

**CREATING  
YOUR FUTURE**

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**Reduce Violence, Embrace Peace**



**ACTION GUIDE**

**Prof. Dr. Herbert J. Kellner**

Principal Investigator

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## **Words to Live By**

Living a good life involves showing love and care for others, offering compassion to the weak, and supporting those in need. Achieving your goals requires discipline and hard work.

Education is a crucial tool for meeting life's challenges. It teaches us that the desire to learn is more important than high honors, grades, and degrees. With a strong will to learn, there are no boundaries to the depth of your knowledge and success in your career goals.

*- Elizabeth Taylor*

## **A Word From The Research Team**

When planning our research project, we questioned if the world needed another program. Our collective answer was "No." So why did we create this program?

This program isn't just another initiative; it offers a series of unique Action Guides. Observing the current state of our culture—the self-destruction, loss of core values, family disintegration, high incarceration rates, and rampant violence—compelled us to act.

Passivity in the face of such significant societal changes is unacceptable. Action is necessary, and many individuals must step forward to address these issues.

While our topics may not be exhaustive, they represent crucial areas for change. Young people need to become responsible partners with older generations. The generation gap is a luxury we can no longer afford. We are committed to addressing these wrongs, engaging with youth across the country. Every forum is open, no group too small, no individual too distant. The collective goodwill of Americans must prevail.

Each topic in this publication addresses a theme vital to our national survival. Ignoring these themes can only lead to tragedy. We hope this publication is the first of many efforts to shape our future positively.

## Introduction

Daily news reports tell the story of the violence overwhelming America. What happens if American citizens continue to go about their own lives as if the problems belong to others? What will happen if nothing is done? We at Newport University Research Centers are certain of the results of individual, group, and national inactivity.

The result will be a continuing escalation of an already unacceptable level of violence in America. More doors will be locked, more citizens will be housed, or warehoused, in jails and prisons, more people will experience severe losses in feelings of personal safety, and the economy will be staggering.

An angry and frightened populace presents a frightening picture of a frightening future. We have a real concern for the diminishment of democratic values and practices. History has shown us that fear elects dictators. The systematic and personal causes of violence are so complex that experts continue to debate them - even as we cower in silence, behind locked doors and barred windows.

We cannot wait for answers to the age-old debate on the causes. They may not arrive! The luxury of analysis is no longer available to us. In one recent weekend, in the fine city of Los Angeles, California, more citizens were killed than in an Eastern European

capital at war; yet we know that bombing Los Angeles is not a solution. What will make a difference?

If, indeed, the very fabric of our society is beginning to unravel, can we afford “inaction” on the part of the majority of our citizens? We believe not. For this reason, we approached the participating contributors of this book for suggestions of an immediate nature—asking the question, “What can we, as concerned and frightened citizens, do—now?”

The response to our requests is here for all to read. The action plans we have extrapolated from their contributions are presented for your review, evaluation and, hopefully, your use.

To continue an ongoing dialogue with our readers, we beseech you to create your own new approaches to what actions every one of us can take. By sending us those suggestions you will help enable us to expand our efforts to grapple successfully with violence—before violence violates all of us.

- *Herbert J. Kellner, Ph.D.*

## The Creating Your Future Program

The Creating Your Future Program is the result of an inspiring and ambitious research project that focuses on the following six topics:

### 1. Reducing Violence in Society

- **Education and Awareness:** Implement comprehensive education programs in schools that teach conflict resolution, emotional intelligence, and non-violent communication.
- **Community Engagement:** Create community centers that offer activities and support for at-risk youth, providing them with positive role models and alternatives to violence.
- **Policy Reform:** Advocate for stricter gun control laws and better enforcement of existing laws, alongside improved mental health services to address underlying causes of violence.

### 2. Reestablishing Family Values

- **Family Education Programs:** Offer workshops and resources for parents on effective parenting techniques, communication skills, and building strong family bonds.
- **Work-Life Balance:** Encourage policies that support work-life balance, such as flexible working hours and parental leave, to allow families to spend more quality time together.

- **Community Support:** Foster a sense of community by organizing family-friendly events and support groups where families can connect and share experiences.

### 3. Persuading People to Take More Responsibility

- **Role Models:** Highlight and celebrate individuals who demonstrate responsibility and integrity in their personal and professional lives.
- **Education and Mentoring:** Implement programs that teach the importance of personal responsibility from a young age, supported by mentoring and coaching for adults.
- **Incentives:** Create incentives for responsible behavior, such as recognition programs in schools and workplaces.

### 4. Increasing Young People's Self-Esteem

- **Positive Reinforcement:** Encourage positive reinforcement and recognition of achievements in schools, sports, and other activities.
- **Mental Health Support:** Provide accessible mental health resources and counseling services for young people to help them deal with challenges and build resilience.
- **Skill Development:** Offer programs that help young people develop skills and talents, fostering a sense of accomplishment and self-worth.

## 5. Bridging the Communication Gap Between Generations

- **Intergenerational Programs:** Create opportunities for different generations to interact and learn from each other through mentorship programs, community events, and storytelling sessions.
- **Technology Training:** Offer technology training for older adults to help them connect with younger generations and stay updated with modern communication methods.
- **Open Dialogue:** Encourage open and respectful dialogue between generations, where each can share their perspectives and experiences.

## 6. Regaining a More Positive View of the Future

- **Visionary Leadership:** Promote leaders who inspire hope and present a positive vision for the future through their actions and words.
- **Innovative Solutions:** Support and highlight innovative projects and initiatives that address global challenges and create a better future.
- **Community Involvement:** Engage people in community service and environmental conservation efforts, fostering a sense of purpose and optimism about the future.

## **What Can We Do to Reduce the Rampant Violence in Our Society?**

### **Interview with Dr. Stephen R. Covey**

#### **Dr. Covey:**

No society has ever survived the breakup of the family, so I think the most important thing we can do is to make a contribution to the family. If someone comes from a dysfunctional family, ask the Viktor Frankl question again. “What can I do?” Be a light, not a judge. Gandhi said, “Become the change you seek in the world.” In other words, we must first focus on who we are, our character. Who we are influences what we can do, and what we do can bring us the things we want, both personally and in our communities and in society. I call this 1) Be, 2) Do, 3) Have. Reversing the order messes up your life. I can’t have that; therefore, I can’t do this; therefore, I am not happy. So the question is not so much as Shakespeare put it, “To be or not to be.” Rather, it is, “To Be or To Have?” That is the question. In other words, are you going to take the “be” approach, and start working from the inside out, or are you going to take the “have” approach. To be or to have. We must be the change we seek.

#### **Interviewer:**

What do you think are some of the main sources of violence?

#### **Dr. Covey:**

I’m convinced that the number one source is the media and world of entertainment. Modeling comes through media until it becomes

a part of us. First we abhor it, then endure, and, finally, embrace. The media has desensitized us. Violence has become so common everywhere. I think another source is the modeling in the family of people who fight with each other. Violence is an escalation of the spirit of contention. But, again, we can choose a different response if we are part of such a family. We can be a model, a peacemaker. We can choose to not let images of violence into our hearts and minds by turning off the television.

**Interviewer:**

Stephen, how did you avoid being personally violent?

**Dr. Covey:**

I never had models of violence. I had peacemakers as models—intergenerationally. Violence is also completely contrary to those things I was taught and those things I teach, both personally and professionally. I've also learned the sad way of the bad that comes from verbal abuse. I've learned how it creates bad feelings and how it affects relationships.

**Interviewer:**

What if you've already said the unkind word and hurtful thing to another? Is there a way to break out of this habit or weakness?

**Dr. Covey:**

The other day I said something kind of sharp to my daughter, Jenny. It was not kind. In fact, I not only criticized her, but I really questioned her motive. I had judged her and told her she had been unkind to her mother. I've learned that dealing with motive is

probably the worst thing you can do. It is better to assume good faith about their motives. Well, she did, in fact, have a good-faith motive. As I went upstairs, there wasn't a good feeling in me. The more I thought about her, I realized she was not really being unkind at all. Perhaps just bad judgment or something. As I came to this realization, I felt to go and apologize to her immediately. So I did. She was taking a shower, so I just stood there and apologized in the hallway. I said that I knew that she would not think in the way I had accused her of thinking and doing and that it was wrong of me to say what I had. "I apologize." I have learned to apologize. Sometimes I haven't, and I have regretted it because it not only has a negative effect on the relationship, but it is also sown into my character and thus affects every other area of my life.

When I was recently going through the Holocaust Museum, I read about a Jewish girl who was very critical of her little brother. He had lost his shoe, so he was with only one shoe in the middle of a bitterly cold winter. She yelled at him, and it was the last time she ever saw him. She could not get over her last words with him, and so she resolved that she would never speak sharply to anyone because it may be the last time she would ever see them.

## **Action Plan for Dr. Stephen R. Covey's Contribution**

**Summary of Recommendations:** Dr. Stephen R. Covey emphasizes the importance of family stability, personal character development, and the influence of media. He advocates for being a positive role model and adopting a proactive approach to change from within.

### **Actionable Elements:**

#### **1. Family Stability:**

- Promote and support strong family values.
- Address and resolve conflicts peacefully within the family.

#### **2. Character Development:**

- Encourage self-improvement and personal responsibility.
- Model non-violent behavior.

#### **3. Media Influence:**

- Reduce exposure to violent media.
- Promote positive and educational media content.

## Implementation Steps:

### 1. Promote Family Stability:

- **Workshops and Seminars:** Organize community workshops on conflict resolution and effective communication within families.
- **Support Groups:** Establish support groups for families to share experiences and strategies for maintaining a stable home environment.

### 2. Encourage Character Development:

- **Educational Programs:** Implement programs in schools and community centers that teach personal responsibility, emotional intelligence, and non-violent conflict resolution.
- **Role Modeling:** Encourage community leaders and influencers to publicly demonstrate and promote non-violent behavior.

### 3. Manage Media Influence:

- **Media Literacy Campaigns:** Launch campaigns to educate the public about the impact of violent media and promote critical viewing skills.
- **Alternative Content Promotion:** Collaborate with local media outlets to increase the availability of positive and educational content.

## Measurement of Impact:

### 1. Family Stability:

- **Surveys and Feedback:** Conduct pre- and post-workshop surveys to assess changes in family dynamics and conflict resolution skills.
- **Participation Rates:** Track the number of participants in workshops and support groups and their retention rates over time.

### 2. Character Development:

- **Behavioral Assessments:** Use assessments in schools to measure changes in students' behavior and emotional intelligence.
- **Community Feedback:** Collect feedback from community members on observed changes in behavior and conflict resolution within the community.

### 3. Media Influence:

- **Media Consumption Surveys:** Monitor changes in media consumption patterns through surveys before and after the media literacy campaigns.
- **Content Analysis:** Analyze the type and frequency of positive content aired by local media outlets as a result of collaboration efforts.

**Dr. Stan Dale**

There is either love or violence, and violence is a cry for love. Most people are crying - screaming for love, but where are they going to get it? Most people don't know very much about love. Where did we learn? What is love? Where do we find it? Most people think love is a commodity in short supply. Love is energy.

How do you feel when you are in love? Energized! You can clean the toilet bowl at 3:00 am with a song in your heart if you are in love. If you are out of love you can barely move. I say most people are out of love. They can hardly get up in the morning. They need their coffee or something.

Little children, before they get contaminated with junk and garbage quality thoughts, get up in the morning with all the energy in the world. Later, they fall asleep. Then they get up again, have tons of energy, and they later fall asleep. I've never seen a little child wake up and say "Oh, darn—I need a cup of coffee and cigarette before I can do anything!" For those of us who do, where did that little child go?

"I want to be loving, but I get so mad at times. I feel so angry, I'd like to choke the little bastards. They don't listen, they throw temper tantrums, they argue, they defy my every wish, and they get underfoot. It's like a duel of wits at times, and by God, I sure as hell am gonna let them know I am the boss. I am the parent and they are the children."

I don't believe there is a parent alive who at one time or another has not experienced and said either part or all of the above. That's okay. After all, we are human, and anger is perfectly okay. We get tired, frustrated, and worn out at times. We don't feel well.

We're hungry. We have money and sex problems. All of these things happen at various times to everyone. It's times like these that strain people's souls. It's at times like these we regret ever becoming parents. We wish that we could chuck the whole thing. We're not alone in these feelings. Remember, all feelings and all emotions are okay. It's what we do with those feelings that may not be okay. What we do is entirely up to us and within our control. We can change if we choose.

Many people in our society are terrified of anger, so they stuff it until it explodes like Mount Vesuvius. Anger is simply feeling powerless. One way to be reminded of this is to put it in the form of an affirmation and post it in different locations at home and work. When we feel angry or frustrated (which are really all the same feeling in varying degrees), we can repeat that sentence, like a mantra. Eventually, it is absorbed by the unconscious mind and becomes a natural part of our thought process. By changing our perceptions it may be possible to save our lives and the lives of the ones we love.

