong," and deserving of a reminder; or "no big deal."

**T**hough our students often used inappropriate language freely, they indicated that they knew such language was wrong. The older the student, the less the feeling of "wrong." (See Box, top of p.3.)

The SCO reps then presented the survey results to the principal, the Home Bases, and staff. Reps asked students and staff to be aware of their language and the effect it had on others. They asked faculty to be especially careful to model respectful language and to "deal with" inappropriate language wherever it is heard. Our

## Student Responses by Grade Level

GRADE LEVEL	5	6	7	8
<b>Inappropriate language is:</b>				
<i>Always wrong: consequences</i>	41	17	10	14
<i>Wrong: deserves a reminder</i>	40	44	61	67
<i>No big deal</i>	3	14	17	26
<b>Obscene/Vulgar Language is:</b>				
<i>Always wrong: consequences</i>	66	35	37	28
<i>Wrong: deserves a reminder</i>	17	36	49	49
<i>No big deal</i>	2	4	2	28
<b>Swearing/Profanity is:</b>				
<i>Always wrong: consequences</i>	52	27	32	40
<i>Wrong: deserves a reminder</i>	26	33	40	41
<i>No big deal</i>	5	15	16	22
<b>RESPONSE TOTALS</b>	<b>85</b>	<b>75</b>	<b>87</b>	<b>107</b>

school's service club was asked to make and hang posters about the need for appropriate language.

Later this year, my class plans to re-administer our original survey to see if attitudes toward bad language have changed. Our first follow-up survey, conducted this past June, was not a repeat of the original survey. Students were eager at that time to determine if their efforts had affected the incidence of bad language in school, if students apologized more often for using such language, and whether teachers had begun acting to discourage the use of bad language. (See Box at right for the results of the June survey.)

While some (not most) students completing the second survey said they had noticed *more* people using bad language than before the first survey, that may be a good sign. It may be that efforts to bring attention to bad language made students more aware of the problem—the first step toward curbing bad language.

Moreover, our student leaders think we're making progress. Says 7th-grader Amanda Fessenden: "Students are still swearing around their lockers and at recess, but the swearing around grownups and talking back are down to just a little. I think the survey helped."

Recently, while attending another Advisory Board meeting in Cortland, Matt Davidson and I began our usual talk about our latest thoughts on character education. I told him about the Student Council organization's at-

tempts to reduce the use of offensive language and what our surveys had shown. He smiled and said, "I thought you didn't do 'action research.'"

I guess I'm a convert. At least I'm convinced that finding out what others think and feel is a critical starting point to bring about change.

The process of deciding what survey questions to ask and how to ask them is itself a rich experience. I am still amazed at the ability of 10- to 14-year-old students to suspend cynicism and disbelief over an issue as "hot" as bad language and to begin looking at the big picture.

I am reminded that nothing is less popular among educators than the "*New Really Good Solution*" that we should all be involved with, when none of us have been asked for input about the problem. By designing and conducting our language survey, we got input in a systematic way.

"Action research" is starting to look less like numbers and more like working with people. ■

## Student Responses to Follow-Up Survey (all grades combined)

<b>I have heard LESS <i>obscene language</i> this year.</b>	125
<b>I have heard AS MUCH <i>obscene language</i> this year.</b>	203
<b>I have heard MORE <i>obscene language</i> this year.</b>	47
<b>I have heard LESS <i>profanity</i> this year.</b>	143
<b>I have heard AS MUCH <i>profanity</i> this year.</b>	190
<b>I have heard MORE <i>profanity</i> this year.</b>	42
<b>I have heard FEWER <i>putdowns</i> this year.</b>	26
<b>I have heard AS MANY <i>putdowns</i> this year.</b>	273
<b>I have heard MORE <i>putdowns</i> this year.</b>	76
<b>Kids who used bad language APOLOGIZED MORE QUICKLY this year.</b>	120
<b>Kids who used bad language APOLOGIZED AS QUICKLY this year.</b>	200
<b>Kids who used bad language APOLOGIZED LESS QUICKLY this year.</b>	55
<b>Teachers have spoken to students about bad language MORE OFTEN this year.</b>	203
<b>Teachers have spoken to students about bad language ABOUT AS OFTEN this year.</b>	140
<b>Teachers have spoken to students about bad language LESS OFTEN this year.</b>	32

For a copy of the survey contact Lansing Middle School, 6 Ludlowville Road, Lansing, NY 14882; Tel. (607) 533-4271.

