

Chapter IV

ACCENTUATING THE POSITIVE!

Writer Rushmore M. Kidder states that "America needs a 'fix' for its values." He says "The secret of the drug problem is that it isn't fundamentally a drug problem. It's a values problem...to insure our credibility, we've got to be willing to say 'that's also wrong!' to a host of other 'feel good' fixes that plague the adult world-alcohol, tobacco, over-the-counter drugs, sexual license, gambling, greed and violence. Failing to do that, we operate in a kind of ethical fairyland pretending that the drug problem is separate from the rest." See, *The Atlanta Journal and Constitution*, September 21, 1989, page A-9. Charles Malik, U.N. General Assembly President, has viewed the decay of the classics and humanities in the universities as "they are materialism and hedonism, naturalism and rationalism, relativism and Freudianism.

He believes the political left religious extremist fundamentalist control the curriculums. To stand up to secularism, he thinks the greatest danger is anti-intellectualism. That we "must intellectualize ...to be able to speak to the university." See, "Christianity Today", November 7, 1980, pp 38-40. "Crime Times," Vol. 3, No.2 1997 says that one's genes and biological causes are related to "Criminal, Violent and Psychopathic Behavior." It is suggested "pathological gamblers: dealt a bad biological hand?" It is stated that crime is the result "of the 'criminals' own genetically-based personality traits." Even U.S. Court of Appeals Judge Richard L. Nygaard is quoted "behavioral traits strongly correlated with criminal activity." If all of this were true or believable no one could ever be convicted of any crime. They like to trace all problems back to the alleged, but non-existent, myth of some type of a reptilian complex of the brain. A poor excuse, may be better than none.

Durwood McAlister, Journal Editor, asks "Can we recapture moral values of the past?". He quotes Louis W. Sullivan, secretary of Health and Human Services: "We must return to our fundamental cultural values and traditional beliefs." McAlister states that while some may argue that

positive values are dead and that its difficult to teach values to people who are hungry he says these concepts and conclusions are simply untrue. He writes "A system of moral values necessary to a functioning society-survived the Great Depression, a time when grinding poverty was widespread and hunger was common." He also notes in the sunday editorial dated June 19, 1983, of the Atlanta Journal-Atlanta Constitution, that as to crime causes and issues "it would do well to summon Harold Hill and a few other judges and solicit their advice. They may come reluctantly. They may speak hesitantly; but they are concerned, And they know what they are talking about."

As a Judge, the writer had the pleasure of giving some of my advice on Values and the Constitution at the University of Minnesota Law School in 1980. George Saxenmeyer of Minneapolis, Minn., in a letter to the Editor of The Albany Herald, dated February 11, 1980, wrote, in part: "The recent two-day visit of Judge Braswell D. Deen, Jr., to Minnesota, however, quickly restored my image of judges. I had the honor of listening to this Chief Judge of the Georgia Court of Appeals lecture at our University of Minnesota Law School. Judge Deen brilliantly fielded the toughest questions I ever heard directed at a government figure. He not only answered questions with honesty and precision, but displayed a sensitivity to the real issues of the day. His grasp of our Constitution and its relationship to morality was only exceeded by his Southern courtesy and thoughtfulness."

The great American and well respected Billy Graham, in his book "**Storm Warning**", notes: "Just as the theories of Charles Darwin had undermined belief in God as the Creator, modern psychology also tended to turn people against belief in God." Chapter 7, entitled "Push For Humanist Values" in the book "**The Home Invaders**" written by Donald E. Wildmon, tells how religious humanism redefines words such as the crime of "adultery" is listed as maybe a harmless affair; fornication as sexually active. Amoralilty is part of their religion and they are quite willing to share it with all and that it be the only values one may choose in problem solving. Chief Justice Warren Burger has said "we have virtually eliminated from the public schools and higher education any effort to teach values." The "Thomas

Jefferson Research Center" newsletter Number 183, July 1981, includes an excellent article by Mark W. Cannon, with the title "**Crime and The Decline Of Values**". He observes: "One of the most effective ways to offset negative norms and behavior is to promote positive values in our schools...those children who are most in need of instruction are getting it least...possible avenues to pursue in the prevention and elimination of crime are: teach values in our schools; promote law related education so young people understand both the rights and the responsibilities of our constitution and legal system...revitalize and strengthen the moral and ethical foundation of our society."

The negative, Values Clarification et al, should be eliminated. The positive such as "thrift, honesty, family love, respect for elders, where there's a will there's a way, the golden rule, true courage, manliness, kindness to the less fortunate, obedience to parents, the consequences of idleness and truancy, crime don't pay. and why virtue and love are worth more than material riches," recommended by Phyllis Schlafly, should be accentuated. Who can or should argue with the values proposed by Erica Carle: "Respect property, be respectful of adults, say please and thank you at appropriate times, do not use profane language or bad grammar, be neat and clean, and do not lie or cheat." The twelve laws or values of the Boy Scouts of America are positive guidelines and a basis for making decisions and solving problems of life.

"The Power Of Positive Students", by Dr. William Mitchell with Dr. Charles Paul Conn, pp. 91,92 lists 7 excellent values and principles as building blocks for positive parenting. On pages 165 and 166, they quote Ten Commandments of Sports for Parents written by Jim Simpson. All of these seven values and ten commandments are positive, moral, legal and great advice for parents and children. When confronting future problems which must be addressed and solved these teaching will be highly beneficial. Parents are also given 7 additional suggested steps to take in teaching children how to set goals. See, page 168. Mitchell labels his program as POPS, the new ABCs of learning: Attitude, Basic Skills, Competence. National leaders such as Dr. Norman Vincent Peale and Joe Pinner have from the beginning enthusiastically supported this unique

approach. Mitchell and Conn wrote an additional book **“The Power Of Postitive Parenting”**. They list 24 additional positive traditional values for ethical behavior and as a foundation for success. See, Chapter 4, p. 39. All of these values are highly recommended in the classroom as a replacement of the amoral humanist psychology treatment views.