Anger is strictly a personal battle with ourselves. It has nothing to do with anyone else. It is a sense of powerlessness. We are not really powerless, but we feel that way. The adrenaline flows and our minds and bodies go into overload. Quickly reach for the circuit breaker. Reach for the "adult," the portion of our minds that resembles Mr. Spock of the TV series "Star Trek." Mr. Spock is a symbol, a metaphor, for the ultimate logical, rational, reasoning person. Everyone has a version of Mr. Spock sitting on his or her shoulder. In transactional analysis, we call this the "adult."

Each of us chooses how much of our adult we allow out at any one time. At a party or an amusement park, we need very little of

our adult to take care of us. At work, we may choose to let a whole lot out. A brain surgeon needs a lot of his or her adult present when operating. Can you imagine a doctor with his or her adult on a dimmer switch? Reaching into the brain, the doctor might say,

“Whee! Look at the pretty little jello-y melon. I wanna play with it!” and then proceed to sink his or her fingers into the gray mass. That example may be a bit drastic, but you get the message.

If we can keep our adult on high when it is appropriate, then surely when the life and love of a loved one is at stake, we can also turn up our caring and understanding. There is no getting around it, it is one of the most difficult assignments we’ll ever be asked to tackle. As they said in the popular TV program “Mission Impossible”: Should you decide to undertake this mission, the tapes will self-destruct. And the rewards will be most fruitful.

### **The Brain Is a River Bed**

In my book, I talk about neuronal pathways. Neuronal pathways are not destroyed. They simply dry up like a river bed, never to be used again. An increasingly common and popular term for these pathways is “tapes.” These “tapes” are the neurons of our brain hooking up. There are about 15 billion of these neurons in our brain, a more than adequate supply. The neurons link to a “pathway” each time we repeat a thought or action. The more we repeat it, the wider or thicker the pathway becomes. Another name for the pathway is a habituated action groove. Good habits and bad habits are all equal to the brain. A habit is a habit. The pathway is very much like a fancy video tape, recording everything we see, hear, feel, taste, smell, and think. Fortunately,

it is possible to record new tapes until the day we die. We are never too old to change and start new, positive habits.

The way we raise our children and relate to lovers and spouses and the things we do each and every day are habituated action grooves—tape recordings that play over and over again. We have the on/off and volume switches under our control. We are the ones who turn on the old tapes because we are used to them. They are familiar tunes. Fascinated, we listen and respond. Often, we continue to play out an undesirable tape rather than change channels. We forget there is a choice. We can choose another way to act and create a new neuronal pathway.

### **The No. 1 Addiction—Adrenaline**

When we get angry, our adrenal glands release adrenaline into our blood. Adrenaline is like “speed.” It is just as addictive and destructive. Often we enjoy the rush it provides. Even when it feels lousy, it seems to feel good. I call this “perverse-delicious.” “It feels so good/so bad. I’m hooked.” Adrenaline makes the heart beat faster, the face turn red, the ears get hot, and the “steam” start up through the vents. We “blow our stacks,” “flip our lids,” “lose our cool,” etc.

The reason our bodies react the way they do to adrenaline is that excess adrenaline, beyond the base level needed by the human body to keep it functioning, is toxic. What we experience is the body’s attempt to rid itself of this poisonous overload. Fortunately, adrenaline burns off rapidly when one breathes long, deep breaths of air, or does some physical activity. In a short period, the symptoms disappear.

As human beings, we experience a wide range and variety of emotions. Without them, life would be dull and flat. None of the emotions we experience are really bad. They feel that way at times because we overdose on adrenaline. My suggestion is to fully feel our feelings. Let the adrenaline course through our bodies. It's important to breathe deeply to avoid overdosing on the toxicity. Breathe slowly and fully; don't hyperventilate. Count to three, or twenty, or whatever is best. Pursue activity that isn't violent or directed against another person. Remember, they are not the problem. The battle is with ourselves. This simple formula can help us get our power back. With it, we have a good chance of winning.

Let us say that an adrenaline rush was precipitated by our young child doing something we didn't like. How can we let a child make us do something we never would do at any other time? Why do we throw our power away? It is vitally important for each of us to stay in our power. Sure, it is possible to force a child, with brute strength and intimidation, to do something against his or her wishes. We can intimidate children and instill fear, but, "Is that really how we want to treat someone we love?" Children are human beings too.

### **The Winning Formula**

The answer to all anger is potency. A potent person rarely allows other things or people to dictate their actions. A formula I have developed describes the path to true potency:  $A + E = P$ . Awareness plus Experience equals Potency.

The more we are aware of something, and the more we do it, the easier it becomes, until it becomes second nature to us. We can actually start a new neuronal pathway and strengthen it by using

the above formula. Repetition causes the old pathway to disappear and the new pathway to become automatic behavior.

As I said earlier, anger is triggered by a sense of powerlessness. No human being is ever really powerless. We can do almost anything if our attitude about it is potent. Even at gunpoint, no one can make us do something we really don't want to do. Let's say I have taken your daughter prisoner, and I have someone holding a gun to your temple. I give you a gun and tell you to kill her, or I will—and I'll kill you, too. You may, indeed, tell me to shoot you because there is no way you will shoot your daughter.

I have used this analogy at hundreds of my lectures and talks. I ask women, "What would you do if I say kill your daughter or I will kill you?" Every single woman answered, "You will have to kill me." (I use daughter advisedly. We are much too willing to kill our sons in this culture.)

It is amazingly simple to become a truly loving individual. Simple, but not easy. We make it difficult by choosing the easy way, the old neuronal pathway. The challenge for those of us committed to a loving world is to learn new ways to react when angry. The challenge is to learn to allow anger, with its accompanying adrenaline rush, to pass through us without acting on it. When it has passed and we are again potent, we can choose our actions out of love.

## **Action Plan for Dr. Stan Dale's Contribution**

**Summary of Recommendations:** Dr. Stan Dale focuses on understanding and managing anger, fostering love over violence, and developing positive habits. He highlights the importance of recognizing anger as a personal battle and the need to channel emotions constructively.

### **Actionable Elements**

#### **1. Anger Management**

- Teach recognition and control of anger.
- Promote techniques for managing stress and frustration.

#### **2. Fostering Love**

- Encourage expressions of love and care in daily interactions.
- Support activities that build positive emotional connections.

#### **3. Developing Positive Habits**

- Replace negative behaviors with positive habits.
- Reinforce new, positive neuronal pathways.

## Implementation Steps

### 1. Anger Management

- **Workshops and Training:** Offer anger management workshops that include techniques such as deep breathing, mindfulness, and affirmation practices.
- **Stress Relief Programs:** Provide stress relief programs in community centers that include activities like yoga, meditation, and physical exercise.

### 2. Fostering Love

- **Community Events:** Organize events that encourage community bonding, such as family fun days, community service projects, and social gatherings.
- **Support Networks:** Create support networks where individuals can share their experiences and receive emotional support.

### 3. Developing Positive Habits

- **Behavioral Coaching:** Implement coaching sessions to help individuals identify negative habits and develop strategies to replace them with positive ones.
- **Educational Campaigns:** Launch campaigns that educate about the importance of positive habits and provide practical tips for daily implementation.

## Measurement of Impact

### 1. Anger Management

- **Pre- and Post-Workshop Assessments:** Use assessments to measure participants' ability to recognize and manage their anger before and after attending workshops.
- **Feedback Surveys:** Collect feedback from participants about the effectiveness of stress relief programs.

### 2. Fostering Love

- **Event Participation Rates:** Track attendance and engagement levels at community events and social gatherings.
- **Support Network Evaluations:** Regularly evaluate the support networks to ensure they meet the emotional needs of the participants.

### 3. Developing Positive Habits

- **Behavioral Change Tracking:** Monitor changes in participants' behaviors through regular check-ins and progress reports from coaching sessions.
- **Campaign Reach and Impact:** Measure the reach and impact of educational campaigns through surveys and community feedback.

**John Goddard**

It has to begin in the home, and with role models that encourage young people to be their own selves. They do not have to go along with the pack. The herd instinct is so strongly embedded in us. That's why we have thousands of gang members in Southern California alone. That wanting to belong, to be among friends and people we can relate to is so strong—it is so important for young people to realize that they are on a one-way road to either jail or death or tragedy. By trying to live their lives in an existentialistic way (by that I mean if it feels good, do it) or (it's OK as long as you don't get caught) they will experience tragedy. But in telling young people to have self-respect as well as respect for others, this self-love and self-respect can be projected outward. If you have no sense of self, life doesn't matter or you'll feel life is no damn good—then you'll do wrong to others. You'll feel no empathy or sense of respect for others if nothing really matters.

**Interviewer:**

How did you avoid becoming violent yourself?

**Goddard:**

By discipline and self-control at an early age. I have a pretty strong temper, but I've always found it to be so destructive and negative. Once you enjoy people and being with them, your violence is more and more under control. You don't give vent to it except by exercise, weight-lifting or something else constructive. This is a relief of energy. Most violent people have no discipline.

## **Action Plan for John Goddard's Contribution**

**Summary of Recommendations:** John Goddard emphasizes the importance of self-respect, discipline, and constructive use of energy to prevent violence. He advocates for role models and activities that encourage young people to develop self-control and respect for others.

### **Actionable Elements**

#### **1. Promote Self-Respect**

- Encourage self-awareness and personal development.
- Teach respect for oneself and others.

#### **2. Discipline and Self-Control**

- Foster discipline through structured activities.
- Promote self-control techniques.

#### **3. Constructive Energy Use**

- Engage in physical and creative activities.
- Provide outlets for constructive energy release.

## Implementation Steps

### 1. Promote Self-Respect

- **Self-Awareness Programs:** Implement programs in schools and communities that focus on building self-awareness and personal development.
- **Respect Workshops:** Conduct workshops that teach respect for oneself and others, incorporating discussions and role-playing activities.

### 2. Discipline and Self-Control

- **Structured Activities:** Organize structured activities such as sports, arts, and crafts that require discipline and commitment.
- **Self-Control Training:** Offer training sessions on techniques for self-control, including goal-setting and mindfulness practices.

### 3. Constructive Energy Use

- **Physical Activity Programs:** Provide access to physical activity programs like sports leagues, fitness classes, and outdoor adventures.
- **Creative Workshops:** Set up creative workshops that allow for expression through art, music, and writing.

## Measurement of Impact

### 1. Promote Self-Respect

- **Pre- and Post-Program Surveys:** Measure changes in self-awareness and respect among participants through surveys conducted before and after the programs.
- **Workshop Feedback:** Collect feedback from workshop participants on their understanding and practice of respect.

### 2. Discipline and Self-Control

- **Participation and Retention Rates:** Track participation and retention rates in structured activities and training sessions.
- **Behavioral Observations:** Observe and document changes in participants' discipline and self-control over time.

### 3. Constructive Energy Use

- **Activity Attendance:** Monitor attendance and engagement levels in physical and creative activity programs.
- **Impact Surveys:** Conduct surveys to assess the impact of these activities on participants' overall behavior and energy levels.

## **Dr. Billy Graham**

We do not know all the reasons why God permits evil. We need to remember, however, that He is not the cause of evil in this world and we should therefore not blame Him for it. Remember that God did not create evil, as some believe. God created the world perfect. Man chose to defy God and go his own way, and it is man's fault that evil entered the world. Even so, God has provided the ultimate triumph of good over evil in Jesus Christ, who on the cross, defeated Satan and those who follow him. Christ is coming back and when He does, all evil will be ended forever and righteousness and justice will prevail.

Have you ever thought about what would happen if God suddenly eliminated all the evil in this world? Not one person would be left, because we are all guilty of sin. "If you, O Lord, kept a record of sins, O Lord, who could stand?" (Psalm 130:3). As the Bible says, "Because of the Lord's great love we are not consumed, for his compassions never fail" (Lamentations 3:22). Or again, have you thought about how many evils in this world are caused by human greed and lust? For example, isn't it ironic (and tragic) that the bestseller lists are filled with books on dieting—while millions starve in other parts of the world? Man—not God—must bear the responsibility.

Evil is a reality—but God's whole purpose is to eliminate it, and in fact, that is why Christ came and died on the cross for our sins. "The reason the Son of God appeared was to destroy the devil's work" (1 John 3:8). Have you asked Christ to take away the sin in your life—and then to use you as His instrument to combat sin in the world?

I suspect there are many people who feel as you do, because the tendency to ignore—or even laugh at—moral values in the media today is very strong. In part this is a reflection of the drift away from moral values in our society today. But this also encourages even greater levels of immorality within our society, and that trend will have tragic consequences if it is not reversed.

