

# Neighbor to Neighbor Community Education (NTNCE) Project

Highlighting and Accumulating Positive Local Stories and Valuable Local Resources  
Increasing Consensus on a Common “Moral Compass”

A Proposal to Create a New Section in Local Newspapers

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## Table of Contents

A. Introduction.....	2
B. Examples of the kind of contributions the NTNCE Project is seeking.....	4
C. What isn't appropriate content for a NTNCE section in a local newspaper.....	7
D. On partnering with local newspapers.....	8
E. No financial compensation for contributions to NTNCE section of local newspaper; however, by sowing NTNCE section citizens can reap many benefits.....	10
F. Some of the inspiration for the NTNCE Project.....	11
G. Additional project development notes.....	13
1) Learning how to contribute a personal experience story, etc. which will be accepted and published in the NTNCE section	
2) Possible categories for a NTNCE section in a local newspaper	
3) Possible Staff Requirements	
4) Indicators of Success	
H. About the writer of this proposal.....	15
Notes and Source References.....	16

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## A. Introduction

This 16 page Neighbor to Neighbor Community Education (NTNCE) Project proposal advocates for a new section in local newspapers. The new section (NTNCE section) would be used to highlight and accumulate stories, personal experiences, and other forms of reader contributions which identify helpful people and valuable resources, and reinforce important community goals.

Since the Neighbor to Neighbor Community Education (NTNCE) Project would be adding a new dimension to the mission of local newspapers, the following quotes are provided—to help orient readers to what is meant by “community education”.

“... it is the business of the school environment to eliminate, so far as possible, the unworthy features of the existing environment from influence on mental habitudes.... Every society gets encumbered with what is trivial, with dead wood from the past, and with what is positively perverse. The school has the duty of omitting such things from the environment which it supplies, and thereby doing what it can to counteract their influence in the ordinary social environment. By selecting the best for its exclusive use, it strives to reinforce the power of the best. As a society becomes more enlightened, it realizes that it is responsible not to transmit and conserve the whole of its existing achievements, but only such as to make for a better future society. The school is its chief agency for the accomplishment of this end.”<sup>3</sup>  
[From “Democracy and Education: An Introduction to the Philosophy of Education” by John Dewey (1916)]

“... there are truths which none can be free to ignore, if one is to have that wisdom through which life can become useful. These are the truths concerning the structures of the good life and concerning the factual conditions by which it may be achieved....”<sup>4</sup>[From “General Education in a Free Society” by The Harvard Committee(1945)]

The passage by Mr. Dewey suggests that enlightened societies should recognize their social responsibilities to identify, preserve, and transmit only those cultural “building blocks” which contribute to “making a better future society”. And that “the school is its chief agency for the accomplishment of this end”.

However, we now live in the most complex cultural landscapes ever created on Planet Earth. The world we live in now is profoundly different from what the world was like when Mr. Dewey wrote the above passage (1916).

Access the search engines on the Internet; Wikipedia; YouTube; Social Media (Facebook, Twitter, etc.); professional networks, etc. on Ning Platforms; iPhones and iPads; television networks; cable networks; newspapers; and radios mean that however carefully schools attend to their social responsibilities, there are countless ways in which “unworthy features” of our complex world can counteract, rather than reinforce, the “power of the best”.

It is in such a context—in the most complex cultural landscapes ever created—that the Neighbor to Neighbor Community Education (NTNCE) Project suggests that there is a profound need for not just schools—but all citizens—to recognize their social responsibilities to identify, preserve, and reinforce only those cultural “building blocks” which support the “structures of the good life” and “make for a better future society”.

Why do all citizens need to recognize such social responsibilities?

As young children grow into adults, the everyday circumstances of community life and cultural traditions provide “frameworks” by which they “understand their experiences and make judgments about what is valuable and important”. These “frameworks” shape the way people come into contact with each other, and the way they interpret facts, issues, and events—and provide the context by which people decide what are appropriate responses to the circumstances of their lives.<sup>1</sup>

Thus, the cultural “building blocks” we identify, preserve, and reinforce for use in creating the “frameworks” which support the “structures of the good life” are critically important to the quality of everyday community life, now and in the future.