# "Life Lessons" at Troup High School

Bill Parsons, Principal

Our faculty and staff at Troup High School dedicated an entire year to research, plan, and write a character education program. We named our program "Life Lessons."

An existing School Leadership Team directed the effort. Students, teachers, and all parents were asked to select from a list of 34 character qualities the 10 our school should focus on.

Only 68 parents returned surveys, but the response rate from students and staff was nearly 100%. Staff and student scores were consistently high for *respect, honesty, kindness, self-control, responsibility, cooperation, and dependability*. *Fairness* and *pride* were also added to the list because they ranked in the top 10 among students. The tenth quality chosen was *compassion*, which ranked highly among teachers.

One character quality was then assigned to each of the 10 months of the school year. Our planning team considered five key elements in writing our program.

## Staff, Student, and Parent Support

Several teachers asked me to help initiate the program because of the success we had had with a similar

character education initiative at our elementary school (where I had been principal). We have 100 teachers on our high school faculty, and we made sure everyone was involved in some way in helping to formulate the program. We phased it in gradually.

We sought support from students through discussions with student government and individual students. Character became a word used often by guest speakers at student assemblies. A student recognition program, named "PAW" (Personal Achievement Winner) by the Student Advisory Council, was begun to recognize one student each month from every class who demonstrated outstanding character in the classroom. (See Box, lower left.)

Students were also recognized for good character on a daily basis through announcements over the school intercom. "Tiger Pride Cards" were distributed to honor roll students, students with good attendance, and students caught in the act of demonstrating good character. These could be exchanged for free pencils from the school bookstore.

We kept parents informed through newsletters, student planners, and workshops to explain the program.

## Teacher-Friendly Materials

Our *Life Lessons* materials are simple, accessible, and easy to use. Each lesson format (see example on next page) is identical and prepared in advance for the teacher. Very few of the lessons require any copying or preparation by the teacher. Every staff member has received a copy of the curriculum.

Administrators designed the entire school schedule around the character education time. Ten minutes were added to the second period of the day by taking one minute from every class period and lunch period. The first 10 minutes of second period are scheduled, school-wide, as character education time when the *Life Lessons* curriculum is used. This sets the tone for the day. Administrators make it a point to visit classrooms during this time on a daily basis and recognize teachers periodically for their use of the curriculum.

### MONTHLY PAW AWARD Personal Achievement Winner

#### Overall Criterion:

**DEMONSTRATED OUTSTANDING CHARACTER**

#### Specific Criteria:

- DETERMINED** *Makes passing grades in all subjects.*
- DEPENDABLE** *Turns in assigned work on time.*
- PUNCTUAL** *Punctual attendance at school and class.*
- RESPECTFUL** *Toward teachers and classmates.*
- SELF-CONTROL** *No Discipline referrals to the office.*

#### Directions:

*Please select one student from the students you teach to receive the PAW Award. DO NOT select a student who has been chosen before. Your student will be called to the commons area for a brief reception and awards ceremony.*

Teacher's Name \_\_\_\_\_

Department \_\_\_\_\_

Student \_\_\_\_\_

## Instruction

*Life Lessons* instructional activities are written in terms students can relate to. Teachers in each subject area then reinforce the character qualities, using curriculum integration ideas we provide.

## Application

Lessons give concrete examples of each character quality. A fictional story character named "T.C." (Troup County) is confronted with daily dilemmas common to any high school student. Students themselves wrote many of these stories and a committee of students and teachers edited all stories before including them in the program.

## Recognizing Character Excellence

We created a *PAW Leadership Award* to encourage students to collect work that reflects their leadership and character. To be eligible for this award, a student must complete a PAW Portfolio that includes work in at least

### Sample Lesson in Responsibility

**Title:** INTRODUCTION TO RESPONSIBILITY.

**Objective:** Students will identify ways to show responsibility.

**Materials:** Responsibility poster. (See top right)

**Procedure:** Display the poster in the classroom. Read the following.

1. For the next few days, we will discuss the character quality *responsibility*. We define responsibility as carrying out a duty or task carefully and thoroughly.
2. Without mentioning names, can you share an example of a time when you saw someone demonstrate a lack of this quality?
3. There are many ways we demonstrate responsibility on a daily basis. (Review the list on the poster.)
4. What examples could we add to the list?
5. Have you seen this quality demonstrated by friends or teachers? Share an example of this with the class.
6. Obviously, we all feel better when those around us demonstrate this quality regularly. Pay particular attention to the phrase on the bottom of the poster...*"Don't Just Know It, SHOW IT!"* Make the effort today to show responsibility. You and our school will be better for it.