You need to remember that in our nation, television, radio, magazines, and other aspects of the media are all supported by advertising. Companies purchase advertising on a program because they believe people will be receptive to their message and eventually buy their products. But if advertisers become aware of the fact that many people are offended by the programs they are sponsoring, and are therefore not going to chase the products they sell, then those advertisers will put pressure on the programmers to come up with programs that are acceptable.

Do you, therefore, have a way to let your voice be heard? Certainly! If a program offends you because of its language or subject matter, take down the names of the sponsors and write them directly. Tell them you do not believe they should be sponsoring that type of program. Write the television station also, and even the network. I have had several people in that industry tell me that only a few negative letters can have a strong impact. Don't be angry in your letters, but let your views be known clearly.

Whether or not such things do change, remember that those of us who claim to belong to Christ must not give in to the pressures in our society that would call us to forget God's standards. "What kind of people ought you to be? You ought to live holy and godly lives as you look forward to the day of God" (2 Peter 3:11-12).

Although many social customs differ from one culture to another, the Bible makes it clear that such things as courtesy and thoughtfulness should be part of our lives, no matter where we live. It is perhaps best summed up in the words of Jesus (which have come to be called “The Golden Rule”): “In everything, do to others what you would have them do to you, for this sums up the Law and the Prophets” (Matthew 7:12). Notice that this is a positive command; that is, we are not simply to refrain from doing evil to others, but we are to go out of our way to do what is good. Courtesy and kindness are part of this.

Why does courtesy seem to be declining in our society? One reason is that we have lost sight of the Bible’s teachings about how we should live and act toward others. We also live in a society which has encouraged selfishness—the “me first” attitude—and that destroys common courtesy and kindness.

Yes, I wish there were more kindness in the world. But the real problem is a spiritual problem because we have left God out of our lives.

The Bible says, “Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everybody... Do not take revenge, my friends, but leave room for God’s wrath, for it is written: ‘It is mine to avenge; I will repay’, says the Lord” (Romans 12:17, 19).

There are actually several principles indicated in these verses. First, the Bible teaches that those who selfishly step on others to get ahead will eventually find they have taken the wrong path. The reason is that any time we turn our back on God and do wrong, God will judge us for this action.

Perhaps He will bring unhappiness to those who have done everything they could to be successful—only to find that once they were successful, their lives were empty and unhappy.

But another principle is that when we do good—even when others are doing wrong, God will bless us. That does not mean God will always bless us in material ways, although at times that is the case. (Your boss, for example, might be led to promote you because he saw you were a person of integrity who could be trusted.) But that is not always the case. God will bless you spiritually for your faithfulness.

If you know Christ and have committed your life to Him, let your life reflect His love for those around you. “Let your light shine before men, that they may see your good deeds and praise your Father in heaven” (Matthew 5:16).

By your actions and your words, you will be a witness to those you work with every day, and God will honor your witness for Him.

## **Action Plan for Dr. Billy Graham's Contribution**

**Summary of Recommendations:** Dr. Billy Graham emphasizes spiritual solutions, moral values, and kindness as means to combat violence. He advocates for personal spiritual growth and the promotion of courtesy and thoughtfulness in society.

### **Actionable Elements**

#### **1. Spiritual Solutions**

- Encourage personal spiritual growth.
- Promote religious teachings that advocate for peace and love.

#### **2. Moral Values**

- Reinforce the importance of moral values in daily life.
- Address the decline of courtesy and thoughtfulness in society.

#### **3. Acts of Kindness**

- Promote kindness and positive actions toward others.
- Encourage community involvement in charitable activities.

## Implementation Steps

### 1. Spiritual Solutions

- **Religious Programs:** Organize religious programs and study groups that focus on teachings about peace, love, and non-violence.
- **Spiritual Counseling:** Provide access to spiritual counseling services for individuals seeking personal growth.

### 2. Moral Values

- **Moral Education:** Implement moral education programs in schools and communities that teach the importance of integrity, honesty, and respect.
- **Courtesy Campaigns:** Launch campaigns to promote courtesy and thoughtfulness, encouraging people to perform acts of kindness in their daily lives.

### 3. Acts of Kindness

- **Community Service Projects:** Organize community service projects that involve helping the needy, supporting the weak, and showing compassion.
- **Kindness Challenges:** Create initiatives that challenge individuals to perform daily acts of kindness and share their experiences.

## Measurement of Impact

### 1. Spiritual Solutions

- **Program Participation:** Track participation rates in religious programs and study groups.
- **Counseling Feedback:** Collect feedback from individuals who receive spiritual counseling to assess its impact on their personal growth.

### 2. Moral Values

- **Pre- and Post-Education Assessments:** Measure changes in participants' understanding and practice of moral values through assessments conducted before and after the education programs.
- **Campaign Reach and Effectiveness:** Monitor the reach and effectiveness of courtesy campaigns through surveys and community feedback.

### 3. Acts of Kindness

- **Project Participation:** Track participation rates in community service projects and document the outcomes of these projects.
- **Kindness Reports:** Encourage individuals to report their acts of kindness and analyze the collected data to measure the overall impact on the community.

**Lt. Col. Steve Hadar**

To significantly reduce the rampant violence in our society would require a national action plan of massive participation. As a nation, we must first recognize the need for action, then make a commitment to reduce violence. We must also recognize that there are not one, two, or even a few, simple reasons for violence in America. Because there are many reasons, there is no one, simple solution. Violence in America is a complex problem.

To recognize that we have a need for action, we have only to look at a few facts about violence in our country. At least 2,200,000 people per year are injured as a result of violence, and of this number, 145,000 are violent deaths. We have about 22,000 homicides per year. This is about TEN TIMES the per capita murder rate of most European countries. Yet statistically we do not have more actual crime than other industrialized countries, we just have more violent crime. We have so much violent crime that the United States ranks first among the industrialized nations in violent deaths. We often think of traffic fatalities being a major cause of death, and yet in seven states and the District of Columbia more people die from gunshot wounds than from car accidents. Finally, when we consider that violence kills more children than does disease, I think we can all agree that violence is a major problem in our great nation.

If we examine some of the various causes of violence, we can find possible solutions that would reduce it in each problem area. If we could accomplish that, then we could make a significant reduction in the total violence in our country.

When we think of violent crime, we often think of criminal assaults and deaths associated with robberies, holdups, and gang-related, drive-by shootings. While these are the causes of many deaths, perhaps surprisingly, these are not the causes of most violent deaths in our country. Most homicides are committed by friends and family members, not by strangers on the street.

Family violence is a tragic social disease including and resulting from spousal abuse, child abuse, and parental abuse, which is often stimulated by substance abuse. It has a self-perpetuating cycle of violence because children who were abused often grow into parents and spouses that abuse their children, spouses, and parents.

The cycle often continues for generations. Generally, we only see the tip of the iceberg when newspaper headlines announce the deaths of family members by family members. How terrible to read of a teenager who kills his parents! How tragic to hear of a parent who beat to death their innocent baby! I shall never forget the report of a three-year-old little girl who arrived at a hospital, black and blue and bloody, badly beaten by her mother. She looked up into the eyes of the physician who was attending to her and pathetically explained, "I was a bad girl"... then she died.

Shocked, we wonder how a mother could beat to death her own child. The odds are, her mother beat her too. To solve the problem of family violence, we must break this cycle.

One thing that criminal violence and domestic deaths have in common is they usually result from the use of a firearm. A gun in the home is 43 times more likely to be used to kill a family member than to kill a criminal intruder.

As a former U.S. Marine, I've had decades of experience with pistols and rifles, and yet I would not keep a loaded weapon in my home. A risk of injury or death from a freak accident, however remote, was a risk that I would not accept. I applaud the 12 states that have passed safe gun-storage laws. In a recent article in "The Seattle Times," Warren King points out that accidental deaths by children have dropped over 40% in states with felony laws requiring safe gun storage.

I have been a member of the National Rifle Association and an enthusiastic shooter on a military pistol team, so it's not easy to take a stand against the privilege to own a pistol or rifle for sporting purposes. But that privilege is not worth the cost in human lives. We must wake up to the fact that hundreds of people die weekly in our great nation because of the easy access to firearms. I believe there must be tighter control and harsher penalties for illegal possession of a firearm. Action in this area alone would reduce accidental deaths and violent crime with the numerous deaths that accompany it.

The right-to-bear-arms faction claims, "Guns don't kill people, people do." While I agree with the statement, the fact remains that if firearms were not available, there would be fewer people shot! If we put the total responsibility of violent deaths on the individual rather than the proliferation of firearms, then it would follow that we have an unusually violent culture in America and that if firearms weren't available, we would find other weapons to kill people. I don't believe this is the case, at least not to the extreme that the large number of deaths and injury from violence would indicate.

Nevertheless, I do believe our culture is over-tolerant of violence. The news media, movies, television, video games, comic books, and even cartoons are filled with violence in the name of reporting the news, and offering entertainment, excitement, fun, and amusement. While it has been a controversial argument in the past, the consensus of psychologists and sociologists today is that the diet of violence in the media and entertainment industry does affect the way people think and behave.

The media often comes under attack for the handling of violence as well as the exaggerated perception of the amount of violence in the country. Violence is news. Violence sells. Are TV news shows purveyors of the spectacle of violence or merely providers of information? The diet of negative news found on TV makes one wonder if CNN really stands for Constant Negative News. What effect does a diet of violent news have on viewers? According to psychologists, the constant repetition of violence reported in the news media desensitizes people to violence.

While violence in the news desensitizes people, violence in the movies may program people for violence. The alter egos of Arnold Schwarzenegger, Sylvester Stallone, Steven Seagal, and Bruce Willis take movie-goers to new levels of violence. No longer does the “good guy” shoot the gun out of the villain’s hand. (When I was a kid only the “bad guys” killed someone.) Violence in movies is not portrayed as it was 30 years ago. The major differences are the graphic realism and lack of conscience. Today the hero maims and slaughters while spouting callous one-liners. We only have to look at our new action heroes to understand why we are developing a violent generation.

During a survey conducted by UCLA and U.S. News, many top-level Hollywood figures reported that they felt somewhat responsible for the violent influence of entertainment.

Approximately 59% of 867 directors, executives, writers, and actors, that were polled, consider movie and TV violence to be a problem. Almost nine out of 10 stated that they felt movie violence contributes to the amount of violence in our country. But violence sells!

Perhaps TV violence is more insidious than movie violence because it is in the home and so accessible to our children. Furthermore, the act of parents watching violent entertainment conveys a message to their children of the approval of violence. It also reinforces the concept that violence is entertaining and fun, which most children have learned at this point from their early violence training through Tom and Jerry cartoons, Roadrunner cartoons, and The Three Stooges.

According to a recent study by the American Psychological Association, prime time entertains us with five to six acts of violence per hour. They go on to report that rate quadruples for Saturday morning children's programming. By the time a child reaches 18, the average youth has witnessed about 13,000 television killings!

Children between the ages of two and 11 watch television an average of 23 hours a week. Given their formative age and the amount of exposure, children are especially susceptible to the effects of TV violence. In a ten-year study of this age group, Dr. David Pearl of the National Institute of Mental Health found four sobering effects of the TV violence:

1. Direct imitation of observed violence
2. Triggering of violence that otherwise might be inhibited
3. Desensitization to the occurrence of violence
4. Viewer fearfulness

This study and others leave no doubt that TV violence affects viewers.

To sell their products, the comic book industry and booming computer game industry have turned to an even more graphic and horrific depiction of violence. The rationalization is that the creators are targeting the adult populations who want violence. The problem is that comic books and video games that proudly boast their glorification of raw evil torturous butchery and agonizing death scenes aren't just bought by adults. Any youth can purchase them.

Personally, I am against government-imposed censorship. What I would like to see is self-imposed censorship. Self-policing has worked in the past. In the mid-1980s, the movie industry decided to de-glamorize drug use on the screen and generated dramatic results. Comic books did it in the late 1950s. It can be done again. Industry leaders can reduce the violent content in the news media, movies, television, video games, and comics. Boycotts of concerned consumers and responsible distributors would help.

There are no easy solutions to the causes of violence in America. No single person has the answers, or the resources to make a significant difference, but we as a nation can. I would suggest a

Task Force approach of numbers of concerned Americans joining their mental and physical resources to reduce the violence in America. Here is an outline of an action plan that could achieve significant results:

### **A. Problem Recognition**

- Leadership articulates problem
- Overcome denial
- Public awareness

### **B. Assessment**

- Evaluate seriousness of problem
- Resources needed
- Resources available

### **C. Task Force**

- Enlist political figures at national, state, and local levels
- Community volunteers
- Develop funding
- Create meaningful mission, goals, and action plan
- Use institutions that exist

### **D. Community Mobilization**

- Coordinate agencies and community groups
- Decentralize field team approach
- Concurrent and parallel planning

## **E. Training and Knowledge Development**

- Citizen leaders
- Program participants
- Experts/University participation
- Community leadership training
- Student movements

## **F. Funding**

- Fund-raising campaigns
- Knowledge and use of established funding resources
- Funds from national and state government

## **G. Monitoring and Evaluation**

- After-event brainstorming—plan, do, and review
- Use of findings

## **H. Implement Plans of Action**

- National level
- State level
- Local level

**Interviewer:**

How did you avoid being personally violent?

