

# Letters

## Only Religious Fidelity Can Rescue Schools from Moral Relativism

The articles on character development (December 1985/January 1986) clearly indicate that the subject poses an unsolvable problem for our society.

When humanists, homosexuals, women's rights activists, proabortion forces, and other liberal "man(me)-centered" groups draw up guidelines for character education, the results necessarily will be subjective and philosophically relative. For the most part, they are unworkable and meaningless.

True character education comes when we realize that we are not the gods of our own universes, but that we are responsible to the One who created us. If all people loved the God of the Bible and were obedient to His commands, the problem of character education would evaporate.

As a public school counselor I have trashed the programs that suggest that the solutions to moral and ethical dilemmas can be found within us. I have chosen a saner approach—one that suggests that "right" solutions are found in the unchanging Word of a moral and ethical God who is active in the affairs of men.

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Counselor

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## Credits for Collaboration

In my article, "Collaboration: Working With, Not Working On," (February 1986) I neglected to include a full reference for the New York City Teacher Centers Consortium Team (N.Y.C.T.C.C.). Their collaborative research study, "Teachers' Positive Attitudes Toward Their Work," is a fine example of interactive research and, as such, it should be credited properly.

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Puget Sound Educational  
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## Research: Cognitive or Behavioral?

I was interested in the choice of "Insights from Cognitive Research" as the title for the April 1986 theme issue. Would some published essays have been disqualified if the theme had been "Insights from Behavioral Research"? Which ones?

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Professor of Education  
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## Editor's Note

Lauren Resnick, codirector of the Learning Research and Development Center at the University of Pittsburgh, commented that cognitive research, unlike behaviorism, specifically includes the study of internal mental processes. The field has developed, she said, from an alliance among scholars from psychology, artificial intelligence, and some parts of philosophy. She declined to classify articles in the April issue, but said research is "cognitive" if it attempts to deal explicitly with the workings of the mind.

## Keep Young Readers Cozy, But Safe

The potential for student injury from using a television cart as a reading area is substantial (April 1986). There are safer and more conducive areas for pleasure reading.

THOMAS P. COYNE  
Superintendent  
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## Jostling Equipment Causes Accidents

The photograph accompanying the Winograd and Greenlee article, "Students Need a Balanced Reading Program," (April 1986) horrified me. During the past several years, national and state library and media associations have been urging teachers to be careful about the casual manner in which they and children handle large pieces of equipment. Television monitors on tall carts (above 24') are extremely hazardous. Because they are topheavy, a little jostling can cause them to tip and fall. Several horrible accidents have been reported—the latest in a Cambridge, Mass., private school. A monitor fell on a seven-year-old girl; she remains in a coma today.

CAROLYN MARRUSON  
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## Critical Thinking Success Documented

Thank you for your continuing emphasis on critical thinking as exemplified in the May *Educational Leadership*. Roberta Jackson's success with direct teaching of thinking skills mirrors our own.

All Riverside-Brookfield seniors must pass a required social studies course that begins with an intensive two-week study of logical fallacies. Students then focus on prejudice, evaluating authorities, successful family living, and methods of influencing social issues. In all class discussions, written projects and tests, students must avoid fallacious thinking.

Changes in student thinking have been documented through tests, informal feedback from parents, and a questionnaire mailed to students five years after they graduate.

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## Write to Us

Comments on *Educational Leadership* articles are welcome. Address letters to Editor, *Educational Leadership*, 125 N. West St., Alexandria, VA 22314. Letters may be edited for brevity and clarity.

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