However, due to the cultural landscapes of unprecedented complexity that we now live in, it is now, and will continue to be—for many years into the future—very difficult to sort out just exactly what are the cultural “building blocks” which support the “structures of the good life” and “make for a better future society”. And that sorting out process will be even more difficult for local communities which have no comprehensive and widely recognized process for identifying, nurturing, and reinforcing a local specific and commonly agreed upon “moral compass”.

Unfortunately, a consequence of not having a local specific and commonly agreed upon “moral compass” is that there are no clearly understood pathways for citizens to expand their sense of civic and social responsibility, and fully participate in the identifying, nurturing, and reinforcing process.

This writer believes that even the smallest and least noticeable events of everyday community life contribute to the “frameworks” by which we all understand our experiences and make judgments about what is valuable and important.

The Neighbor to Neighbor Community Education (NTNCE) Project is an invitation to local residents to share positive experiences in a new section of their local newspaper (the NTNCE section) as a way of highlighting and illustrating how even the smallest events of everyday community life can be positive contributions to:

- 1) the education goals of the local public school system
- 2) increasing consensus on a locally specific, commonly agreed upon, and revitalized “moral compass”
- 3) the greater good of all residents in the local community and region

B. Examples of the kind of contributions the NTNCE Project is seeking

1) The NTNCE Project is inviting anyone (no age requirement) who is a resident of \_\_\_\_\_ County to contribute to the \_\_\_\_\_ local newspaper/NTNCE section by:

a) Sharing positive personal experiences

Stories about personal experiences, written in a conversational style, as if you were telling a friend or neighbor, which might include--

- i) how you learned something valuable from a friend, family member, neighbor, etc.
- ii) how a local resource had a positive impact on your life
- iii) a positive experience you have had with a local organization, business, etc.

b) Sharing descriptions of places

Describe a place which has positive associations for you, and include many of the “little things” which make that place special

c) Sharing descriptions of work life

Describe what it is like doing the kind of work you do (focusing on the positive sides, avoiding awkward personal references, and respecting privacy rights)

d) Sharing descriptions of people or organizations which have been helpful

e) Sharing a letter you’ve written to someone in another state, or another county, in which you describe people and events in your local area

f) Sharing a journal/diary entry of a day or a week of everyday community life

g) Sharing about a hobby you have

h) Sharing farm, home, and/or car repair tips

i) Sharing information about photographs, art, music, etc. which directly relate to positive experiences in your local area

j) Sharing humorous stories and drawings which directly relate to positive experiences in your local area

k) Sharing a story about an experience which was made into more of a positive experience by the use of appropriate social etiquette

l) In addition, all local residents are encouraged to contribute responses to NTNCE Community Survey Questions (such as “what would you like to see in (Ex: Fulton, Mexico, etc.) which is not already a part of the community?”)—and to suggest questions which can be used as Community Survey Questions.

As readers of this proposal can see, there are many possibilities to explore with a Neighbor to Neighbor Community Education (NTNCE) Project. However, since there are no projects like this currently in progress (that this writer knows about), there are no examples to provide guidelines for how to develop such a project. Thus, an important part of the NTNCE Project development philosophy is to let the project “grow organically”, according to what kind of contributions come in, and what readers says they like about the project.

2) Even so, as a way of further highlighting the positive potential of this NTNCE Project, here are some more specific suggestions for contributing to an Neighbor to Neighbor Community Education section in a local newspaper. (Note: these suggestions relate specifically to Callaway County, Missouri.)

a) Students at Westminster College, William Woods University, and the Missouri School for the Deaf, are encouraged to write about a valuable learning experience they have had in or out of the classroom—in a subject area they are interested in, or relating to character development

b) Professors and other instructors at Westminster College, William Woods University, and the Missouri School for the Deaf are encouraged to share experiences about resources—especially local resources—which have contributed to the learning experiences of their students

c) Local school boards are encouraged to share information about the educational goals and curriculum priorities of the Callaway County public school system

d) Students and teachers in public schools are encouraged to share about positive learning experiences and valuable local resources

e) Members of local churches and other places of worship are encouraged to describe community service work, and to describe valuable learning experiences which help reinforce the educational goals of the county, and contribute to a common and revitalized “moral compass”

f) Instructors and participants in the 4-H programs are encouraged to share about positive learning experiences and valuable local resources

g) Government officials are encouraged to describe positive personal experiences and valuable local resources which are a part of their public service work