#### QUOTE OF THE DAY:

*"The willingness to accept responsibility for one's own life is the source from which self-respect springs."*

—Joan Didion

## Troup High School's Life Lessons

### Word of the Month is

## Responsibility

### Responsibility Means:

*Completing all your work, including homework.*

*Being prepared and on time for class.*

*Resolving conflicts peacefully.*

*Being considerate of other people's feelings.*

### Don't Just Know It, SHOW It!

14 of 16 categories, such as community and school service and completing interest inventories. Students use the completed portfolio to prepare for a college education or work opportunities.

Faculty believe our program has made a difference. Says English teacher Linda Wood: "I have watched a progressive change occur in our students, beginning last year when a few aspects of our character education program were implemented. However, nothing could prepare me for the dramatic, positive change in the students' and teachers' attitudes this year."

The essence of our program is perhaps best captured by the following quote that is prominently displayed in our school:

*Watch your thoughts;  
They become your words.  
Watch your words;  
They become your actions.  
Watch your actions;  
They become your habits.  
Watch your habits;  
They become your character.  
Watch your character;  
It becomes your destiny.*

*Troup High's curriculum can be purchased for \$100 from: Bill Parsons, Troup High School, 1920 Hamilton Rd., LaGrange, GA 30240; Phone: (706) 812-7957.*

# Fostering Goodness Through Children's Literature

Beth Bieber, Teacher

I teach third grade. Children's literature is my primary means of fostering character development in my students.

Our character program at Brookside Elementary is built around 10 monthly attributes: *responsibility, respect, thankfulness, kindness, self-control, tolerance, perseverance, friendship, honesty, and cooperation*. Literature selections (see book list, page 7) used in classes focus on the attributes of the respective months.

With young students, I find it helpful to focus on one aspect of an attribute to narrow down the broad definition into something more workable. For example, we focus on *self-respect* during the month of *respect*, and on *keeping promises* during the month of *honesty*.

Three or four times each week, I read a picture book to the class. I ask the class how the story relates to the Word of the Month, and we discuss similar situations that the students have faced.

During the month of responsibility this September, for example, we read the book *The Best Mom in the World*. I asked my class, "What does this book have to do with responsibility?" At first, some of the students thought the boy's mother was a bad mother because she didn't help him. But during the discussion, they came to realize that the boy learned to tie his shoes and make his own sandwich because his mother pressed him to do things for himself. His mother was the "best mom" because she encouraged him to learn to be responsible.

## Making the Character Connection

For each picture book, we write on easel chart paper a sentence that summarizes how the story relates to the character Word of the Month. For the first few sessions, I formulate the sentence myself, but after the students become accustomed to the process, we work together to form the sentence. For the book, *The Best Mom in the World*, we wrote the sentence, "Good mothers teach their children to be responsible."

Many of the stories I use are those that my students of past years have enjoyed, like *The Signmaker's Assistant*, by Tedd Arnold, or *Rainbow Fish*, by Pfister. Only now I read Arnold's book in September when we are talking about being responsible for our actions, and I save *Rainbow Fish* for December, which focuses on kindness.

At the end of the week, during our 20-minute Circle Time, we briefly review all the stories we have read. The children are encouraged to think of how the characters' actions are related to the monthly attribute and to relate these experiences to their own lives.

For example, we read Mark Teague's *Pigsty*, in which a boy learns that it is his choice if he lives in a neat room where he can find his toys, or in a room that is messy and inhabited by pigs. We then talked about our own bedrooms, then our desks, the cafeteria, and the classroom. My students came to the conclusion that it is their job to pick up after themselves without my reminders. For the most part, this 20-minute discussion saves me hours in having to ask who left out the checkers, or who was at the art table last, etc.

For silent reading time, I provide books with a character education theme, often related to the Word of the Month. In their journals, students assess book characters' positive and negative decisions.

Thematic units revolving around the monthly attribute also work well. I have a unit on the theme of friendship that includes several cross-curricular activities. My students learned to say "friend" in several languages. With the help of a math book, they measured each other and made a chart of their heights to show how friends are different and alike. They also did art activities around the theme of friendship.