**Lt. Col. Hadar:**

Every time I've ever resorted to, or perhaps more correctly, given in to violence, I have regretted it. Violence solves problems sometimes in the movies, but it never has in my life or in the lives of others that I've witnessed.

Stress and frustration can lead to a loss of temper, which can lead to violence. Emotions are a wonderful gift of life, but the ability to manage our emotions is a mark of emotional maturity. Everyone feels emotional stress and frustration at times, but the emotionally mature person recognizes it for what it is and deals with it.

Even anger or a loss of temper should not lead to violence. I have never seen violence solve a problem, only make it worse. In short, violence should be avoided at all costs. Even the martial arts teach the same philosophy.

## **Action Plan for Lt. Col. Steve Hadar's Contribution**

**Summary of Recommendations:** Lt. Col. Steve Hadar advocates for a comprehensive national action plan to reduce violence. He emphasizes the need for problem recognition, community mobilization, and self-imposed media censorship.

### **Actionable Elements**

#### **1. Problem Recognition**

- Increase public awareness of the severity of violence.
- Overcome denial about the prevalence and impact of violence.

#### **2. Community Mobilization**

- Coordinate efforts among political figures, community volunteers, and institutions.
- Develop a structured task force with clear goals and action plans.

#### **3. Media Censorship**

- Encourage self-imposed censorship in the media and entertainment industries.
- Promote responsible reporting and content creation.

## Implementation Steps

### 1. Problem Recognition

- **Awareness Campaigns:** Launch public awareness campaigns highlighting the statistics and personal stories related to violence.
- **Educational Seminars:** Organize seminars that educate the public about the causes and consequences of violence.

### 2. Community Mobilization

- **Task Force Formation:** Form a task force comprising political leaders, community volunteers, and experts to address violence.
- **Resource Allocation:** Identify and allocate necessary resources for the task force to implement its action plan effectively.

### 3. Media Censorship

- **Industry Collaboration:** Collaborate with media and entertainment industry leaders to promote self-imposed censorship and responsible content creation.
- **Content Guidelines:** Develop and disseminate guidelines for creating non-violent and positive media content.

## Measurement of Impact

### 1. Problem Recognition:

- **Campaign Reach:** Measure the reach and engagement of awareness campaigns through social media analytics and survey feedback.
- **Seminar Attendance:** Track attendance and participant feedback from educational seminars.

### 2. Community Mobilization

- **Task Force Progress:** Monitor the progress of the task force through regular meetings and progress reports.
- **Resource Utilization:** Assess the effectiveness of resource allocation by tracking the implementation of task force initiatives.

### 3. Media Censorship

- **Industry Participation:** Track the number of media and entertainment companies that adopt self-imposed censorship and follow content guidelines.
- **Content Analysis:** Analyze the frequency and quality of non-violent and positive content produced by participating companies.

## **Art Linkletter**

Sometimes, an especially devastating personal tragedy may hit you, and worry may linger in the form of guilt. I confronted just that problem when my daughter, Diane, died back in 1969 at the age of twenty. Diane had everything going for her: looks, a bright future as a performer, and a warm personality. And besides all that, she was my baby, the youngest child of five, and my dearest joy in life.

I was waiting to address the Air Force Academy's graduating class at Colorado Springs when my lawyer, Will Layman, called me from California to tell me that Diane was dead. She had been killed as the result of a fall or jump from the sixth-floor balcony of her Hollywood apartment above Sunset Strip. There was no measurable amount of any drug found in her body after her death. But I can only speculate from information I got later from her friends that she had experimented with LSD in the past and may have experienced a flashback from a previous mind-blowing acid trip.

A young man had been with Diane the evening she died. He told the police and my private investigators that she had begun to feel something was wrong while she was cooking dinner. She telephoned her brother, Robert, and expressed fear that she was starting a recurring bad trip. But her companion got on the phone and told my son not to worry, that he had Diane in sight all the time and would make certain that she didn't hurt herself.

Robert and Diane, my two youngest, had always been close, and Robert hung up the phone in an unsettled frame of mind. He knew that Diane had gone through one other LSD recurrence, and even though he trusted the young man who was with her, he decided to go to her apartment, just to be safe. In the meantime, Diane left her friend in the living room to go into the kitchen and check the oven. No one saw her alive after that. Whatever it was must have hit her as she crossed the kitchen. She detoured to a sliding-glass door onto the balcony, and within seconds she had plunged to her death. The chocolate cookies she was making lay unbaked beside the oven.

My world fell to pieces around me. The agony of the loss is indescribable. But after the initial shock wore off, my overriding emotion was anger. I was angry at drug pushers, angry at the climate in this country that allowed them to flourish. Speeches I made and statements I gave to the press reflected this anger. “It was murder,” I told the Los Angeles Times. “She was murdered by the people who manufacture and sell LSD.”

My anger and bitterness were so apparent that a prominent motion picture and television star (and a good personal friend) approached me with a bizarre proposal, to say the least. “Do these pushers, this filth, get justice even if they’re caught?” he asked me. “No, they have money to pay fines. They get off with a light sentence or probation, and hours later they’re back down near the school or over in the park selling to our kids. Art, let’s five or six of us put in \$10,000 each, set up a bank account, and hire some top private investigators to identify the key pushers, the ones who are essential to all the smaller operators. We’ll only go

for the big shots without whom a lot of the street business would fold.”

“And then what?” I asked. “Turn them over to the police or the D.A. for prosecution?”

“No,” he said, his voice dropping almost to a whisper. “We go out and kill them ourselves.”

I stared at him in shocked silence. This gentle, warmhearted man, who would never permit such words and ideas to be put into one of his scripts, was completely serious. “We... we couldn’t do anything like that,” I replied, aghast at the bizarre idea.

“Why not? We’re all so well known that we’d be above suspicion. The very idea that we would do anything like that would be considered so absurd that no one would even dream of investigating us. And the good we would do; others would be afraid to take their places because they’d think there was some kind of mob war going on. We’d save not only our kids, Art, but thousands of other youngsters throughout this whole area.”

My anger ran deep, but not that deep. It wasn’t that I felt a deep sense of Christian charity for those who had given Diane LSD, but the issues that were facing me came into clearer focus after this conversation. I knew, for one thing, I had to draw the line at violent revenge. And I could see my excessive anger wasn’t getting me anywhere either. Underlying all my feelings during this difficult period was a sense of guilt—a tendency to blame myself and ask where, as a parent, I had gone wrong.

I played over and over in my mind conversations I’d had with Diane and her friends before her death. One jilted boyfriend had

warned me about Diane's drug use and the fast crowd she was running with, but I chalked that up to this boy's distorted, jealous ravings. Why hadn't I listened? Shouldn't I have seen what was going on? But I had confronted her about drugs, and she had denied any experimentation. She had even told her mother that there were some parties she was afraid to attend because of heavy drug use. So what could I do, when my daughter stood there and told me she wasn't doing anything wrong?

It was during this state of frustration that I received a letter from Dr. Norman Vincent Peale. He urged me to think hard about the real meaning of my daughter's death. Diane's death was not without God's purpose, he wrote. My loss, far from being an event that ruined my effectiveness, should drive me to become even more effective in helping others. I would be motivated as no other crusader in this cause. He, in effect, suggested that I launch a compassionate program to help others with the same problems.

That was the main thing I needed to fight free of the quagmire of anger and guilt that was immobilizing me. I hit the lecture circuit to speak against drug use, and in counseling sessions and by supporting anti-drug movements, I became a leader in the war against drug abuse. There were times, especially at the beginning, when I had to fight back the tears as I discussed Diane's experience on lecture platforms. But I had learned from Dr. Peale and from later conversations with Billy Graham that when worry and anxiety threaten to turn you into a perpetually angry, guilt-ridden person, it's time to take action to change the destructive course your life is taking.

To push these debilitating anxieties and emotions behind you, there are two essential steps. First of all, you have to decide

you're not going to be consumed by guilt and worry. It's a simple act of will. And secondly, you have to immerse yourself immediately in some other rewarding, meaningful pursuit.

I often tell families I'm counseling, "After you've lost a child, you are consumed by guilt. You search for any reason that confirms your suspicion that the tragedy was your fault. You aren't objective, and your consuming desire is to punish yourself. The tendency is to exaggerate small disagreements and failures with the child so that you can prove to yourself that you're the one who's in the wrong."

In one family I know quite well, the son wanted to join the Marine Corps, and his father thought that was a marvelous thing. But the boy was lost and killed in a routine landing maneuver as a pilot stationed in Hawaii. The mother, who had disapproved of the military thing from the beginning, never forgave the father for his part in encouraging their son. She aggravated his own sense of guilt time and time again. She almost ruined their marriage by dredging up her grudge when routine arguments about money or anything else would pop up. "That's what I'd expect from you— you, who would kill our own son!" she'd say.

Another young man I knew was killed flying his own plane, and the mother blamed the father for even driving the son to the airfield where he was to take off. There seems to be an almost diabolical streak that lies in each of us, to keep playing over and over the tragedies we experience, in an effort to understand them and perhaps come to some peace within ourselves. But instead of resolving anything, we just keep reopening old wounds, accusing ourselves or our loved ones of being too strict or not strict enough, too distant in the relationship or not distant enough.

Because many people are aware of Diane’s story, I often become a lightning rod for those with similar problems. And I tell them the two-step process I’ve found to work: Decide to push worry and guilt away. Get involved in helping others. And as people come to me and ask my advice, they serve as a constant sorrowful reminder to me of my own continuing fight against self-recrimination. I suppose that’s part of the price I pay for following my own and Dr. Peale’s advice not to wallow in anger and guilt, but to move ahead and leave those destructive emotions where they belong—in the past.

## **Action Plan for Art Linkletter's Contribution**

**Summary of Recommendations:** Art Linkletter emphasizes the need for addressing drug abuse through education, personal involvement, and community support. He stresses the importance of transforming personal tragedy into proactive efforts to combat drug abuse and support affected families.

### **Actionable Elements**

#### **1. Educational Programs**

- Raise awareness about the dangers of drug abuse.
- Provide accurate information on the effects of drugs.

#### **2. Community Involvement**

- Encourage community members to get involved in anti-drug campaigns.
- Support families affected by drug abuse.

#### **3. Personal Transformation**

- Transform personal grief and anger into constructive actions.
- Engage in public speaking and advocacy.

## Implementation Steps

### 1. Educational Programs

- **School Curriculum:** Integrate drug education into school curricula.
- **Public Awareness Campaigns:** Launch campaigns using various media to spread awareness.

### 2. Community Involvement

- **Volunteer Programs:** Create opportunities for community members to volunteer in local anti-drug initiatives.
- **Support Groups:** Establish support groups for families dealing with the consequences of drug abuse.

### 3. Personal Transformation

- **Public Speaking:** Encourage individuals who have experienced personal tragedy due to drug abuse to share their stories through public speaking engagements.
- **Advocacy and Counseling:** Provide training for individuals to become advocates and counselors, helping others navigate the challenges associated with drug abuse.

## Measurement of Impact

### 1. Educational Programs

- **Pre- and Post-Education Surveys:** Conduct surveys to assess changes in knowledge and attitudes towards drug abuse before and after educational interventions.
- **Participation Rates:** Track the number of schools and students participating in drug education programs.

### 2. Community Involvement

- **Volunteer Engagement:** Monitor the number of community members volunteering in anti-drug initiatives and the hours they contribute.
- **Support Group Effectiveness:** Collect feedback from support group participants to evaluate the impact on their coping mechanisms and emotional well-being.

### 3. Personal Transformation

- **Public Speaking Engagements:** Track the number of speaking engagements and audience sizes to gauge the reach of personal stories.
- **Advocacy Outcomes:** Measure the effectiveness of advocacy efforts through the number of individuals receiving counseling and the reported improvements in their situations.

## **Maryam Mallin-Dubin**

This is a very complicated question. For me, it starts with very basic things like diet and nutrition. We don't realize that what we put into our mouths affects our behavior. Perhaps it goes back to even more basic things like the pesticides we use on our foods, the pollutants in our water and air. All of this affects not only our physical but our mental and emotional selves.

The availability of guns, especially assault weapons, makes for the easy implementation of violence, but is not the cause of it. We must get to the root cause. I feel very strongly that our society is crying out for spiritual sustenance. Material goods, the acquisition of THINGS have become our gods in an effort to assuage that longing.

