Chapter 1

1. Alcestis Oberg, “Values Education Wins Supporters,” USA Today, April 19, 2000, p. 27A.
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.

15. *Protagoras* 325c-e.


Chapter 2


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).


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."


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 "enounter 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.

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 
Interventions,” in R. Mosher, ed., _Moral Education: A First Generation 
F. Oser, “Failures and Mistakes in the Just Community Process,” 
American Educational Research Association annual meeting, New 
Orleans, April 1994.
32. Lickona, _Educating for Character_, pp. 241-42.
33. Ibid., p. 243.
34. Educational researchers favor the approach, as dilemmas are easy 
to administer in tests and scores are quantifiable. Therefore, the 
Kohlbergian paradigm pervades much research in moral education, 
even though it may be too narrow to encompass all aspects of moral 
selfhood.
35. Christiana Hoff Sommers, “Teaching the Virtues,” _The Public Interest 
111_ (Spring 1993), pp. 3-14.
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.
40. Charles E. Finn, _We Must Take Charge: Our Schools and Our Future_ 
41. Kevin Ryan and Karen Bohlin, "Values, Views, or Virtues?" _Education 
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 
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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Chapter 3


4. E. Turiel, The Development of Social Knowledge: Morality and Convention (New York: Cambridge University Press, 1983), distinguishes moral values, which are intrinsically and universally prescriptive, from “social-conventional values,” which are by social agreement. Yet these two domains overlap, as will be noted below.


11. Confucius also had a theory of revolution to deal with the question of unjust norms.


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.


25. Carol Gilligan, *In a Different Voice: Women's Conception of the Self and...*


Chapter 4


5. Taaffe, “Education of the Heart.”


11. Quoted in Thomas Lickona, Educating for Character, p. 60.
22. Carol Gilligan and colleagues have explored the difficult transition for women who have conceived their responsibility as that of selfless caregiver to include the needs of self in the caring for others. See Jane Attanucci, “In Whose Terms: A New Perspective on Self, Role and Relationship,” in Carol Gilligan et al., Mapping the Moral Domain (Cambridge: Harvard University Press, 1988), pp. 201-24.

Chapter 5

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.
17. Character Education Partnership, *Character Education in U.S. Schools*.
Chapter 6


Chapter 7


17. The philosopher Rene Descartes propounded a strict dualism—the body as extension and the mind as thought. But his philosophy floundered on the question of how mind and body could interact, as they would have nothing in common.


36. Source: Inspirational Stories website.

Chapter 8

3. Ibid., p. 41.
11. Provided by Anne Ipparaguirre.
13. In a sentence with a transitive verb, the subject is the actor and the object (direct or indirect) is the person or thing acted upon; thus “Jack threw Tom the ball.” A similar meaning is captured in the suffixes “-cr” and “-ee.” An interviewer is in the subject role and the interviewee is in the object role. This is not to be confused with
other meanings of “subject” and “object” in philosophical discourse.
14. Note that the teacher does not thereby relinquish her authority over
the content of the curriculum. This was an issue for values clarification. (See Chapter 2)
20. Ross Campbell, How to Really Love Your Child (Wheaton, IL: Victor

Chapter 9

7-8.
3. Thanks to Nadine Andre.
202-208.
10. Carol Hymowitz, “Racing onto the Web, One Manager’s Secret
B1.
CULTIVATING HEART AND CHARACTER

Times, April 1999.


Chapter 10

1. "CEP Urges States to Carefully Consider Character Education Mandates," Character Educator 8/3 (Spring 2000).


9. Ibid., p. 16.


25. Ibid., p. 10.
30. Ibid., p. 402.
36. Lickona, Educating for Character; Wangaard, "Character Education Program Components."
38. "1999 National Schools of Character," p. 34
Chapter 11

2. Thanks to Jack Lapolla of Wilton, CT.
12. Lickona, Educating for Character, p. 117.
16. Ibid., p. 55.


24. From a discussion with teachers at Kimberley Academy, Montclair, New Jersey, September 1997.


Chapter 12


16. Ibid., p. 100.


27. Ibid., p. 232.

Chapter 13


2. Michael Calandra, "Camden Middle School's Character Education Program," presentation at the Summer Institute in Character Education, Center for the 4th and 5th Rs, State University of New York College at Cortland, June 30, 1997.


10. Ibid., p. 19.


12. Kim Patrick Moore, "Designing Successful Service Learning Projects
CULTIVATING HEART AND CHARACTER


15. Ibid.


17. Winings, Building Character through Service Learning.

18. At Home in Our Schools, pp. 91-93.


Chapter 14


4. Ibid., p. 5.

5. Ibid., p. 44.


11. This notion is comparable to the Confucian idea of the Five Relations that should guide a moral person's life: between prince and minister, between father and son, between husband and wife, between elder and younger brothers, and between friends. See Doctrine of the Mean 20.8.


Chapter 15

19. For a classic study of this process, see Erik Erikson, *Young Man Luther* (New York: Norton, 1958).
Chapter 16

2. Ibid., p. 369.
10. For a study on how older siblings function as agents in their younger sisters’ and brothers’ social cognitive development, see M. Azmitia and J. Hesser, “Why Siblings are Important Agents of Cognitive Development: A Comparison of Siblings and Peers,” *Child Development* 64, pp. 430-44.