I've found that children naturally relate to characters in literature. The stories prompt lively discussion of the attributes. And I find that focusing on character is a more effective way to teach literature. ■

*Brookside Elementary School, 3849 Saddle mire Rd., Binghamton, NY 13903; Tel. (607) 669-4105.*

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# Books That Build Character

## RESPECT

**Black Like Kyra/White Like Me** by Judith Vigna (K-3)  
**Tillo** by Beatrix Scharen (K-3), respect for animals  
**Dragonfly's Tale** by Kristina Rodanas (1-6), respect for nature's gifts  
**Who Owns the Sun** by Stacy Chbosky (1-6)  
**Sour Land** by William Armstrong (4-6)  
**Brother Eagle, Sister Sky** by Chief Seattle (3-6)  
**Through Grandpa's Eyes** by Patricia MacLachlan (3-4) respect for the handicapped  
**The Cay** by Theodore Taylor (5-6), respect for all races

## RESPONSIBILITY

**Growing up Is Hard Sometimes** by Barbara Hazen (K-3)  
**Best Mom in the World** by Judy Delton (K-3)  
**Pony Champions** by Elizabeth Sutton (3-4)  
**Bentley and Egg** by William Joyce (K-3)  
**Trumpet of the Swan** by E.B. White (3-6)  
**On My Honor** by Dane Bauer (5-6)  
**A Dog on Barkham Street** by Mary Stolz (4-6)  
**Children's Book of Virtues** by William Bennett, pp. 31-53

## THANKFULNESS

**I Never Say I'm Thankful, But I Am** by Jane Belk Moncure (K-2)  
**My Mama Had a Dancing Heart** by Libba Gray (K-2)  
**Petunia, I Love You** by Roger Duvoisin (K-3)  
**Little Pig, Big Trouble** by Eve Tharlet (1-2)  
**Grandpa, Me & Our House in the Tree** by Barbara Kirk (1-3)  
**Going West** by Jean Van Leewwen (2-4)  
**Molly's Pilgrim** by Barbara Cohen (2-4)  
**The Plymouth Thanksgiving** by Leonard Weisgard (3-4)

## KINDNESS

**The Lion & the Mouse** by Aesop (K-3)  
**Please, Thanks, I'm Sorry** by Jane Moncure (K-1)  
**Mufaro's Beautiful Daughter** by John Steptoe (1-6)  
**Catwings** by Ursula Le Guin (1-6)  
**The Gold Coin** by Alma Ada (2-6)  
**Sweetgrass** by Jan Hudson (3-6)  
**Terrible Wave** by Marden Dahlstedt (3-6)  
**Sour Land** by William Armstrong (5-6)  
**Number the Stars** by Lois Lowry (6)

## SELF-CONTROL

**The Best Prize of All** by Mark Taylor (K-2)  
**Self Control** by Henrietta Gambell (K-2)  
**How I Feel** by June Behrens (K-2)  
**Don't Pop Your Cork On Mondays** by Adolph Moser (1-3)  
**Sugar Gum Tree** by Patricia Wrightson (1-3)  
**The Rag Coat** by Lauren Nills (2-3)  
**Great Gilly Hopkins** by Katherine Paterson (4-6)  
**Sometimes It's Up** by Ruth Carlsen (4-6)

## TOLERANCE

**But Names Will Never Hurt Me** by Bernard Waber (K-2)  
**All the Colors of the Earth** by Sheila Hamanaka (K-2)  
**Old Henry** by Joan W. Blos (K-3)  
**The Araboolies of Liberty Street** by Sam Swope (2-3)  
**Baseball Saved Us** by Ken Mochizuki (3-6)  
**Come Home With Me** by Aylette Jenness (3-6)  
**Autumn Street** by Lois Lowry (4-6)  
**Stay Away from Simon** by Carol Carrick (2-5)

## PERSEVERANCE

**Oliver Button is a Sissy** by Tomie dePaola (K-2)  
**Tillie and the Wall** by Leo Lionni (K-2)  
**Very Busy Spider** by Eric Carle (K-2)  
**Boy Who Held Back the Sea** by Lenny Hort (1-4)  
**Peppe the Lamplighter** by Elisa Bartone (2-4)  
**Journey to Freedom** by Courtney Wright (2-6)  
**Pass the Quill** by Robert Quackenbush (3-6)  
**Mrs. Frisby & the Rats of Nimh** by Robert O'Brien (5-6)

## FRIENDSHIP

**The Friend** by John Burningham (K-1)  
**A Friend Can Help** by Terry Berger (K-1)  
**Friends** by Helme Heine (K-2)  
**Crabby Gabby** by Stephen Cosgrove (2-3)  
**Doodle Flute** by Daniel Pinkwater (2-3)  
**A Friend Like That** by Alfred Slote (4-6)  
**Blue Heron** by Avi (5-6)  
**Being Danny's Dog** by Phyllis Reynolds Naylor (4-6)