- h) Government officials and representatives from businesses, etc. associated with providing energy, electricity, water, sewage treatment, and other services essential to everyday community life are encouraged to share stories which illustrate key points about how these services are provided
- i) Residents are encouraged to share positive experiences they have had with local businesses
- j) Staff of the United Way are encouraged to share features of organizations and initiatives which qualify them for grants and financial assistance
- k) Members of the Callaway Action Network are encouraged to share personal experiences and stories which highlight the community service work of a variety of organizations—or to find recipients of the services (privacy rights respected) who are willing to share their positive stories
- l) Staff of the Fulton Housing Authority—and recipients of assistance from the Fulton Housing Authority—(privacy rights respected) are encouraged to share positive stories and positive personal experiences
- m) Staff of Central Missouri Community Action (CMCA)—and recipients of assistance from CMCA—(privacy rights respected) are encouraged to share positive stories and positive personal experiences
- n) Staff of the Fulton State Hospital—and recipients of assistance from the Fulton State Hospital—(privacy rights respected) are encouraged to share stories about positive personal experiences, valuable local resources, and special volunteers
- o) Staff of assisted living and nursing home facilities—and recipients of assistance at these facilities—(privacy rights respected) are encouraged to share stories about positive personal experiences, valuable local resources, and special volunteers [Note: volunteers are especially encouraged (where there is interest) to help elder folks contribute to the Neighbor to Neighbor Community Education (NTNCE) Project by asking questions which will bring forward positive experiences, special memories, and key insights from the time they have spent in Callaway County—and especially encouraged to make oral history recordings for archive collections)]
- p) Members of the Fulton Chamber of Commerce—and other chambers of commerce located in Callaway County—are encouraged to share stories which highlight their efforts to make positive contributions to:
  - i) the education goals of the local public school system
  - ii) increasing consensus on a local specific, commonly agreed upon, and revitalized “moral compass”
  - iii) the greater good of all residents in the local community and region

q) And (again), all local residents are encouraged to contribute responses to NTNCE Community Survey Questions [such as “what would you like to see in (Ex: Fulton, Mexico, etc) which is not already a part of the community?”]—and to suggest questions which can be used as Community Survey Questions.

Here it is worth repeating: the Neighbor to Neighbor Community Education (NTNCE) Project is an invitation to local residents to share positive experiences in a new section of their local newspaper (the NTNCE section) as a way of highlighting and illustrating how even the smallest events of everyday community life can be positive contributions to:

- 1) the education goals of the local public school system
- 2) increasing consensus on a local specific, commonly agreed upon, and revitalized “moral compass”
- 3) the greater good of all residents in the local community and region

### C. What isn't appropriate content for a Neighbor to Neighbor Community Education (NTNCE) section in a local newspaper

- 1) Issue debating, personal relations issues, personal grievances, self-promotion

This NTNCE Project is being offered as a way of highlighting and accumulating records of events in everyday community life which reinforce important community goals. Thus, while problems to be solved, and general personal difficulties which are not too private, will be a necessary part of some contributions, an NTNCE section in a local newspaper is not a forum for

- a) expressing opinions on controversial issues
- b) staff, employee, organizational, business, or family personal relations issues
- c) private/personal grievances
- d) self-promotion for personal or business purposes

Since there are so many important contributions which can be made by staying within the guidelines of the NTNCE Project (guidelines which are still a work-in-progress), it seems likely that most people will understand if NTNCE editorial staff edits or declines contributions which are along the lines described above.

- 2) The NTNCE section is not for contributions, submissions, etc. which belong in other sections of the newspaper—and is not a substitute for professional journalism.

It is very important to affirm in this proposal that content in the NTNCE section is not a substitute for reporting which requires professional skills, professional experience, and contacts (for information,

insight and/or official statements) which have been developed as part of being a professional journalist.

