

AL ROJO
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EDITORIAL

Por momentos, o por oleadas, se pone sobre el tapete el tema de educar en valores. La importancia de formar personas de bien, no máquinas llenas de información insensibles a su responsabilidad con la sociedad.

En ese sentido, el CSC ha mantenido una tradición importante, en particular, con la fundación del Consejo Estudiantil se crea un espacio para la participación de los estudiantes en diferentes actividades del colegio.

A continuación se transcribe parte de una entrevista con Steve Johnson, que ofrece pautas para una reflexión sobre el día a día en el CSC.

Teaching Values in School: An Interview with Steve Johnson¹

How do children become moral people, and what role do schools have in that process? What is character education?

Steve Johnson: Schools have always been interested in three kinds of outcomes:

1. Skills—what our students are able to do

¹ Santa Clara University:
<http://www.scu.edu/ethics/publications/ie/v13n1/interview.html>

2. Knowledge—what they know
3. Character—the kind of people they become

Sometimes character is talked about in terms of citizenship. When I was in school, we used the term *deportment*. But whatever we call it, as educators, we've always been interested in building positive, productive citizens.

H: What are the objectives of character education in the schools today?

J: In some schools, it's about promoting pro-social thoughts, values, and behaviors and having students act as good citizens should in school. In others, it's about developing specific desirable values. For schools in general, character education is about finding some way to help students develop good habits or virtues.

H: What is your approach to character education and how does it differ from other approaches?

J: We say that character education is a way of doing everything in the school. It's not one particular program or focus; it's everything we do that influences the kind of human beings students become.

To break that down, we use a triangle model to explain moral development. Basically, we look at three sets of factors that influence how human character develops.

The left section of the triangle deals with values.

We recognize that there are core common values, and we are socialized to develop them through

1. Role models, such as parents, other adults, peers, and mass media
2. Legends and heroes, people we look up to
3. Stories and narratives in print, film, TV, or video

games

4. Reinforcement (We're all more likely to continue to do what pays off or works for us.)

At the same time, coming from the right side of the triangle, are thought processes.

These are the rational, cognitive ways we grapple with the moral life, and they include

1. Problem solving processes for helping to make choices
2. Thinking in a way that is clear and straight, not distorted; seeing many possibilities in a situation—shades of gray instead of black and white
3. The ability to reflect on our experience and to learn from it
4. The ability to use a framework to make decisions when we genuinely don't know what to do in a hard case

The triangle sits on the foundation of skills, which we group into two sets: coping and cooperation. To understand coping skills, think about the moments in our lives when we have the most trouble and ask. What else was going on at the same time? Were we tired or stressed or angry? In order to build character, we have to learn to deal with the times when it's hard to be the kind of person we want to be. Those coping skills are emotional management, anger control, impulse control, stress management, and so forth. Cooperation skills include dealing with people and dealing with conflict situations. In every lesson we do, in every program we put on, we balance the triangle, taking into account values formation, thought processes, and skill development. That's our reference point.

IRMUN I - CSC

El Colegio San Carlos participó el pasado 1º de abril en el primer modelo de las naciones unidas del Gimnasio Iragua. Una delegación de 15 estudiantes de 6º a 11º grado se retaron a duelo diplomático con 270 niñas del Iragua y el Mary Mount. El CSC obtuvo el premio a mejor delegación con China. Felicitaciones.

CONCURSO DE PERIÓDICO

Ya culminó el concurso de periódico y el producto fue vendido antes de Semana Santa. Próximamente se publicarán los resultados.



GREEKS, FREUD & MR. WATERS

Pink Floyd The Wall sin duda es uno de los grandes hitos de la historia del rock and roll. Por alguna extraña razón, hay personas que quieren que el tema se perpetúe en el CSC, será por aquello que siendo colegio de varones el Complejo de Edipo adquiere especial relevancia.

A manera de calentamiento, al rojo trae a sus lectores una anticipación de lo que le espera al colegio. Tomado de la página Internet "The Wall A complete Analysis"², se transcribe a continuación un extracto de la mundialmente célebre Mother:

"Had Sigmund Freud lived 40 more years (to the overripe old age of 123), he would have been delighted to hear such a wonderful example of his life's psychoanalytic work embodied in the haunting lyrics of "Mother." Or had Oedipus lived a few millennium longer than his fictional death he would have found an adversary in the youthful Pink, a young boy whose desire for maternal acceptance and love is arguably equal to the greatest mother-centered protagonists in the history of literature. Contrary to the eye-gouging antics of Oedipus or even the grandiose melodrama later in Floyd's album, "Mother" is relatively low-key and emotionally subtle.

The music itself is interestingly split, though with few if any seams to show for it, between the gloomy and simple verse chords and the effervescent, nursery rhyme-like chorus. Coupled with these seemingly disjointed yet oddly congruent styles are the blistering guitar solo and unsettling lyrics, all of which culminate in a perfect example of Floydian schizophrenia. The simple chord progression and uncomplicated lyrical delivery reflect Pink's childhood innocence at the time the song takes

² <http://www.thewallanalysis.com/>

place. The very inquisitiveness emulates those youthful stages when the world is one big mystery. Why is the sky blue? Why does the ocean have waves? Where do babies come from? While the steady stream of inquiries seems to imply that Pink is rather young, with most children going through the "question" phase of development around 3 or 4 years of age, the level of seriousness shrouded behind the questions characterize Pink as being fairly older.

The implications of governmental conspiracy and public ridicule indicate Pink's age as being around 12 to 14, that age when one learns that many of the world's most time-honored institutions are nothing more than hollow shells of public hope and dictatorial vanity (...) From the great Greek philosophers who used questions and answers to illustrate and promote self-realization and their own philosophical ideas, the dialogue form is often the favored method for encouraging mental and philosophical progression.

AQUÍ LOS FUSILAMOS A TODOS

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teachers leave them kids alone
Hey! Teachers! Leave them kids alone!

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