We have lost our center. Violence is a symptom of our desperation. We can only reduce it by the example of our own individual lives; by realizing that who we are, what we think and feel and how we conduct our lives greatly influences the lives of all with whom we come in contact ("every encounter is a holy encounter"). We must take it as a personal responsibility, in high seriousness... which also means with joy. The taking of this responsibility also increases our self-esteem. We are accomplishing an important part of our "task" in the world.

### **How did you avoid being personally violent?**

When I was eight years old, I hit my four-year-old sister, who had been annoying me for over a half hour, with the back of a mirror. The mirror broke and cut her badly. I loved her very much and was terribly upset that I had caused such injury. I determined then

that I wouldn't let my temper get out of hand again. As I grew older, I also realized that I did not want to add to the violence in the world. I stopped cursing at other drivers and allowing that negative energy to pour out of me. I now try to let go of frustration (I have learned to breathe deeply when frustrated) and take responsibility for keeping my own environment free of this negativity.

## **Action Plan for Maryam Mallin-Dubin's Contribution**

**Summary of Recommendations:** Maryam Mallin-Dubin highlights the importance of diet, nutrition, and spiritual sustenance in reducing violence. She emphasizes addressing the root causes of violence, including environmental factors and the need for personal responsibility.

### **Actionable Elements:**

#### **1. Diet and Nutrition**

- Promote healthy eating habits.
- Educate about the impact of diet on behavior.

#### **2. Spiritual Sustenance**

- Encourage spiritual practices and personal responsibility.
- Promote holistic well-being.

#### **3. Environmental Awareness**

- Address the impact of pollutants and pesticides on health.
- Advocate for cleaner living environments.

## Implementation Steps

### 1. Diet and Nutrition

- **Nutritional Education Programs:** Implement programs in schools and communities that educate about healthy eating and its impact on behavior.
- **Healthy Eating Initiatives:** Promote initiatives such as community gardens, cooking classes, and access to fresh produce.

### 2. Spiritual Sustenance

- **Spiritual Workshops:** Organize workshops that encourage spiritual growth and personal responsibility.
- **Holistic Wellness Programs:** Develop programs that focus on the integration of mind, body, and spirit for overall well-being.

### 3. Environmental Awareness

- **Pollution Reduction Campaigns:** Advocate for policies that reduce environmental pollutants and promote cleaner living environments.
- **Community Clean-Up Events:** Organize events to clean up local areas, reducing pollution and fostering a sense of community responsibility.

## Measurement of Impact:

### 1. Diet and Nutrition

- **Health Assessments:** Conduct health assessments to measure improvements in dietary habits and related behavioral changes.
- **Program Participation:** Track the number of participants in nutritional education programs and healthy eating initiatives.

### 2. Spiritual Sustenance

- **Workshop Feedback:** Collect feedback from participants in spiritual workshops to evaluate their impact on personal growth and responsibility.
- **Wellness Program Outcomes:** Monitor the outcomes of holistic wellness programs through participant surveys and health metrics.

### 3. Environmental Awareness

- **Pollution Levels:** Measure changes in local pollution levels following advocacy and clean-up efforts.
- **Community Engagement:** Track the number of participants in environmental campaigns and clean-up events.

## **Erik Olesen**

Hundreds of well-controlled research studies show clearly that children who watch violent television and movies become more violent themselves. One study, conducted over the course of thirty years, shows conclusively that children who watch a lot of violent television are arrested more frequently as adults for violent crimes. And, the study shows, very aggressive children who don't watch much violent television actually become less aggressive than their formerly non-aggressive peers who watch a lot of violent television. So one of the most important things we can do to reduce violence is to prevent our children from watching violence on either the big or small screen.

We also need to address a root cause of the anger that underlies violence. Unemployment among black teenagers still stands at about 40 percent. It's very difficult for a youngster to stay out of trouble when he or she cannot find a job. We need to create programs so that anyone who wants to work can do so.

### **How did you avoid being personally violent?**

As for avoiding personal violence, I do it by working hard to release anger and resentment. I am a licensed psychotherapist, but I don't agree with those in my field who say that we must express all of our anger. Expressing anger only begets more anger. We need to acknowledge our anger, and do something about it. That may mean talking to someone about what is bothering us. But just flying into a rage doesn't help us to be less angry. We need to do something about what's making us angry and then move on.

## **Action Plan for Erik Olesen's Contribution**

**Summary of Recommendations:** Erik Olesen underscores the impact of media violence on children's behavior and the importance of addressing underlying social issues such as unemployment. He advocates for reducing children's exposure to violent media and creating job opportunities for teenagers.

### **Actionable Elements**

#### **1. Media Exposure**

- Limit children's exposure to violent media.
- Promote alternative, positive media content.

#### **2. Addressing Unemployment**

- Create job programs for teenagers.
- Provide job training and support.

#### **3. Anger Management**

- Promote healthy ways to release anger.
- Provide support for managing resentment.

## Implementation Steps

### 1. Media Exposure

- **Parental Guidance Workshops:** Offer workshops for parents on monitoring and controlling their children's media consumption.
- **Positive Media Campaigns:** Launch campaigns to promote positive, non-violent media content for children.

### 2. Addressing Unemployment

- **Job Creation Programs:** Partner with local businesses to create job opportunities for teenagers.
- **Job Training Workshops:** Provide workshops and training sessions to equip teenagers with the skills needed for employment.

### 3. Anger Management

- **Support Groups:** Establish support groups where individuals can discuss and manage their anger in a healthy way.
- **Therapeutic Activities:** Offer activities such as sports, arts, and counseling to help individuals release anger constructively.

## Measurement of Impact

### 1. Media Exposure

- **Media Consumption Surveys:** Conduct surveys to assess changes in children's media consumption patterns.
- **Campaign Reach:** Measure the reach and engagement of positive media campaigns.

### 2. Addressing Unemployment

- **Employment Rates:** Track changes in employment rates among teenagers following the implementation of job creation programs.
- **Workshop Feedback:** Collect feedback from participants in job training workshops to evaluate their effectiveness.

### 3. Anger Management

- **Group Participation:** Monitor participation rates in anger management support groups.
- **Behavioral Assessments:** Assess changes in behavior among participants engaging in therapeutic activities.

**Robert W. Reasoner**

Violence today has become the number one concern in schools throughout the country. Efforts by state and federal legislatures to pass laws seem to have had little impact. It is therefore evident that other steps must be taken. A review of the contributing factors indicates that a major cause of violence in youth is due to the breakup of families and the number of children being brought up by aunts, uncles, grandparents, or child caregivers. A high percentage of these children suffer from the basic human needs of attention, love, guidance, and bonding with adults. Many exhibit the symptoms of low self-esteem and react violently to slights, insults, and rejection by their peers and society.

Local communities and schools need to establish programs for adolescents that enable them to engage in healthy recreational activities, that provide opportunities for them to bond with adults, and that help satisfy their emotional needs. Children evidencing antisocial behaviors at an early age need counseling services and programs to meet their needs. They need to be taught problem-solving behaviors and nonviolent conflict resolution skills. Training programs for parents, grandparents, and child caregivers need to be readily available to provide guidance in effective child-rearing practices.

For those young people who engage in violent acts, effective training programs need to be provided to deter adolescents from repeating such acts and before they engage in more serious crimes.

## **Action Plan for Robert W. Reasoner's Contribution**

**Summary of Recommendations:** Robert W. Reasoner emphasizes the importance of family structure, emotional support, and early intervention in reducing youth violence. He advocates for community programs that provide recreational activities, counseling, and training for parents and caregivers.

### **Actionable Elements**

#### **1. Family Support**

- Strengthen family bonds.
- Provide emotional support to children.

#### **2. Recreational Activities**

- Offer healthy recreational activities for adolescents.
- Provide opportunities for bonding with adults.

#### **3. Early Intervention**

- Offer counseling and support for children with antisocial behaviors.
- Provide training programs for parents and caregivers.

## Implementation Steps

### 1. Family Support

- **Family Workshops:** Conduct workshops to help families strengthen their bonds and provide emotional support.
- **Support Networks:** Create networks for families to share experiences and receive guidance.

### 2. Recreational Activities

- **Community Programs:** Establish programs that offer sports, arts, and other recreational activities for adolescents.
- **Mentorship Programs:** Develop mentorship programs where adolescents can bond with positive adult role models.

### 3. Early Intervention

- **Counseling Services:** Provide accessible counseling services for children showing early signs of antisocial behavior.
- **Parental Training:** Offer training sessions for parents and caregivers on effective child-rearing practices.

## Measurement of Impact

### 1. Family Support

- **Workshop Feedback:** Collect feedback from family workshops to evaluate their impact on family bonds and emotional support.
- **Network Engagement:** Monitor participation and engagement levels in family support networks.

### 2. Recreational Activities

- **Program Attendance:** Track attendance and participation rates in community recreational programs.
- **Mentorship Outcomes:** Assess the impact of mentorship programs on adolescents' behavior and well-being.

### 3. Early Intervention

- **Counseling Effectiveness:** Evaluate the effectiveness of counseling services through feedback from children and their families.
- **Training Impact:** Measure the impact of parental training sessions on child-rearing practices and family dynamics.

**Dottie Walters**

**Teach ideals and family values.**

**How did you avoid being personally violent?**

I was never personally violent. My father was, and I certainly did not want to emulate him.

## **Action Plan for Dottie Walters' Contribution**

**Summary of Recommendations:** Dottie Walters emphasizes the teaching of ideals and family values to reduce violence. She highlights the importance of modeling non-violent behavior and promoting positive family dynamics.

### **Actionable Elements**

#### **1. Teaching Ideals**

- Promote positive ideals and values.
- Encourage moral and ethical behavior.

#### **2. Family Values**

- Strengthen family relationships.
- Model non-violent behavior.

## Implementation Steps

### 1. Teaching Ideals

- **Educational Programs:** Implement programs in schools and communities that teach positive ideals and values.
- **Public Campaigns:** Launch public campaigns that promote moral and ethical behavior.

### 2. Family Values

- **Family Workshops:** Conduct workshops focused on strengthening family relationships and modeling non-violent behavior.
- **Support Groups:** Establish support groups for families to share experiences and strategies for maintaining positive family dynamics.

## Measurement of Impact

### 1. Teaching Ideals

- **Program Participation:** Track the number of participants in educational programs teaching ideals and values.
- **Campaign Reach:** Measure the reach and engagement of public campaigns promoting ethical behavior.

### 2. Family Values

- **Workshop Feedback:** Collect feedback from participants in family workshops to assess their impact on family relationships.
- **Support Group Engagement:** Monitor participation and engagement levels in family support groups.

**Bettie B. Youngs, Ph.D.**

Have a desire to do so. Children eventually replicate their families' values. While as a society we must all constantly monitor family wellness and support efforts designed to offset the debilitating effects of family dysfunction, we must also focus attention on those positive elements of family life and build a case for promoting the goodness and wellness that results. Most of us learn more about goodness and seek to become compassionate when we see and hear stories about goodness and compassion—rather than stories of hurt and evil.

There really are unsung heroes who quietly go about creating environments where good things happen, where a soul is nourished and offered fuel to soar. If we will all do those things that help children develop an inner wholeness that makes their outer lives joyous and purposeful, we can make a difference. If enough of us do this, we can make the world a safer, kinder, and more accepting place during the time we fellow travelers spend in it. World peace has its origin in the simple truths children learn at the knee of a mom or a dad, or someone acting in a caretaking capacity.

**How did you avoid being personally violent?**

I was busy working, going to school, making a living, being in love.

## **Action Plan for Bettie B. Youngs, Ph.D.'s Contribution**

**Summary of Recommendations:** Dr. Bettie B. Youngs advocates for focusing on family wellness and promoting positive elements of family life. She emphasizes the role of parents and caregivers in teaching children compassion and goodness.

### **Actionable Elements**

#### **1. Family Wellness**

- Monitor and support family wellness.
- Address family dysfunction.

#### **2. Positive Family Elements**

- Promote stories of goodness and compassion.
- Encourage positive family interactions.

## Implementation Steps

### 1. Family Wellness

- **Wellness Programs:** Implement programs that support family wellness and address issues of dysfunction.
- **Counseling Services:** Provide counseling services to families in need of support.

### 2. Positive Family Elements

- **Storytelling Campaigns:** Launch campaigns that share stories of goodness and compassion within families.
- **Family Activities:** Organize activities that encourage positive interactions among family members.

## Measurement of Impact

### 1. Family Wellness

- **Program Participation:** Track participation rates in family wellness programs and counseling services.
- **Wellness Assessments:** Conduct assessments to measure improvements in family wellness.

### 2. Positive Family Elements

- **Campaign Reach:** Measure the reach and engagement of storytelling campaigns.
- **Activity Feedback:** Collect feedback from family activities to evaluate their impact on family interactions.

## **Zig Ziglar**

It's a fact that we are in a war and at this moment we are losing it. One of the reasons for the loss is the lack of awareness of millions of parents that we're in a war. Still other millions have decided their kids are not in danger, so there's no need for them to get involved. Millions have decided they can do nothing, and even more millions have joined the wrong side of the war.