Chapter 17


2. In discussing possible explanations for adultery, sociologist Andrew Greeley writes: "Clearly morality is important. The infidelity rate is only 10 percent for those who think that sex with someone other than a spouse is always wrong (80 percent of the married respondents). It rises to 70 percent for those who do not think it is wrong at all (1 percent of the married respondents)." *Society* 31 (May-June 1994), p. 13.


Chapter 18

2. Ibid., pp. 232-33.
10. According to Elizabeth Fox-Genovese, American parents spend 40 percent less time with their children than they did a few decades ago—from 30 hours a week to 17. See Elizabeth Fox-Genovese, *Feminism Is Not the Story of My Life* (New York: Doubleday), pp. 275.
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15. Mary Pipher, "Closing the Gap: Why We Need to Reconnect the Young and Old," USA Weekend, March 19-21, 1999, p. 50.
16. Ibid.
18. Ibid., p. 53.
19. Ibid., p. 306.

Chapter 19

13. Ibid., p. 43.
17. David Popenoe and Barbara Dafoe Whitehead, "The State of Our
Unions, 2000: Sex without Strings; Relationships without Rings," The National Marriage Project, Rutgers, the State University of New Jersey, June 2000.
30. Blankenhorn, Fatherless America, p. 46.
36. Marano, "Debunking the Marriage Myth."

**Chapter 20**


23. Morse, "Hitched in Home Room."


31. Morse, "Hitched in Home Room."


35. Peterson, "Schools to Teach Lessons of Marriage."


38. Gordon, Passage to Intimacy, p. 28.
42. Les and Leslie Parrott, Saving Your Marriage Before It Starts, p. 31.
47. Parrott, Relationships Workbook, pp. 87, 105.
49. Ford and Englund, Permanent Love, p. 56.
52. The same is true for those youth who experience sexual attraction to their own gender.
54. Terrance Olsen, et al., A Sampler of AANCHOR, Department of Family Science, Brigham Young University, Provo, Utah, p. 37.
60. Harville Hendrix, Keeping the Love You Find: A Guide for Singles (New
York: Pocket Books, 1992); Lori Gordon and Morris Gordon, PAIRS for PEERS (Practical Exercises Enhancing Relationship Skills) (Fort Lauderdale: PAIRS Foundation, 1997).

61. What Students Are Saying about PEERS,” PAIRS for PEERS promotional literature.


63. “Partners: A Curriculum for Preserving Marriages.”

64. Coughlin, Facing Reality, p. 9.

65. “He says... She says.”

Chapter 21

1. Thanks to Ellen Mininberg of Woodbridge, Connecticut, for this story.


11. Ibid., pp. 115-16.


17. Ibid., p. 516.
Chapter 22


22. Stosny, "Compassionate Parenting."


**Chapter 25**


12. Robert T. Michael, et al., *Sex in America, a Definitive Survey* (Boston:
15. Wallace, For Fidelity, p. 61.
17. Ibid., p. 125.
24. Alan Guttmacher Institute, cited in George Gallup, Growing Up Scared In America (Gallup International Institute, 1995).
27. Harlow, “Pop Princess.”
32. Fields, “Chaste Chase.”
36. Padawer, "Casual Sex Loses Its Appeal."
38. Despain, "Virginity 2000."

Chapter 24

7. McIlhaney, Sexuality and Sexually Transmitted Diseases, p. 65.
10. Thomas and Judy Lickona, Sex, Love & You (South Bend, IN: Ave
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23. Ibid.


pp. 880-92.
46. Controversy surrounds the question of what age, if any, may constitute sufficient maturity for sex before marriage. Board members of Sex Information and Education Council of the United States (SIECUS), a leading advocate of contraceptive promotion among teenagers, were sorely challenged to reach a consensus on this issue. They decided that those past early adolescence—ages 9-13 for girls and 11-15 for boys—were less liable for outright exploitation and more likely to handle sex responsibly, provided the couple assesses itself mature enough and uses protection. In any case, they assert, "Developmental age and readiness, as well as relationship context, are more important than chronological age." D. W. Haffner, ed., *Facing Facts: Sexual Health for America's Adolescents* (New York: Sexuality Information and Education Council of the United States, 1995), p. 18.
48. Whitman, "Was It Good for Us?" p. 57.
51. Gallagher, "The Age of Unwed Mothers."
53. Whitman, "Was It Good for Us?" p. 58.
54. Ibid., p. 62.
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57. Whitman, "Was It Good for Us?" p. 62.
61. Mike A. Males, "Infantile Arguments," In These Times, August 9, 1993.

Chapter 25

1. This is to be distinguished from the idea of serial monogamy, or short-lived exclusive relationships.
4. Ibid., p. 125.
5. Ibid., p. 105.
7. Ibid., p. 2.


21. Betsy Israel, “Going All the Way: Nineties Teens Still Want to Have Fun, but Fear Has Taken Its Toll on the Joy of Sex,” Playboy, August 1994, p. 120.


