

'Character education' takes root in Lynwood, Southeast schools

By Ivan Crosbie,

Staff Writer
"Character Education," a program designed to establish a value awareness basis for students and teachers, is beginning to take roots in elementary schools throughout the Southeast area.

The program, administered by the Thomas Jefferson Research Center in Pasadena, has reportedly made significant gains in the area of boosting the morale, discipline and academic achievements of students in schools where it has been implemented.

One of the school districts in the Southeast area which has recently implemented the program and strongly supports it is Lynwood Unified.

After listening to presentations by representatives from the center in 1982, LUSD Board of Education voted to have the program become a part of its districtwide curriculum.

Supporting the district's move to implement the program was Western Gear Corp. of Lynwood, one of the major industrial firms in the area which contributed \$10,000 to help cover its implementation cost.

Thus consultants from the center came to the district and trained several faculty members who, in turn, implemented the program in the classroom.

Approximately five months have passed since the program has been implemented. And to update the public of the program's progress, the district has scheduled a "Character Education Follow-up Inservice and Presentation" assembly for March 22 at Mark Twain Elementary School.

During the event Dr. David Brooks, a professor at the University of Southern California and a member of President Reagan's Education Task Force, will be the keynote speaker.

Other guests will include Charles Bannon, president of Western Gear; John Watkins, vice-president of Western Gear; Frank Colble, president of the Thomas Jefferson Research Center; Louis Thompson, Lynwood mayor; Lee Harris from the Los Angeles Times; and Ivan Crosbie from the Daily Signal.

Although the character education program is relatively new in Southeast area schools, the project has been functional for years in other school districts throughout Los Angeles County.

One of the reportedly model schools for character education in South Central Los Angeles is 59th Street Elementary School, a part of Los Angeles Unified, which has been using the program for the past four years.

Dr. Lawrence James, principal of the school, said the program has brought "remedious" benefits to both students and faculty of the school.

Dr. James said that some of the tangible results he has seen over the years include a "significant decrease in internal vandalism," which has almost disappeared from the school.

He said it is much easier to "communicate and relate to the children in the counseling process and to establish rapport with their parents." Additionally, he said the students have shown remarkable improvements

in state examination test scores. In the past three-and-a-half years, he said, the academic achievement of the students have gone up considerably.

"Character Education has a great deal to do with that," the principal said. "It has given us a support base for our teachers to work on."

"It has substantially contributed to our school morale. The children are happier, and the school is cleaner."

James said he would recommend the program for any school that has disciplinary student problems.

But what essentially is character education and how does it work?

According to the California Center for Educational

Improvement, character education curriculum is designed to enable classroom teachers to help children develop positive personal values and improve personal behavior.

"The project is based on the conviction that schools can make a difference," the CCEI indicated.

"Children learn more when they behave in harmony with their own values and those of others."

To help teachers accomplish the goals, the CCEI went on the program features seven kits of instructional materials for

grades K-6. About 15 values are covered in the program. They are: in kindergarten, generosity, kindness, helpfulness, honesty, justice and tolerance.

In addition to the above, the first grade covers freedom of choice, freedom of speech, citizenship, right to be an individual and right to equal opportunity and economic security.

The second grade adds the use of time and talents. Courage and convictions are added to the third grade. Honor is covered in the fourth, fifth

and sixth grades. Successful implementation of these values, according to the Jefferson Center, will result in improved student attendance, improved classroom discipline, reduced theft, vandalism and violence.

In Lynwood Unified, five "But, in order to do it effectively, the applicant must have a knowledge of the texture of the hair and its condition before he uses this chemistry."

"This knowledge is part of the new changes which are taking place. We now have sophisticated testing equipment," Williams explained. "With this equipment we can test the hair

of the district's nine elementary schools have been participating in the value training since last year.

Due to insufficient funds, the other four schools have not yet received the program. However, the district is making efforts to

secure the funds necessary to implement the program in these remaining schools.

Among other things, she said the program will provide "inservice" training for the schools' teachers and staff to enable them to implement the program.

ethnic backgrounds. It's one of the largest private colleges in the Southeast area, and the only one of its kind in the city.

Students from several neighboring cities, including South Gate, Cudahy, Paramount, Compton, Bell and Bell Gardens have, at one time or another, enrolled in the college or are currently training in the various cosmetology specialties the college offers.

The college's extensive beauty care curriculum prepares students for the State Board Examination on Cosmetology, which officially licenses students to work professionally.

Student are trained in all phases of beauty care, including the operation of sophisticated skin and hair care equipment and the use of new chemical products.

Williams believes that after passing the state examination, a student should be able to begin making money immediately. "This is the emphasis of the program," she said, "to train students to take up responsible positions in the work market."

B-8 Sat. Oct. 2, 1982 CHANGES RESHAPE BEAUTY CARE

Salons trying to keep-up

By Ivan Crosbie
Staff Writer

The rapid revolutionary changes which are reshaping the old systems in the beauty industry today are causing numerous owners of small beauty businesses throughout Southeast Los Angeles either to re-educate themselves to meet the new challenges or face the economic downfall of their businesses.

These revolutionary changes are attributed, in part, to the rapid advancement in "beauty care equipment and the multiple new and improved beauty products on the market."

"We're in a technical era," said Ida Williams, supervisor and chief instructor of Flavo Beauty College, Lynwood. "The training that is being offered in beauty schools or colleges must be updated to meet the new turn we're facing."

"But where are small salon owners going to get this new education?"

"There are people performing beauty services now who have licenses they received 3-10 years ago. From where are they going to get the new generation education?" she queried. Williams believes that only through re-education

could small salon owners make the turnaround to cope with the new developments in cosmetology.

It was to achieve this objective that she and an associate, Sue Brakeman, an instructor of cosmetology, formed an "educational organization" relating to all phases of "hair, skin and nail care."

Called "Education Systems Unlimited," the company which has already begun to operate on an interstate level. Objective—among other things, is to provide educational services—in the

form of seminars, cost analysis and related services necessary for the implementation of the new programs.

"An example of some of the services we'll be providing, for instance, will be in the area of the new chemical cold waves. The technique for applying this new chemical is much different now than it was a few years ago," Williams said.

"We now have what we call an 'acid perm.' The 'acid perm' has been around for some time, but they've perfected it so that it does less damage to the hair."

prior to doing service to make sure that the hair could accept that service."

Williams said that the cosmetics market is being cluttered with "all types" of beauty products. And while the manufacturers are interested in making the public aware of the products, they do nothing to educate the public about hair.

"So they miss the key factor—education. They'll come out and have a technician demonstrate the product, but wouldn't have him review the history of the hair or how hair reacts to chemicals," the beauty instructor said.

"And since they're coming up with new developments, then the technicians should be trained to educate the public about hair as well as the product."

Williams' summary of the situation is that manufacturers are selling themselves short, because with the new curl system they're only "hitting one ethnic background."

"Being in a school atmosphere, I find this same system could be used on all ethnic backgrounds," she said.

The college, which Williams heads in Lynwood, is comprised of more than 350 students of various