Taking it one step at a time, let's start with our illegal drug problem. It's serious. Our alcohol problem (yes, I know it's a drug) is even more serious, and the tobacco problem is the most serious of all.

We can "blame" TV for the problem. We can "blame" athletes, movies, and musical recording artists, and we'd score a direct hit. We can "blame" family problems, society, greed, the times, our educational system, business, and the government, and no informed person could disagree. All of the above share the "blame."

**BUT:** The bottom line is the simple fact that the drug war will be won or lost with your child(ren) almost entirely based on what happens in your home between you and your child. I did say almost. Some parents do everything right and still lose their kids to drugs, but generally the parents who establish the right environment, set the right example by living and teaching the right value system while showing plenty of love and using some common sense are the ones most likely to win the war and raise positive, drug-free kids.

**Question: Is the drug problem really that serious? Is my child, to whom I've given "everything," vulnerable?**

Let's look at the facts and then I'll let you answer the questions.

Americans consume more illegal drugs than the other 5,000,000,000 people on earth. Over 9,000,000 Americans have tried cocaine, and 25,000,000 are involved in illegal drugs of some kind. Ten percent of the babies born today have been exposed to drugs or high levels of alcohol in the womb. A pregnant woman's use of cocaine—even once—can have devastating effects on the baby and incur astronomical medical costs. One American in twelve regularly smokes pot, while 52 million smoke an average of 31 cigarettes a day. Over 100,000,000 Americans drink on a regular basis, and 18,500,000 have serious drinking problems.

**It Gets Worse**

More than 100,000 people die each year from the effects of alcohol and 5,000 babies are born every year with fetal alcohol syndrome. Although many of the ads are aimed at an adolescent market, we still permit them to be aired on TV. (If you doubt the validity of that statement, please explain why the average eight-to-twelve-year-old can name three times as many alcoholic beverages as he can presidents of the United States.) When Sweden stopped TV ads of alcohol, sales dropped 20 percent.

Incredibly enough, half of everyone between the ages of eleven and nineteen who uses or sells illegal drugs will be dead or incarcerated by the year 2000. Equally alarming is the fact that if

your child is smoking cigarettes and is between ages eleven and nineteen, the odds are almost 50 percent that he or she is also involved in illegal drugs. Nicotine is the entrance drug; virtually every pothead, cocaine, and heroin addict started with tobacco. One more time. When we solve the smoking problem, we will have largely solved the drug problem.

### **Peer Pressure—Fact or Fiction**

One of the great misconceptions parents have about adolescent drug abuse is that peer pressure and a desire to escape reality got their kids involved in drugs. But in his book *How to Really Know Your Child*, Dr. Ross Campbell quotes Sergeant Bud Hulseley, the youth officer with the Kingsport, Tennessee, police department who said, “Of the 4,000 to 5,000 kids I’ve asked, not one of them said they take drugs due to peer pressure or for escape. Almost everyone said it was because they were bored, and that they liked the feeling, they liked the ‘buzz.’” The point I’m making is that the parents, not the kids, must win the war on drugs. Yes, it’s an enormous responsibility, but the kids are worth it, aren’t they?

### **Why Bother?**

The war on drugs and our children is so vital that we can’t let it slip. Your child might be involved or might get involved. In his book, *The Parenting Challenge*, Dan Betzer reveals the results of a survey that discovered 80 percent of teenagers had never had a single meaningful conversation with their dads. A survey of 5,000 children revealed that fathers spend an average of 37 seconds a day with their young boys. Get involved with your kids. Encourage them to bring their friends to your house.

When they do, get involved with them. Find out who their friends are, who their friends' parents are, where they go, and what they do. Get personally involved with your kids, listen to them, and show them you love them. The time you spend with them might be the most productive time you will ever spend.

## **Action Plan for Zig Ziglar's Contribution**

**Summary of Recommendations:** Zig Ziglar emphasizes the role of parents in combating the drug problem and promoting healthy behaviors. He advocates for setting the right example, establishing a supportive home environment, and educating children about the dangers of drugs and alcohol.

### **Actionable Elements**

#### **1. Parental Involvement**

- Encourage active parental involvement in children's lives.
- Set a positive example for children.

#### **2. Drug and Alcohol Education**

- Educate children about the dangers of drugs and alcohol.
- Promote healthy lifestyle choices.

#### **3. Supportive Home Environment**

- Create a loving and supportive home environment.
- Address and reduce stressors that lead to substance abuse.

## Implementation Steps

### 1. Parental Involvement

- **Parenting Workshops:** Offer workshops for parents on effective parenting practices and the importance of involvement.
- **Role Modeling:** Encourage parents to model positive behaviors and healthy lifestyle choices.

### 2. Drug and Alcohol Education

- **School Programs:** Implement drug and alcohol education programs in schools.
- **Public Awareness Campaigns:** Launch campaigns to raise awareness about the dangers of substance abuse.

### 3. Supportive Home Environment

- **Family Support Services:** Provide services that help families create a supportive and nurturing home environment.
- **Stress Reduction Programs:** Offer programs that help families manage stress and reduce factors that contribute to substance abuse.

## Measurement of Impact

### 1. Parental Involvement

- **Workshop Participation:** Track participation rates in parenting workshops and measure changes in parental involvement.
- **Behavioral Assessments:** Assess changes in children's behavior as a result of increased parental involvement.

### 2. Drug and Alcohol Education

- **Program Reach:** Measure the reach and impact of drug and alcohol education programs in schools.
- **Campaign Effectiveness:** Evaluate the effectiveness of public awareness campaigns through surveys and community feedback.

### 3. Supportive Home Environment

- **Service Utilization:** Monitor the utilization of family support services and their impact on home environments.
- **Stress Level Assessments:** Conduct assessments to measure changes in stress levels within families participating in stress reduction programs.

## **Key Points and Takeaways**

### **Dr. Stephen R. Covey**

- Family breakdown is a primary cause of societal issues.
- Media and entertainment desensitize us to violence.
- Personal models of non-violence and peacemaking are crucial.
- Apologies and assuming good faith can mitigate conflict.

### **Dr. Stan Dale**

- Violence is often a cry for love.
- Anger stems from a sense of powerlessness.
- Developing new, positive habits through repetition can replace old, negative behaviors.
- Staying in control of our emotions is vital for healthy relationships.

### **John Goddard**

- Role models in the home are crucial for teaching self-respect and respect for others.
- Discipline and self-control can prevent personal violence.
- Engaging in constructive activities helps manage energy and temper.

### **Dr. Billy Graham**

- Evil exists due to human defiance of God, not because God created it.
- Spiritual solutions and returning to moral values are essential.
- Positive actions and kindness can combat societal decline.

### **Lt. Col. Steve Hadar**

- A national action plan involving massive participation is needed.
- Recognizing the complexity of violence and addressing multiple causes is crucial.
- Media violence desensitizes people, and self-imposed censorship in entertainment can help reduce violence.
- Community mobilization and education are essential components of an effective action plan.

### **Art Linkletter**

- Personal tragedy inspired anti-drug advocacy.
- Transformed anger and guilt into a crusade against drug abuse.
- Shared daughter's story through public speaking.
- Emphasized personal action and community involvement.

### **Maryam Mallin-Dubin**

- Impact of diet, nutrition, and environment on behavior.
- Need for spiritual fulfillment to address root causes.
- Importance of personal responsibility.
- Learning to manage personal anger and frustration.

### **Erik Olesen**

- Violent media increases aggression in children.
- High unemployment rates among black teenagers contribute to violence.
- Providing job opportunities and constructive outlets is essential.
- Addressing underlying anger and resentment.

### **Robert W. Reasoner**

- Breakdown of family units contributes to youth violence.
- Violent youths often lack attention, love, and guidance.
- Establishing programs for adolescents to engage in healthy activities.
- Providing counseling and training for children with antisocial behaviors.

### **Dottie Walters**

- Teaching ideals and family values to prevent violence.
- Demonstrating non-violent behavior and positive values.
- Critical role of parents in instilling these values.

- Personal commitment to non-violence from witnessing family violence.

### **Bettie B. Youngs, Ph.D.**

- Importance of family wellness in preventing violence.
- Highlighting positive family stories and values.
- Helping children develop inner wholeness and purpose.
- Creating supportive environments within communities.

### **Zig Ziglar**

- Critical role of parental involvement in preventing substance abuse.
- Parents should model positive behaviors.
- Educating children about the dangers of substance abuse.
- Encouraging active involvement and communication within the family.

## Biographies of the Contributors



**Alan Cohen** is a heart act to follow. One of the most popular and beloved inspirational writers and teachers in America's new thought movement, his books, tapes, and workshops have transformed the lives of hundreds of thousands of appreciative readers who have found the courage to believe in themselves and follow their dreams.

*The Dragon Doesn't Live Here Anymore* has become a modern metaphysical classic. Since its publication over ten years ago, it has remained on the new age best-seller list. Now used as a college text and foundation for church study groups, many ministers, healers, and teachers refer to the book as one of the most often quoted sources in their teachings. A survey of Unity ministers cited *Dragon* as "one of the ten most influential books in the Unity movement." A selection from *Dragon* is included in Simon & Schuster's *A Treasury of Light - the Best in New Age Literature*.

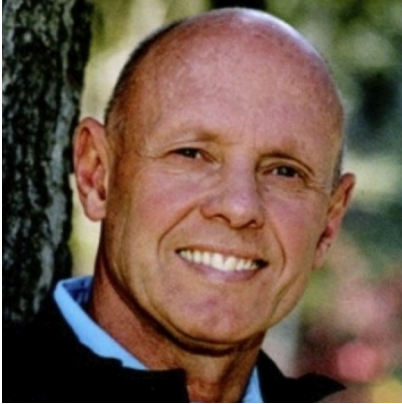
Alan's recent book *I Had It All the Time* has received wonderful acclaim from many well-known and respected authors. James Redfield, author of *The Celestine Prophecy*, praised the book with these words; "*I Had It All the Time* is uniquely inspiring and timely. As always, Alan Cohen is the most eloquent spokesman of the heart."

Alan's monthly column, *From the Heart*, is syndicated in magazines throughout the nation. His feature articles and interviews have been celebrated in *Science of Mind*, *Unity*, *New Frontier*, *Visions*, *New Realities*, *Human Potential*, and *New Woman Magazines*, among many others. Alan is Associate Editor of *New Frontier*.

A welcome guest on radio, television, and sought-out lecturer and workshop leader, Alan has delivered keynote addresses at many major spiritual conferences, including the Whole Life Expos, national Unity and Religious Science conferences, and the International New Thought Alliance. In the medical world he has spoken to the American Holistic Medicine Association and the Clinical Conference for the Association for Research and Enlightenment.

Alan's global healing work has taken him to the Earth Conference in Bali and the Pan Holistic Center in Sweden. As a citizen diplomat, Alan brought groups of Americans to the former Soviet Union for dialogue and prayer that contributed to the healing between our nations.

Mr. Cohen resides in Maui, Hawaii, where he conducts retreats in spiritual awakening and visionary living.



**Stephen R. Covey**, founder and chairman of Covey Leadership Center (CLC), has made teaching principle-centered living and leadership his life's work. A respected author, lecturer, teacher and organizational consultant, he holds an M.B.A. from Harvard and a doctorate from Brigham Young University, where he was professor of organizational behavior and business management and also served as Assistant to the President and Director of University Relations. For more than 25 years, he has taught millions of individuals in business, government, and

education the transforming power of principles rooted in unchanging natural laws that govern human and organizational effectiveness.

Dr. Covey is the author of several acclaimed books including, *The 7 Habits of Highly Effective People*, international best-seller, which has also been on the Business Week, USA Today, and Publisher's Weekly best-seller lists for over four years. It has sold over seven million copies in 28 languages and 35 countries throughout the world. His book, *Principle-Centered Leadership*, is one of the best selling business books of the decade. In its first year, Dr. Covey's most recent book, *First Things First*, authored with A. Roger and Rebecca R. Merrill, achieved double the hardback sales that *The 7 Habits of Highly Effective People* produced in the same time period. His newest books in progress focus on highly effective families and organizations. Dr. Covey, and other Covey Leadership Center authors and spokespersons, all authorities on leadership and effectiveness, are consistently sought after by radio, television, magazines, and newspapers throughout North America and the World. Dr. Covey and CLC have participated in several TBS specials, including a 90-minute PBS documentary program based on *The 7 Habits of Highly Effective People*. Other CLC documentaries and short feature films have won numerous honors, including seven CINE Golden Eagle Awards, one silver and two gold medals in the New York Film Festival, and 25 Telly awards.

