

## (Senate Joint Resolution 64)

A Senate Joint Resolutcion concerning

Values Education Commission

FOR the purpose of requesting the Governor to establish a Commission to identify and assess ongoing programs in morals and values education in the schools of Maryland, if any, and to make recommendations toward the implementation of these programs into the curriculum.

Our fellow citizens generally are greatly concerned today by the apparent diminution of our traditional adherence and devotion to high standards of moral and ethical conduct. This concern is felt to pervade the areas of both private and personal interrelationships and public governmental activities.

Unhappily, all too often one observes or learns by extensive publicity of breakdowns in the normal standards of individual behavior and violations of public trust.

Although the great majority of our people are aware of this unhappy condition, a sense of helplessness as to how to bring about a remedy appears to have taken hold of their consciousness. Concentrated attention to procedures which might serve to inculcate an appreciation of and devotion to our best values is called for. Responsibility for formulating a broad program of values education surely rests on the popularly elected State Legislature as well as educators.

The obvious first problems to face are: "Where do we begin, and how far do we go?" Our leading national thinkers, educators, clergymen, and learning experts agree that the elementary school is the appropriate place to start a program of appreciation of ideals and desirable personal and public conduct. It is at this time students develop positive attitudes about our form of government, moral codes, and value judgments.

The early school years are especially important because a critical stage of development is beginning - that of thinking in the abstract, making judgments that will form the basis of character for the years to come.

But these concerns must be carried through to middle school, high school, and college, and into personal and public life. The intermediate years are times of experimentation and value assessment; the upper years are periods of judgment and value testing.

~~The total curriculum should be organized around concepts which foster effective citizenship skills, and~~