NTNCE contributions can be considered valuable as

- a) as observations highlighting what is valuable and important in everyday community life (as in what a common “moral compass” might suggest is valuable and important)
- b) as a way of encouraging positive neighbor to neighbor relations
- c) and even as records of community life which can be used by future historians

And NTNCE contributions may inspire professional reporting, if they bring forward story ideas which ought to be developed by a professional reporter.

However, NTNCE contributions should not be thought of as a way of approximating professional journalism. Professional journalism is best done by people who have learned the necessary skills.

- 3) The NTNCE section is not for press releases describing organization efforts, events, etc.

At least initially, if possible, the NTNCE section of a local newspaper is hoping to encourage personal experience stories and insight which complement and supplement Calendar of Events entries, meeting descriptions, special event descriptions, flyers, and brochures. Thus, while it is one kind of experience to know that an event, meeting etc. is going to happen soon, another way of learning about the event (and one which may also encourage participation) is to offer one’s personal experience (from attending the event last year, etc.) which highlights the kind of positive experiences one might have at such an event (such as “I was at the last \_\_\_\_\_, and I have many special memories.....”).

#### D. On partnering with local newspapers (in small to mid-size towns)

There may eventually be an NTNCE project website, with the primary purpose of being an archive for—and thus making searchable—many of the contributions to the newspaper print versions. However, the NTNCE Project’s interest in partnering with local newspapers—on a print version only basis—is founded on six important considerations:

- 1) One Official Standard Bearer for Project Development

This writer believes that, due to the cultural landscapes of unprecedented complexity that we now live in, it is now, and will continue to be—for many years into the future—very difficult to sort out just exactly what are the cultural “building blocks” which support the “structures of the good life” and “make for a better future society”. And that sorting out process will be even more difficult for local communities that have no comprehensive and widely recognized process for identifying, nurturing, and reinforcing a local specific and commonly agreed upon “moral compass”.

Unfortunately, a consequence of not having a local specific and commonly agreed upon “moral compass” is that there are no clearly understood pathways for citizens to expand their sense of civic and social responsibility, and fully participate in the identifying, nurturing, and reinforcing process.

The Neighbor to Neighbor Community Education (NTNCE) Project recognizes the importance of having Official Standard Bearers for civic education, social responsibility, and the development of a commonly agreed upon “moral compass”—in small to mid-sized towns, where it would be best to locate the first pilot projects. The NTNCE Project believes it can best help create—or revitalize—a local specific process for identifying, preserving, and reinforcing cultural “building blocks” which support the “structures of the good life” and “make for a better future society”, if it is collaborating with Official Standard Bearers in the community.

There may be concerns that a Community Education Project like this one (NTNCE Project) might shift too much influence on the nature of a local specific “moral compass” to One Official Standard Bearer (the local newspaper publisher, the local newspaper advisory board, etc.). And that the very process of identifying a local newspaper as an Official Standard Bearer would result in too much maneuvering for influence about what gets approved for print in the NTNCE section of the newspaper. If such are the circumstances in any particular community, then there is all the more need to establish (or re-establish) a process for increasing consensus on a local specific, commonly agreed upon, and revitalized “moral compass”.

## 2) Limiting access (to the NTNCE Project) to people who will be most affected by what is published

Whereas a website is almost by definition created to be accessible to people from many different localities, a local newspaper can—much more easily—limit access (especially of its print version) to local subscribers. And considering the goals of the Neighbor to Neighbor Community Education (NTNCE) Project—to highlight and accumulate records of events in everyday community life which reinforce important community goals—it seems appropriate to limit access of the NTNCE section in local newspapers to the people who will be most affected by its content.