32. Though the survey was not rigorously conducted, it used sample of 100,000 women. “Redbook Survey of Female Sexuality,” Redbook 145, September 1975.

40. Shalit, A Return to Modesty, p. 112.
41. Moloney, "Eroticism Unbound."
42. Hinlicky, "Subversive Virginity."
43. Remarks by teenage participants at the Summit on Abstinence, annual conference sponsored by the Medical Institute on Sexual Health, San Antonio, August 8, 1999.

Chapter 26
3. Some programs aim to simply delay sexual activity until adulthood.
6. Wirthlin Worldwide poll taken among diverse cultures and countries
shows strong global agreement about the family. 84 percent agree that marriage is defined as “one man and one woman.” 78 percent affirm that families are the “fundamental unit of society.” 86 percent of respondents outside the U.S. said that children should be raised by a married mother and father. Justin Torres, “Study: Support for Traditional Family is Global,” CNS.com (November 4, 1999).


19. Thomas Lickona, “The Need for Character-Based Sex Education,” Center for the 4th and 5th Rs, Cortland, New York, 1997, p. 2


25. From 62 percent to 54 percent per 1,000 adolescents.


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L.S.D. Health Education Advisory Council (August 1996).

28. A. Gruenseit, "Impact of HIV and Sexual Health Education on Sexual Behavior of Young People: A Review Update" (Geneva: UNAIDS, 1997). This study effectively reversed the 1993 UNAIDS study often cited to show the effectiveness of contraceptive-based programs.


37. Debra W. Haffner, "Safe Sex and Teens," SIECUS Report,

43. Pregnancies declined from 46 pregnancies to 12, according to Patricia Funderburk Ware, then director of the Office of Adolescent Pregnancy Program of the U.S. Department of Health and Human Services.
51. Only 4 percent of these students had begun sexual intercourse on average, as opposed to 20 percent of comparable students in other schools who did not use an abstinence-oriented course.
53. Northwestern University in 1994–95 evaluated two Project Reality programs. One was "Choosing the Best," tested with 5,800 middle school students from 65 schools and the other was "Facing Reality," with 1070 high school students from 11 schools, all in Illinois.
tudes were maintained one year later, even among those at higher risk. There were fewer students who had lost their virginity during that year, according to estimates. It was also found that the number of non-virginal youth who had had sex in the three previous weeks declined by one-fourth compared to the year earlier. John T. Vessey, "Choosing the Best: Abstinence-Centered Curriculum Longitudinal Study, 1995-1996," Illinois Department of Public Aid, 1997.


58. National Guidelines for Sexuality and Character Education.


69. Personal conversation, April 1998.

70. National Guidelines for Sexuality and Character Education.

71. Jerry Melson, "Sexual Choices: Should You Wait?" Teen Magazine,


75. Focus on the Family, No Apologies, p. 5.25

76. Alan Guttmacher Institute, Sex and America’s Teenagers (New York: Alan Guttmacher Institute, 1994).


79. The “designated driver” campaign may seem like an “abstinence plus” solution. But does the designated driver function like a condom? The designated driver is unquestionably sober and reliable and furthermore, able to take initiative to keep the drinking friends safe. However, the condom is not free to act on behalf of the partners and it is not nearly so reliable. It may fail to get used—or be used incorrectly—and even if it gets employed it will still predictably fail a portion of the time. It is more like a sleeping driver who may or may not be summoned by his drunken friends or even if alert, drives so poorly that there is still significant danger.


82. Prior to the initiative, the county had about 60 pregnancies out of 1,000 girls aged 14-17. In the second and third years of the program, the rate more than halved to 25 out of 1,000 among participating students while rates for non-participants remained about the same, as reported in the Journal of the American Medical Association. Its credibility was questioned by Planned Parenthood, which claimed condom distribution and referrals to family planning clinics by a school nurse were responsible for the results. However, this nurse’s activities were unknown to most students and her efforts bore no such fruits before or after the period in question. Cited in Medical Institute for Sexual Health, Sexual Health Update, Spring 1988, p. 2.

83. Overbeck, “Sex Too Soon.”


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86. Bernstein, "Learning to Love."
88. Bernstein, "Learning to Love."
89. Sexuality and Abstinence Education Policies in the U.S. Public School Districts," Fact Sheet, Alan Guttmacher Institute, December 14, 1999; study by the Keiser Family Foundation, December 1999.

Chapter 27


43. National Assembly of State Arts Agencies, 1010 Vermont Avenue, Suite 920, Washington, DC 20005; 1995. (Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847; e-mail: info@health.org.)

44. Drug Abuse Prevention website: www.scsl.state.sc.us/sde/reports/echred4.htm. This site reviews programs in South Carolina schools that provide skills to enable stu-
dents to make anti-drug choices.

45. Center for Substance Abuse Prevention, "Prevention Works! A Case Study of Alternative Programs," National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847, e-mail: info@health.org.

46. Bridget Murray, "Programs Go Beyond 'Just Saying No'."

47. Ibid.


Chapter 28


15. Howard Zehr and Harry Mika, "Fundamental Concepts of Restorative


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