DEEN'S LIST: ABC'S ON ADR, authored by the writer, discusses problem solving in mediation and arbitration with a view on ethics and professionalism. At pp. 50-52 "Enhancing Professionalism Nationwide..Six Pillars of Character" is advanced as suggested by The Josephson Institute of Ethics 1993. "I. TRUSTWORTHINESS (Honesty, Integrity, Promise-Keeping, Loyalty). II. RESPECT (Autonomy, Privacy, Dignity, Courtesy, Tolerance, Acceptance). III. RESPONSIBILITY (Accountability, Pursuit of Excellence). IV. CARING (Compassion, Consideration, Giving, Sharing, Kindness, Loving). V. JUSTICE & FAIRNESS (Procedural Fairness, Impartiality, Consistency, Equity, Equality, Due Process). VI. CIVIC VIRTUE & CITIZENSHIP (Law Abiding, Community Service, Protection of Environment). These 6 core values act as kind of trump cards when making decisions in life.

While considering the interests of all concerned Josephson names 3 positive steps to take in making one's decision of solving a problems. One is to pretend that your decision might be the headlines on your local newspaper, and, how would you feel about that?; another is to consider your son or daughter may be looking over your shoulder when you make your decision and how would you and they react to your decision; and the third is to see how your decision would stack up against the Golden Rule. Core Ethical Values always take precedence over non-core values. An ethical value may be side stepped only when it is clearly necessary to advance another core value, according to the decisions makers conscience, which will produce the greatest value in the long run. The writer emphasizes: "Seemingly public schools and colleges would do well to consider replacing 'Values Clarification' and Situation Ethics' with the 'Six Pillars of Character' as outlined by The Josephson Institute."

Every American should read William J. Bennett's "Devaluing Of America The Fight For Our Culture And Our Children". The chapters on "Crisis in American Education," "What Works in American Education and Why", "The American Nightmare", "Fighting Back", and, "The Great University Debates", point out the negative problems and the positive solutions as to how America may be re-valued. Dan Quayle in his book "Standing Firm", discusses "The Poverty of Values" in Chapter 32, "Murphy and Me." He stands firm in his "values-oriented speech." He attacked the "cultural elite" who "sneer at the simple but hard virtues-modesty, fidelity, integrity." He attacked the cynicism that allowed Time Warner to profit from the rap song "Cop Killer."

At Jefferson's Memorial in Washington these words are inscribed on the walls: "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man." This includes the minds of our children. A judge has written: "Intrusion into one's intellect when one is involuntarily detained and subject to the control of institutional authorities, is an intrusion into one's constitutionally protected right of privacy. If one is not protected in his thoughts, behavior, personality and identity, then the right of privacy becomes meaningless."

The father of our constitution James Madison said: "Man's liberty of conscience is his most sacred property of all. He has the right to the free use of his faculties, and the free choice of the objects on which to employ them." One veteran educator Mark Resetar said this with regard to the teaching techniques espoused by Kolberg, Fraenkel and Taba: Students "were manipulated or induced by trained educators...As a professional educator, I could not deliberately use these methods whether I was directed by supervisors to do so or not. It would be a direct conflict with what I know to be right. The approval of my conscience validates my decision on this matter."

West Point Elementary School in West Point, Georgia, has a new Character Counts Program. A sign on the building states: "Warning Entering this school will increase your intellect, develop positive character qualities, and challenge you to excellence. Welcome!" Such words as compassion, politeness and tolerance, responsibility and honesty are focused on.

"Disciplinary problems have dropped dramatically since the program went into effect three years ago...Test scores improved the first two years." This and the new "Character Curriculum" program legislation passed by the General Assembly and signed by the Governor is discussed in **The Daily Report**, May 19, 1997, pp. 1,4,6 and 7. Values Clarification on occasions lists Abortion and Capital Punishment. The former takes the life of the innocent and the latter the life of the guilty. As to Capital Punishment young people should know that it does deter the person from further crime since the guilty in Georgia are electrocuted. A well respected former Chief Justice of the Georgia Supreme Court Charles Weltner when asked "Is there justification for the death penalty?," replied, "Yes, It's called Vengeance."

A trial lawyer in Atlanta, and a minister of the Presbyterian Church in the U.S., J. Melvin England, has had this to say, on Capital Punishment: "Assume that you are asleep in your own home and that in addition to your spouse, children or other family members are asleep. You discover a burglar in the house, weapon in hand. He says he intends to murder each member of the household. Assume that you have a firearm.

Would you kill him or not? To avoid taking his life, would you allow him to take the lives of you and yours family members? If it is your choice to kill him, you have acted as investigator, preliminary hearing judge, grand jury, prosecutor, trial judge, jury, appellate court, and executioner all in a moment. If you take his life in order to protect those of your family and of yourself, you administered capital punishment. In so administering it, you did not do so because of hatred for the burglar but because of love for the potential victims. If such instantaneous capital punishment is just, it is far more just that it be administered after due process of law." If the subject has to be brought up, the students should be made aware of the arguments supporting the Georgia Law.