Among recent acknowledgments, Dr. Covey has received the Wilbur M. McFeely Award from the International Management Council for significant contributions to management and education, the 1994 International Entrepreneur of the Year Award, the 1994 Toastmaster's International Top Speaker Award, the 1994 Sales and Marketing Executives International Tops in Marketing Award, the first Thomas More College

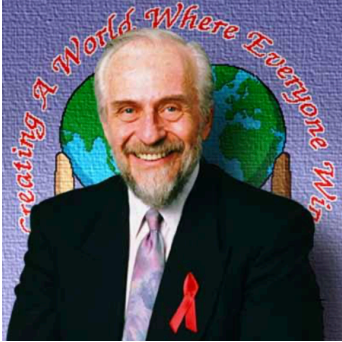
Medallion for continued service to humanity, and Inc. Magazine's Products and Services Entrepreneur of the Year Award.

Dr. Covey's organizational legacy to the world is Covey Leadership Center, founded with the vision of teaching organizations to implement and embody principle-centered leadership deeply into their culture. Appearing on the 1994 "Inc. 500 List of the Fastest Growing Companies," CLC's client portfolio includes half of the Fortune 500 companies, thousands of small and midsize companies, hospitals, and educational, government, and nonprofit organizations worldwide. Programs taught by Covey Leadership Center associates in over 75 cities in North America and 40 countries throughout the World reach nearly half-a-million people annually.

The Center has created pilot partnerships with several cities seeking to become principle-centered communities. CLC associates are teaching The 7 Habits of Highly Effective People to teachers and administrators in over 3,000 school districts and universities nationwide, while comprehensive statewide initiatives have been formed with education leaders in 27 states.

## **COVEY LEADERSHIP CENTER MISSION STATEMENT**

Our mission is to serve the worldwide community by empowering people and organizations to significantly increase their performance capability in order to achieve worthwhile purposes through understanding and living principle-centered leadership. In carrying out this mission, we continually strive to practice what we teach.



**Dr. Stan Dale**, D.H.S., is a Transactional Analyst, educator, workshop facilitator and author. A New Yorker by birth, Dr. Dale spent 19 years in Chicago, where he originated and hosted the first ever psychological based call-in talk show. Prior to that he was the announcer/narrator for *The Lone Ranger*, *Sergeant Preston of the Yukon*, and *The Green Hornet*, and for a brief period was the voice of *The Shadow* on radio.

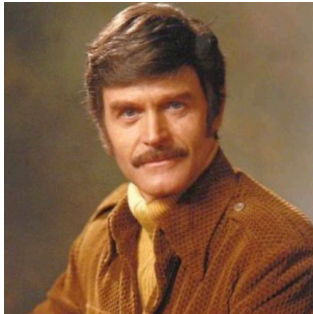
For more than 20 years after his arrival in San Francisco, Stan was the host of numerous radio talk shows on KGO, KSFO, and K101 and continues to be in constant demand on television shows including *Donahue*, *Oprah*, *Joan Rivers*, *Geraldo*, *CNBC*, *Sally Jessi Raphael* and many more too numerous to mention. He has written two books, *Fantasies Can Set You Free* and *My Child, My Self: How to Raise the Child You Always Wanted to Be*, and he is featured in the best selling books *Chicken Soup for the Soul* and *Bridges to Heaven*.

Dr. Dale has advanced degrees in psychology and sociology from Roosevelt University, Chicago and the Illinois Institute of Applied Psychology. He received his Doctorate in Human Sexuality from The Institute for the Advanced Study of Human Sexuality in San Francisco where he is Adjunct Professor of Behavioral Studies in Human Sexuality.

Dr. Dale has been on the faculties of Loyola University, Mundelein College in Chicago, and Sonoma State University in Cotati, California. He is a frequent lecturer at many colleges and universities in California and elsewhere, and speaks to a wide variety of service and civic organizations, social clubs, churches, high school and junior high school campuses as well as corporations.

After serving with the US Army in Korea, he received a commendation and Ribbon of Meritorious Service. He is one of only 10 worldwide recipients of the prized *Mahatma Gandhi Peace Medallion* for his selfless commitment to the cause of world peace, humanity and brotherhood. He was also presented with the Humanitarian of the Year award from the Ethical Humanists of Chicago and has received the Distinguished

Member award of Who's Who Worldwide. In 1968, Dr. Dale created The Human Awareness Institute. Since then more than 40,000 people have attended the Institute's workshops and seminars in various parts of the United States, Russia, Australia and Japan.



**John Goddard**

**“To dare is to do . . . to fear is to fail.”**

This philosophy has characterized John Goddard since he was 15, when he listed 127 challenging lifetime goals--like exploring the Nile, climbing Mount Everest, running five-minute mile, and playing Clair de Lune on the piano.

Now, a generation later, he has accomplished 106 of these quests, and has logged an impressive list of records in achieving them. He was the first man in history to explore the entire length of the world’s longest river, the Nile, in a 4,160 mile expedition which the *Los Angeles Times* called “the most amazing adventure of this generation.” He then matched that achievement and became the first man to explore the entire length of the world’s second largest river, the Congo; he scaled the Matterhorn in a raging blizzard after several professional guides had refused to go along; and he has established numerous records as a civilian jet pilot, including a speed record of 1,500 miles per hour in the F-111 Fighter-Bomber, and an altitude record of 63,000 feet in the F-106 Delta Dart.

A graduate of the University of Southern California, where he majored in anthropology and psychology, Mr. Goddard has studied obscure cultures in all parts of the globe. In addition, he has climbed 12 of the world’s highest mountains, conducted 14 major expeditions into remote regions, traversed 15 of the world’s most treacherous rivers, visited 120 countries, studied 260 primitive tribes, and traveled in excess of one million miles during his adventurous life.

A resident of La Cañada, California, where he lives with his wife and two of his children, Mr. Goddard does not believe in pursuing adventure for the sake of frivolous thrills, but used these experiences to achieve a worthwhile end. This end, for him, is scientific exploration, adding to the world’s store of knowledge. “Digging out the facts is the real challenge”, Mr. Goddard says in summing up his career. “The adventure is exciting and enjoyable--but secondary.”

Yet digging out the facts can be a hazardous occupation. Goddard has been bitten by a rattlesnake, charged by an elephant, and trapped in quicksand. He has crashed in

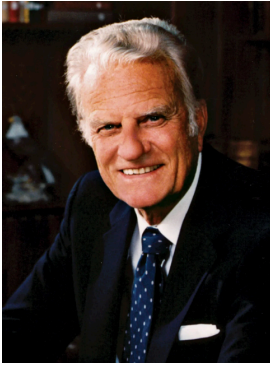
planes, been caught in earthquakes, and almost drowned twice while running rapids. But his overwhelming desire to discover fresh knowledge and to complete his youthful list of goals has driven him on in spite of danger.

Honored by the U.S. Junior Chamber of Commerce as one of California's outstanding young men, John Goddard belongs to the Adventurers' Club of Los Angeles (youngest member ever admitted), the Adventurers' Club of Chicago, the Explorers' Club of New York, the Savage Club of London, the Royal Geographic Society, the French Explorers' Society (only American member), the Archaeological Society, the Mach II Club and the Sigma Chi Fraternity, of which he is a life member.

He has appeared on more than 200 television talk and adventure shows and been the guest of such television personalities as Bob Hope, Johnny Carson and David Frost.

For more information contact:

John Goddard  
4224 Beulah Drive La Cañada, CA 91011 (818) 790-7094



**William (Billy) F. Graham**

**“My one purpose in life is to help people find a personal relationship with God, which, I believe, comes through knowing Christ.” –Billy Graham.**

Billy Graham took Christ at His word when He said in Mark 16:15, “Go ye into all the world and preach the Gospel to every creature.”

Evangelist Billy Graham has preached the Gospel to more people in live audiences than anyone else in history—over 210 million people in more than 185 countries and territories—through various meetings, including Global Mission. Hundreds of millions more have been reached through television, video and film.

Since the 1949 Los Angeles crusade vaulted Mr. Graham into the public eye, he has led hundreds of thousands to make personal decisions to live for Christ. That is the main thrust of his ministry.

Born November 7, 1918, four days before the Armistice ended World War I, Mr. Graham was reared on a dairy farm in Charlotte, North Carolina. Growing up during the Depression, he learned the value of hard work on the family farm, but he also found time to spend many hours in the hayloft reading books on a wide variety of subjects.

At the age of 16 in the fall of 1934, Mr. Graham accepted Christ through the ministry of Mordecai Ham, a traveling evangelist, who visited Charlotte for a revival meeting.

Ordained in 1940 by the Southern Baptist Convention, Mr. Graham received a solid foundation in the Scriptures at Florida Bible Institute (now Trinity College). In 1943 he was graduated from Wheaton College in Illinois and married fellow student Ruth McCue Bell, daughter of a missionary surgeon in China.

After graduating from college, Mr. Graham joined Youth for Christ, an organization founded for ministry to youth and servicemen during World War II.

Mr. Graham preached throughout the United States and in Europe in the immediate post-war era, emerging as a rising young evangelist.

The Los Angeles crusade in 1949 launched Mr. Graham into international prominence. Scheduled for three weeks, the meetings were extended to more than eight weeks, with overflow crowds filling the tent each night.

Many of his subsequent early crusades were similarly extended, including one in London which lasted 12 weeks, and a New York City crusade in Madison Square Garden in 1957 which ran each night for 16 weeks.

Today at age 77, Billy Graham and his ministry are known around the globe. He preached in remote African villages and in the heart of New York City, and those to whom he has ministered have ranged from heads of state to the simple-living bushman of Australia and the wandering tribes of Africa and the Middle East. Since 1977, Mr. Graham has been accorded the opportunity to conduct preaching missions in virtually every country of Eastern Europe, including the former Soviet Union.

Mr. Graham founded the Billy Graham Evangelistic Association in 1950, which headquarters in Minneapolis, Minn. He conducts his ministry through BGEA, including:

- the weekly “Hour of Decision” radio program broadcast by more than 1,000 stations around the world.
- television specials which regularly appear in prime time in almost every market in the United States and Canada, reaching an estimated 60 - 80 million viewers each year.
- a newspaper column, “My Answer,” which is carried by newspapers across the country with a combined circulation of more than seven million readers.
- “Decision” magazine, the official magazine of the association, which is read in 160 countries. With a circulation of 1.7 million, “Decision” is one of the largest religious periodicals in the world.
- World Wide Pictures is one of the foremost producers of evangelistic films in the world. Available on video cassette and as 16/35 mm films, they are distributed outside of North America by BGEA’s International Film Ministries, working with local distributors, Christian ministries, churches, missionaries, TV stations and cinemas. In 1994, in the U.S. and Canada on average nearly 350 churches per week showed these films to over 3,385,000 people.

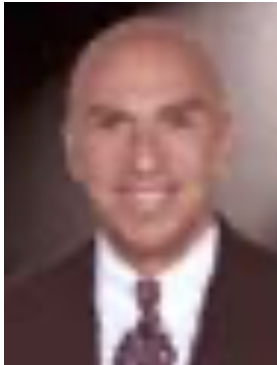
Mr. Graham has written 17 books, all of which have become top sellers. In the latest, “Storm Warning,” published in 1992, he examines today’s world in light of biblical revelation, offering hope and tangible ways to meet the approaching storm.

Of his other books, “Approaching Hoofbeats: The Four Horsemen of the Apocalypse” (1983) was listed for several weeks on The New York Times best-seller list; “How To Be Born Again” (1977) had the largest first printing in publishing history with 800,000 copies; “Angels: God’s Secret Agents” (1975) sold one million copies within 90 days; and “The Jesus Generation” (1971) sold 200,000 copies in the first two weeks.

Mr. Graham’s counsel has been sought by presidents, and his appeal in both the secular and religious arenas is evidenced by the wide range of groups that have honored him, including numerous honorary doctorates from many institutions in this country and abroad. Recognitions range from the Gold Award of the George Washington Carver Memorial Institute, and the Speaker of the Year Award, to the Templeton Foundation Prize for Progress in Religion. He has received the Big Brother Award for his work on behalf of the welfare of children and been cited by the George Washington Carver Memorial Institute for his contributions to race relations and by the Anti-Defamation League of the B’nai B’rith and the National Conference of Christians and Jews for his efforts to foster a better understanding among all faiths.

Mr. Graham is regularly listed by the Gallup organization as one of the “Ten Most Admired Men in the World” and was described by them as the dominant figure in that poll over the past 45 years –making an unparalleled 37th appearance and 30th consecutive appearance. He has also been on the covers of “Time”, “Newsweek”, “Life,” “U.S. News and World Report,” “Parade,” “Look,” and numerous other magazines and has been the subject of many newspaper and magazine feature articles and books.

Mr. Graham stays fit by swimming and aerobic walking when his schedule permits. He and his wife, Ruth, have three daughters, two sons, 19 grandchildren and seven great-grandchildren. The Grahams make their home in the mountains of North Carolina.