## 3) A need to slow down—and more carefully think through—the process of identifying valuable cultural “building blocks”

It would be easy for many websites to be created, and associated with, a Neighbor to Neighbor Community Education (NTNCE) Project. However, there is a tendency, in this world of advanced information technology, to think in terms of faster and faster speeds for the processing and delivery of content. If the One Official Standard Bearer for a local NTNCE Project is the print version of a local newspaper in a small to mid-size town(which is only published once or twice weekly)—the focus on speed can be reined in. And when potential contributors of content (to an NTNCE section) consider that

their contribution is only going to appear in print once in the local Official Standard Bearer—and that it is part of their civic and social responsibilities to make that contribution reinforce important community goals—it is hoped that such considerations would result in:

- a) a more carefully thought out contribution
- b) a more careful reviewing of the contribution by NTNCE staff
- c) a much more careful evaluation—by everyone involved—of the whole process of identifying, nurturing, and reinforcing valuable cultural “building blocks”

4) People feel more comfortable about disclosing their personal identity in the context of a local newspaper (especially with the print version)

Disclosure of personal identities (especially of the person contributing a story, etc. to the Neighbor to Neighbor Community Education (NTNCE) section) is much more common in the context of local newspapers (especially with the print version) than on the Internet—and can result in many more positive neighbor to neighbor relations.

5) Access to an already established number of subscribers

Local newspapers already have an established number of local subscribers. Thus, outreach to describe the NTNCE Project, and to encourage participation, is a “built in” part of partnering with a local newspaper.

6) Many people still do not use computers regularly, and some people don’t use them at all

However, many of these people could make critical contributions to an NTNCE section of the local newspaper—and/or may benefit from some of the valuable information and experience shared in the NTNCE section.

E.No financial compensation for contributions to NTNCE section of local newspaper; however, by “sowing”an NTNCE section, citizens can “reap” many benefits

While there is no financial compensation for contributing personal experience stories, etc. to the NTNCE section of a local newspaper, there is the possibility that many people will see how initial contributions to the section could inspire more and more contributions--

--and thus result in highlighting and accumulating countless numbers of experiences, information, and resources which make positive contributions to important community goals.

Further, it seems possible that many people can understand making such contributions to be a part of the civic and social responsibilities that come with being a part of the community. Thus, rather than confining our definition of civic duty to voting in elections, or to contributing to the service work of one organization (important as such civic duty and community service work is), many people may—as a result of the NTNCE Project—come to the realization that even the smallest events in everyday community life can be positive contributions to:

- 1) the education goals of the local public school system
- 2) increasing consensus on a local specific, commonly agreed upon, and revitalized “moral compass”
- 3) the greater good of all residents in the local community and region

#### F. Some of the Inspiration for the Neighbor to Neighbor Community Education (NTNCE) Project

Since there are no projects like this currently in progress (that this writer knows about), there are no examples to provide guidelines for how to develop such a project. However, there are resources, experiences, etc. which have contributed ideas and inspiration for this proposal. Here are four sources which provided ideas and inspiration.

- 1) Countryside Magazine—reader contributions which reinforce a specific philosophy

A glance at a sample issue (see Table of Contents for current issue at <http://www.countrysidemag.com/issues/99-2/> ) will illustrate how a whole magazine can be compiled from reader contributions, and be focused on reinforcing a specific philosophy. [Note: Countryside Magazine is a valuable resource for homesteaders, who (in a simplified explanation) are people focusing on becoming self-reliant, especially in the area of food production. Readers contribute to established departments, and content is understood as being representative of a common “moral compass”. However, the focus of the magazine is not on reinforcing community goals associated with one specific location, so there are many aspects of everyday community life which do not receive any attention.]

- 2) Reminisce Magazine and Good Old Days Magazine—reader contributions/conversational tone

Both Reminisce Magazine and Good Old Days Magazine are compiled from reader contributions, and both magazines encourage readers to share their stories in a friendly, conversational tone.

- a) From Reminisce Magazine (see <http://www.reminisce.com/submit-a-story/> )

“Our editorial style is relaxed and conversational, so please write your memory the way you’d relate it to a friend. We invite ‘regular’ people to tell their own stories....”

b) From Good Old Days Magazine (see <http://www.annies-publishing.com/pdfs/GDg15.pdf> )

“We like stories to sound informal and conversational, as if you’re sitting around the kitchen table, reminiscing with your friends and family.... we are open to any way you choose to write your story.... We prefer the author’s individual voice, warmth, humor, and honesty over technical ability.”