## HONESTY

**Honesty** by Jane Moncure (K-2)  
**Dragon's Robe** by D. Lattimore (K-3)  
**Emperor's New Clothes** by Hans C. Anderson (K-3)  
**A Day's Work** by Eve Bunting (1-3)  
**Hamburg** by Nina Bawder (3-6)  
**On My Honor** by Marion Bauer (4-6)  
**The Cybil War** by Betsy Byars (4-6)  
**One Eyed Cat** by Paula Fox (5-6)

## COOPERATION

**A Chair for My Mother** by Vera Williams (K-2)  
**Seven Chinese Brothers** by Margaret Mahy (K-2)  
**A Light in the Attic** by Shel Silverstein (K-6)  
**How My Parents Learned to Eat** by Ina Freidman (1-3)  
**The Quitting Deal** by Tobi Tobias (1-3)  
**Across Five Aprils** by Irene Hunt (4-6)  
**Incredible Journey** by Sheila Burnford (4-6)  
**Addie Saves the Day** by Connie Porter (4-6)

*Excerpted from list developed by Brookside Elementary School's librarian Marge Day. For complete list contact: Brookside Elementary School, 3849 Saddle-mire Rd., Binghamton, NY 13903; Tel. (607) 669-4105.*

### ***A Teachable Moral Moment*** (Cont. from p. 1)

*Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.*” The Constitution does not define “high Crimes and Misdemeanors,” but history offers some guidance. Three federal officials—all judges—have been successfully impeached, two for conduct not becoming to a judge and one for disloyalty during the Civil War.

The first was Judge John Pickering in 1803. He mounted the bench, Congress’s impeachment articles charged, “*in a state of total intoxication*” and “*then in a most profane manner invoked the name of the Supreme Being, to the evil example of all the citizens of the United States.*” Congress found Judge Pickering guilty not of lawbreaking but of “*high misdemeanors disgraceful to his own character as a judge and degrading to the honor of the United States.*”

We can point out to students that those who cite these judicial impeachments say President Clinton’s behavior was at least as bad: He dishonored the presidency and the nation by conducting a sexual affair with a 21-year-old intern in the Oval Office, the center of American public life. Others disagree; they argue that to impeach a duly elected president, he must be found guilty of obstruction of justice or some other crime.

The President is also accused of perjury, which is a crime—a felony. Students should know the definition of perjury: lying in court under oath (“*Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?*”). Is perjury an impeachable offense? Some say it depends; if it is lying about sex, they maintain it is not grounds for impeachment.

Others argue that *any* form of perjury undermines our democracy. It is a serious crime because our judicial system depends on people telling the truth when they take the witness stand. If the president can break this law and not be punished, why should other citizens feel compelled to be truthful under oath?

***Forgiveness and justice are separate matters.*** Students should know the President has said he is sorry for his actions, accepts blame, and seeks healing. On a personal level, we should forgive him, just as we wish to be forgiven for our own transgressions.

But what is *just*—what holds the President accountable for his actions, what best serves the presidency and the good of the country—is a different question. That is for the constitutional process, as carried out by the House of Representatives and the Senate, to decide. ■

## ***SAVE THESE DATES!***

***1999 K-12 Summer Institute in Character Education***  
***Monday, June 28 - Thursday, July 1 (ends at 1:00 pm, Thurs.)***

***Four-Day Institute: Early bird fee: \$300; after April 15: \$350.***

**Featured speakers include:**

- ◆ **Stephen Glenn** on "*Developing Capable Students*"
- ◆ **Bill Scott** on "*Building Character Through Positive Discipline*"
- ◆ **Marcella Ralicki** on "*Creating Adult Well-Being and Personal Character*"
- ◆ **Tom Lickona** on "*Eleven Principles of Effective Character Education*"

***One-Day Conference Option (\$100 Early bird): Tuesday, June 29, 8:30 am - 4:00 pm***

***2-1/2 Day High School Conference (\$200 Early bird)***

**Monday, June 28 (starts at 1:00 pm) - Wed., June 30 (ends at 4:00 pm)**

***(High school persons who attend the 4-Day Institute take this track.)***

**Speakers: Dr. Hal Urban, author and high school teacher, Bill Parsons, Principal, Troup High School, John Minkler, author and former high school teacher.**

***Send for full registration materials.***