**Steven P. Hadar, M.A.**, Director, Performance Consulting. He has been a student and teacher of leadership, behavioral sciences and organizational development for over a quarter of a century. Holding a B.S. in Psychology and an M.A. in Human Resources Management, he had over 20 years in practical experience as a leader in the United States Marine Corps. As a senior officer, he commanded an organization of over 1,000 highly motivated individuals.

While Head of the Leadership and Management Department of the prestigious Marine Corps Command and Staff College, he incorporated the Myers-Briggs Type Indicator (MBTI) as a self-assessment and team-building tool for hundreds of officers and several military and civilian organizations. Known for his passion for leadership, LtCol Hadar was invited two consecutive years to lead seminars at the annual Russell Leadership Conference hosted at the FBI Academy.

After his military service, he also served as an executive in corporate America. He founded Eagles Unlimited, an association of management consultants providing time management, personal development and organizational effectiveness seminars. Steve is an active member of Toastmaster International and an accomplished speaker and trainer. As such, he has conducted seminars throughout the United States, Canada, and the Far East. Steve Hadar served as Assistant Professor for Management at Newport University.

His personal hobbies include dancing, skiing, physical fitness, hang gliding, and enjoying San Diego.



**Arthur Gordon Linkletter** was born in Moosejaw, Saskatchewan, Canada where, as an orphan, he was adopted by a Baptist evangelist minister, Reverend Fulton Linkletter. Reverend Linkletter, his wife, and their newly adopted son, Arthur, moved to Lowell, Massachusetts where they lived for several years. Two moves followed: the first was to San Pedro, California where Art went to grammar school; the second was San Diego where Art went to high school and college. Fully intent on becoming a college professor, Art majored in English and psychology and graduated from San

Diego State College in 1934 with a B.A. degree. However, during his last year in college, Art was offered a job as a radio announcer at Station KGB—a CBS outlet in San Diego. By the time he graduated, he'd moved up to chief announcer and decided to remain in broadcasting.

It was during Art's junior year in college that he met his future wife, San Diego native, Lois Foerster. They were married on November 27, 1935— Thanksgiving Day—and continue to celebrate their anniversary on this holi- day. The Linkletters had five children—three daughters and two sons. Their son Jack, the eldest of the three remaining children, is married and has two sons and a daughter; their daughter, Dawn, is married and has twin sons; and their daughter Sharon is married and has two daughters.

Art and his family are great outdoor people. They take family backpack trips into the mountains and swim, surf and scuba dive in the summer. In the winter they ski at Sun Valley, Aspen, and abroad.

Prior to his marriage in 1935, Art served as Program Director of the California International Exposition, after which he returned to Station KGB for a short time as the station's Program Director. The next stop was Dallas as Radio Director of the Texas Centennial followed by a similar job at the San Francisco World Fair, where he was also author and co-producer of *Cavalcade of the Golden West*—which was also the fair's theme.

Art has been a star in show business for more than 60 years. His best known shows established records for longevity: “People Are Funny” ran on NBC- TV and Radio for 19 years and was rated in the Top 10 for more than 11 years. “House Party” ran on CBS-T and Radio for 25 years and was one of the top daytime shows from the day of its first broadcast in 1945–it won two Emmy Awards, as well as numerous other nominations for awards. In addition, Art starred in and co-produced many spectaculars and specials, as well as acting in half a dozen dramatic shows and several motion pictures.

In 1962, Art received an honor in which he takes considerable pride—he was named Grandfather of the Year. He has also served as Honorary Mayor of Hollywood for two years; on the Board of Directors for the Heart Fund; on the Public Relations Committee for the Boy Scouts of America; as the West Coast Chairman of Foster Parents Plan; as Honorary Chairman-Easter Seals; on the National Board of Directors-Goodwill Industries; on the National Committee on Physical Education; as a member of the Board of Directors- YMCA; as a member of the Board of Directors -City of Hope; as Regent-Art Center College of Design; as a member of the Board of Trustees-Springfield College; as a member of the Board of regents-Pepperdine University; and as Vice Chairman of the Center of Aging, UCLA.

Although Art has received honors, awards, and other forms of recognition too numerous to list, a sampling includes: recognition for Distinguished Service, for the Crusade for Freedom, as Man of the Year, from the City of Hope, from the Brotherhood of Children, from the Newspaper Boys of America, the Brotherhood Award, from the National Conference of Christians & Jews.

Art has been awarded the following honorary degrees:

- Doctor of Humanics, Springfield College
- Doctor of Letters, Iowa Wesleyan College
- Doctor of Humane Letters, Westminster College
- Doctor of Humane Letters, National University
- Doctor of Humane Letters, University of Redlands • Doctor of Laws, Birmingham Southern College
- Doctor of Laws, Pepperdine University
- Doctor of Laws-Honoris Causa, Stamford University • Ph.D., Art Center College of Design

. . . and he's a well known author having written one of the top nonfiction best-sellers in the history of publishing—*Kids Say The Darndest Things*. The book led all sellers for two years and is #14 on the list of all nonfiction published in the United States. Other books are:

- People Are Funny
- Kids Sure Rite Funny
- Secret World of Kids
- Child's Garden of Misinformation • Oops: I Wish I'd Said That
- Linkletter Down Under
- Women Are My Favorite People
- How To Be A Super Salesman
- Yes, You Can!
- I didn't Do It Alone
- Hobo On The Way To Heaven
- Public Speaking For Private People • Old Age Is Nor For Sissies

For additional information contact:

Lee Ray, Executive Assistant Linkletter Offices  
8484 Wilshire Boulevard., Suite 205 Beverly Hills, California 90211 Telephone (213)  
658-7603

**Maryam Mallin-Dubin**

The arts have always been an important part of my life, beginning with piano at the age of four and drama at eight. I have a certificate in theater, a B.F.A., and an M.A. in Clinical Psychology, with an emphasis on the Expressive Therapies.

I believe very strongly in the mind/body connection, carefully nourishing it, in addition to the vital spiritual aspect of my being. I have three loving and caring adult children and four terrific grandchildren. Myself, I am 67 years young and continually say “Hallelujah!” I am also a poet and performer, and feel a deep responsibility to present material that has value for our lives. I have always been an activist, involved with issues I feel are important.

With my recent marriage of four years, I became involved in the operation of Personal Achievement Institute, a non-profit corporation founded in 1978, by my husband, Burt. I would not have become involved (not being a business person) except that our separate visions for a future in which the highest aspirations of humankind are nourished, were united in the development of the Speaking Success System (sponsored by the Institute). I am most pleased that the System, as a whole, or in part, is now used by hundreds of successful speakers, worldwide; speakers whose vision, whose personal message touches and influences the lives of many hundreds of others. The System is a powerful resource that not only helps aspiring and professional speakers position, package, promote and present themselves, it also assures that the generating principles of spiritual values and higher service are released into the world. This comes as a result of the in-depth examination of the very meaning and purpose of one’s life required by the first step of the Speaking Success System: the Mission Statement. It always warms my heart to observe the heightened awareness and consciousness that Burt’s empathic mentoring and consulting brings to each individual.

We would be happy to speak with any aspiring or professional speakers who desire both to create for themselves continuing profitable speaking engagements, and serve the higher calling of their hearts and the betterment of humanity.

Personal Achievement Institute, 1 Speaking Success Road, Kingman, AZ 86402-6543.  
From USA, phone 800-321-1225. Outside USA, E-mail BDU- BINSPEAK@aol.com.



**Erik Olesen** has spoken or consulted for over 70 organizations throughout the United States, including Citicorp, IBM, Johnson & Johnson, and Blue Shield. He formerly taught biofeedback and stress management at San Francisco State University. Olesen is a licensed psychotherapist and has a private practice in counseling, with offices in Sacramento and Auburn, California. He is interviewed frequently on television, radio, and in the print media.

Drawing on his 15 years experience in guiding organizations and individuals through times of stress and change, Mr. Olesen interviewed 40 peak performers and surveyed 120 others. Now he reveals their secrets in a fascinating book: *Mastering the Winds of Change: Peak Performers Reveal How to Stay on Top in Times of Turmoil*.

*Mastering the Winds of Change* (HarperBusiness), with a foreword by Denis Waitley, Ph.D., is now available in most bookstores. Or, if you'd like to order by phone, call at 1-800-STRONG U.

Olesen & Associates: 2740 Fulton, Suite 203, Sacramento, CA 95821. Phone: (916) 489-COPE



**Robert W. Reasoner** is an international authority on self-esteem and a noted speaker. He has had more than 35 years experience as a school administrator in California and Europe, and recently retired after serving as a superintendent of schools.

He has been conducting research and developing programs to foster self-esteem for the past 20 years and is author of *BUILDING SELF-ESTEEM: A Comprehensive Program for Schools*, and co-author of *BUILDING SELF-ESTEEM IN SECONDARY SCHOOLS* and the *STUDENT SELF-ESTEEM INVENTORY*, an instrument to assess self-esteem

He has produced two videotapes on self-esteem, and has published numerous articles in professional journals. In 1991 he was selected as *National Educator of the Year* by the National Council for Self-Esteem.

He has conducted training programs for teachers, administrators, and parents in over 100 school districts in fourteen states, and has served as a consultant to the State Department of Education in California, Maryland, Michigan, New Mexico, Louisiana, and Hawaii. In addition, he has designed and conducted training programs in Canada, Australia, Russia, Scandinavia, Europe, the Mediterranean, and the Near East.

He served as Executive Director of the California Center for Self-Esteem from 1980 to 1992 and currently holds the office of *President of the International Council for Self-Esteem*. His model for developing self-esteem has been acknowledged to be effective not only by public schools, but also by schools of psychiatry, adolescent treatment hospitals, drug and alcohol abuse centers, and private business. His commitment to helping others expand their human capacity and self-esteem has caused him to continue his work with schools, organizations, and communities as they seek solutions to social problems, especially those problems related to youth.



**Dottie Walters** began tiny advertising business on foot, pushing two babies in a broken down baby stroller, in a rural community with no sidewalks. She built that business into four offices, 285 employees and 4,000 continuous contract advertising accounts. Dottie sold this large business to concentrate on her own speaking, writing, the administration of Walters International Speakers Bureau and her own news magazine.

- International Speaker, Author, Consultant
- Publisher/Editor: “*Sharing Ideas*” Newsmagazine. Top

international publication for over 15 years in the paid speaking-meetings-speakers bureaus world.

- President, Walters International Speakers Bureau
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- Publisher, Great Speakers Anthology Books
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- NSA–Life Board Member; Honorary Member Australian
- National and Ontario Canada Speakers Associations; Exec.
- Director Advisory Board, International Society Speakers,
- Authors, Consultants–ISSAC; Speakers Bureau Association;
- Founder: International Group of Agencies & Bureaus–IGAB
- Recipient of John Palmer Award for Outstanding Contributions to Speakers Bureau industry.

For more information contact:

Walters Speakers Services, P.O. Box 1120, Glendora, CA 91740, Phone (818) 335-8069



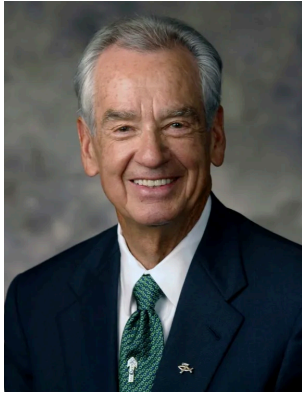
**Bettie B. Youngs, Ph.D., Ed.D.**, is a Pulitzer Prize nominated author of more than thirty books published in thirty-one languages. Dr. Youngs is a former Teacher of the Year and university professor. She is coauthor (along with daughter Jennifer) of the runaway bestselling *Taste Berries for Teens* series, including *365 Days of Taste Berries for Teens*, *A Teen's*

*Guide to Christian Living: Practical Answers to Tough Questions About God and Faith*, *12 Months of Faith: A Devotional Journal for Teens* and *A Teen's Guide to Living Drug-Free*.

Bettie has appeared frequently on CNN, NBC Nightly News and Oprah. For more information contact:

Bettie B. Youngs & Associates

3060 Racetrack View Drive, Del Mar, CA 92014 Phone (619) 481-6360



**Zig Ziglar** is chairman of the Zig Ziglar Corporation, which is committed to helping people more fully utilize their physical, mental, and spiritual resources.

Hundreds of corporations worldwide use his books, videos, audiotapes, and courses to train their employees. Ziglar is one of the most sought-after motivational speakers in the country. He travels around the world delivering his message of humor, hope, and enthusiasm to audiences of all kinds and sizes.

He has appeared on the platform with such outstanding Americans as Paul Harvey, Dr. Robert Schuller, General Colin Powell, General Norman Schwarzkopf, Coach Lou Holtz, the late Dr. Norman Vincent Peale, and former presidents George Bush, Ronald Reagan, and Gerald Ford, as well as many congressional representative and state governors.

For more information, contact

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