3) Community Journals—journal entries can be a way of sharing valuable experience and insight

This writer has had three different experiences with “Community Journals” (all positive).

a) At a youth hostel on the Appalachian Trail, I read entries in a journal that had been there for years, and learned about many people’s hiking experiences (and other stories which they were inspired to contribute).

b) An instructor at the University of New Hampshire (in the Department of Outdoor Education) had a farm near the university, and had constructed a “yurt” on the property. Many individuals and groups had visited the yurt, and some had stayed overnight in the yurt. There was a journal inside the yurt, and this journal had many, many fascinating entries, from people of all ages, including many very spirit-lifting entries from young children.

c) I once rented a room in an 8 bedroom house with 7 other housemates (in a town in New Hampshire). Most of the other people living in the house were part of a Community Theater group. The “theater people” in the house, with help from the “extended family” associated with those “theater people”, had been keeping “Community Journals” for years, and they were on Volume 3 during my stay at the house.

These “community journals” are, in some ways, examples of people contributing to a common group experience. Again, there is the conversational style, and the journal in the yurt had many entries from elementary school age children which were great fun to read.

4) This writer has learned much from conversation with people during his travels

I have lived in many different parts of the United States. I have also had travel experiences, etc. in British Columbia (Canada), Juarez (Mexico), Ireland, and India. And I have been employed in a variety of work environments. Over the years, I have learned much in the way of how-to knowledge, practical wisdom, and local history; much about valuable community and regional resources—and much about what people have in their lives, and what they don’t have—through conversations with people from a variety of cultural backgrounds and personal circumstances.

## G. Additional Project Notes

1) Learning how to contribute a personal experience story, etc. which will be accepted and published in the NTNCE section

Eventually, the content which appears in the NTNCE section will serve as examples of what will be accepted and published—and what will make the NTNCE section a valuable community resource. However, in the beginning stages, special efforts will need to be made to help people who would like to understand what would be appropriate. So, here are a few suggestions which might help the learning process along.

a) An NTNCE outreach coordinator

An outreach coordinator can visit organizations, churches, etc and facilitate workshops and discussions on how to make best use of the NTNCE section in the local newspaper. The suggestions—and active participation which can come from this kind of outreach—may accelerate development of the NTNCE project more than any other step, in the beginning stages.

b) NTNCE volunteers answering phone call inquiries

NTNCE volunteers can answer phone calls (at the local newspaper offices, or elsewhere) and help people learn how to contribute personal experience stories by responding to questions. Volunteers can also ask questions to help callers identify what is most valuable and interesting about the story they'd like to contribute—and what format or approach might be the best way to share the story. Sometimes, the questions asked by volunteers might lead to callers turning to some different ideas which will work out better as contributions.

c) Organic Project Development

It is worth repeating here that there are no projects like this NTNCE Project currently in progress (that this writer knows about), so there are no examples to provide guidelines for how to develop such a project. Thus, an important part of the NTNCE Project development philosophy is to let the project “grow organically”, according to what kind of contributions come in, and what readers says they like about the project.

2) Possible Categories for a Neighbor to Neighbor Community Education (NTNCE) section in a local newspaper

As mentioned above, the NTNCE project development philosophy is to let the project “grow organically”, according to what kind of contributions come in, and what readers say they like about the project. So the following suggestions for content categories are just one way of organizing content—

and based on examples of possible content included in this proposal.

With the above qualifiers in mind, content categories could be organized either by:

a) contribution format—such as personal experience; description; letter; journal/diary entry; hobbies; repair tips; photographs, art, music; humor; etiquette, etc and given descriptors which indicate the setting of the contributions (i.e. name of educational setting; name of business, farm, etc.; name of organization; name of church; home life; etc.)... or

b) the other way around—first by indicating the setting of the contribution, and then adding information about the format of the contribution.

### 3) Possible Staff Requirements

a) the Managing Editor of the local newspaper (existing position)

There would be an increased work load for the managing editor, at the beginning of this project, as he/she would want to identify and encourage adherence to editorial guidelines for the project (such as content categories for organizing the contributions and what constitutes the kind of contribution which will be accepted and published)—and there is protocol to establish regarding training volunteers who will answer phones, how outreach presentations will be carried out, etc.

b) Neighbor to Neighbor Editor (new position)

This position may be appropriate for someone who is already a staff person at the local newspaper (and thus already is used to how to work with the rest of the staff). This person could function both as copy editor, outreach coordinator, and trainer of NTNCE volunteers (who would answer phone inquiries and maybe also do outreach).

c) Part time NTNCE Staff (two new positions)

There will be a need to have paid staff handling most of the reviewing of contributions, and the answering of phones—at first. As guidelines for these roles become more established, paid part time staff can remain in place to continue to carry out outreach, review contributions (and make suggestions which might make unworkable contributions work), answer phones—and make sure this work load is sufficiently covered (as in when there might not be any volunteers, people are out sick, etc.).

### 4) Indicators of Success

Much of the indicators of success will be anecdotal at first, as in community residents who like the project, and want to encourage it along, and by the number of people who are participating, and making contributions.

However, as the project becomes established in the community, there will be tangible indicators of success. This writer has listed three such tangible indicators below. There will be other indicators suggested, as people from different points of view begin to contribute ideas for how to develop the project, and how to measure success.

- a) A measurable increase in civic participation and positive community experiences
- b) Anecdotal evidence that indicates an increase in consensus on a revitalization of a local community and county “moral compass”
- c) Increase advertising revenue equal to or exceeding the added costs of new staff, increased work load for existing staff, and other related costs (printing, etc.)

#### H. About the Writer of this Proposal

Stefan Pasti is the founder and resource coordinator for The Community Peacebuilding and Cultural Sustainability (CPCS) Initiative (at [www.cpcs.co](http://www.cpcs.co)). The CPCS Initiative provides research for critical challenges alerts, and support for collaborative problem solving initiatives which seek to maximize citizen participation.

Mr. Pasti’s most recent critical challenge assessment/solution guides include: [“IPCR Critical Challenge Assessment 2011-2012: Summary Report”](#) (444 pages; January, 2012) [“Invitation Package for Possible Board of Advisors”](#) (589 pages; November, 2013)

During November-December, 2014, Mr. Pasti created key documents for The Recalibrating Our “Moral Compasses” Survey Project, which include a 74 page prospectus, a 13 page overview, and a 5 page “Project Overview and Invitation to Collaborate”. Those key documents are accessible at the [ROMC Survey Project webpage](#), on The Community Peacebuilding and Cultural Sustainability (CPCS) Initiative website (at [www.cpcs.co](http://www.cpcs.co)).

## Notes and Source References

1. By this writer, with ideas (and one partial quote) from article "Moral and Value Conflicts" by Michelle Maiese (July, 2003) (see paragraph 3) (see <http://www.beyondintractability.org/bi-essay/intolerable-moral-differences> ) Michelle Maiese (see knowledge based essay "Moral or Value Conflicts", paragraph 3) The Beyond Intractability KnowledgeBase Project is "A Free Knowledge Base on More Constructive Approaches to Destructive Conflict ", and is affiliated with the University of Colorado, Colorado (USA) Guy Burgess and Heidi Burgess, CoDirectors and Editors c/o Conflict Information Consortium (Formerly Conflict Research Consortium)(confirmed April 27, 2015)
2. From the Catholic Encyclopedia entry on Education (section at the beginning subtitled "Education: In General") (at <http://www.newadvent.org/cathen/05295b.htm> ) (see paragraph 1). (Note: Could not identify which edition of the Catholic Encyclopedia this source represented; thus cannot identify editors or publisher.) (confirmed March 16, 2015)
3. From "Democracy and Education: An Introduction to the Philosophy of Education" by John Dewey New York The Macmillan Company 1916 (p. 24) (whole text accessible through google books)
4. From "General Education in a Free Society" by The Harvard Committee, 1945 in "American Higher Education Transformed, 1940-2005: Documenting the National Discourse" Eds. Wilson Smith and Thomas Bender Johns Hopkins University Press Baltimore, Maryland 2008 Selections from "The Harvard Report" on p. 14-20 (Excerpt is from p. 20) Editor's introduction to "The Harvard Report", which may also be of interest to readers, begins "The dominant curricular statement of James Bryant Conant's presidency of Harvard University (1933-53)...." (whole section accessible through limited preview of "American Higher Education Transformed...." at google books) (confirmed April 27, 2015)