



THE AWARD

The *Glory of Missouri* Award will be a Courtesy Resolution awarded by the Missouri House of Representatives (example enclosed). The resolutions are formal documents drafted to recognize a special occasion, an outstanding person or achievement. The *Glory of Missouri* Award will be hand-signed by Representative Day and personalized with each student's name and the according virtue defined within the context of the *Glory of Missouri*.

THE SELECTION PROCESS

It is our hope the *Glory of Missouri* Award be a prestigious award given to those students who exemplify the virtues of greatness. The *Glory of Missouri* and its virtues are held high in the Missouri Legislature; therefore, we want to hold these virtues high in our schools.

For selection of the award recipients, it is suggested candidates be nominated by faculty and staff or chosen by a selection committee that decides other awards given by your school.

You will find enclosed a nomination form to copy for your faculty and staff and a ballot to submit the names of the students selected. Please, feel free to make copies of the definitions and examples of the virtues.

EXPLANATION

The Award is set up to recognize 14 students—each representing one of the virtues engraved in the House Chamber that make up the *Glory of Missouri*.

“All the foregoing human qualities bind into one theme, the Glory of Missouri because no people attain these virtues unless they are great.”

The virtues were engraved between 1922 and 1924 when the Capitol was rebuild after a fire. The definitions of these virtues, and their significance during that time, was diligently sought using the manual written by the Decorating Commission, a Webster's dictionary of 1926, and a synonym dictionary of 1917 and an etymological dictionary from 1924. Enjoy the relevance and importance of these virtues to the early Missouri Legislature and apply them to your students.



THE VIRTUES

These definitions and qualifications are merely guidelines in helping your school choose the students who best exemplify the 14 virtues that make up the “Glory of Missouri”.

Knowledge.

As defined by Webster’s in 1926,

“The act or state of knowing; clear perception or fact, truth, or duty; certain apprehension, whether by the senses or the understanding of familiar cognizance. Knowledge acquired by the senses or by feeling or intuition; knowledge obtained by intellectual processes of abstraction or comparison is knowledge.”

Qualifications: The student qualified for the Knowledge virtue is one whom exemplifies this definition. The student who receives recognition for this award must not only be book smart, but also be aware of the state of information.

Example: a student who possesses intellectual capabilities beyond his or her years, a student who has demonstrated award behavior such as a potential valedictorian or a strong student leader.

Liberty.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“There is no higher or better conception of Liberty with all it means to us and to the world than our own Goddess of Liberty resounding the national motto – *E Pluribus Unum* (In God We Trust).”

Qualifications: A student in your school who exemplifies Liberty for the *Glory* Award would be one who demonstrates beliefs in the constitutional freedoms of our country, for innovative and self-driven, as were those who founded our country and colonized our state.

Example: Newspaper editor, outstanding student in government courses or a leader of a pro-student organization.

Equality.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

Qualifications: A student in your school who exemplifies Equality demonstrates fairness in opportunity. The student leads this virtue by example and action.

Example: Student leader of a minority organization, a student who promotes equality among his or her peers in a team situation or an advocate-type student who stands for equality in the classroom. Equality can be promoted among gender, race, and disability.



Law.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“Law stands for the guiding light and the Missouri Legislature believed: Ignorance of the law is no excuse.”

Qualifications: A student who exemplifies the virtue of Law is one who seeks to know the truth and its actions. This student pursues guidelines and boundaries and alters his or her behavior accordingly.

Example: A student who represents the rules of the school in leadership or example such as an enforcer, like a patrol leader, a member of the student council or a student who is on a standards board or committee.

Justice.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“She stands firm upon a rock, a shield under her right hand, and a scepter of authority in her left, Justice in the affairs of men is a strange mixture of the human and the divine. Sometimes the is law in it, sometimes there is mercy in it.”

Qualifications: A student who exemplifies the virtue of Justice in one who demonstrates decision and judgment capabilities. As our system seeks to attain justice through weighing both sides of an issue or dilemma, this student would be one who is concerned in what is ethical in law and action. A student who speaks of policies and ideas with consideration of the ramifications for all, not just himself or herself.

Example: A student who acts responsibly in a difficult situation, a student who excels in leadership – creating fair and highest good environment for the students, or a student who has demonstrated a decision made after weighing two sides.

Fraternity.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“Fraternity is friendliness. The tendency of human-kind is to mix socially, according to the Missouri Legislature of 1922.”

Qualifications: A student who exemplifies the virtue of Fraternity is one who promotes the togetherness of the student body. The student who makes his or her school glorious in the area of Fraternity is one who can demonstrate an attitude of cohesion and friendliness.

Example: A student well-liked for his or her humble promotion in the advancement of other students, an student who is not a social butterfly – but a social leader, or a leader in athletics who promotes not himself or herself in competition, but the success of the entire team.



Education.

As defined by Webster's in 1926,

“The totality of the qualities acquired through individual instruction and social training, which further the happiness, efficiency and capacity for social service of the educated; the education of a people is measured by its ideals and principles.”

Qualifications: A student who exemplifies the virtue of Education is one who stands for the ideals of the process. One who demonstrates the influence and perpetuation of information as they shape and define who he or she becomes.

Example: A student interested in education, a student aide or the president of the national honor society.

Progress.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“The early Missouri Legislature saw progress as not only power and action, but a mode of careful planning and solutions.”

Qualifications: A student who exemplifies the virtue of Progress is one who promotes positive changes in the school or community – whether it is an adjustment in rules or regulations or the leader of a new student organization. This student is one who takes your school or community beyond the present and sends it moving forward into an era of change.

Example: Any student leader who has dared to bring a new program or fundraiser to your school, or a student leader in project graduation or other ground-breaking programs that work to promote the betterment of students and communities of today.

Honor.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“To the original intent of this word comes a type of generosity that does not forget the ones who fought and went down, and encompasses Glory, Renown, Faithfulness, Victory, and Fame.”

Qualifications: A student who exemplifies the virtue of Honor is one integrity and faithfulness. A student who embodies a still sense of truth and virtue.

Example: A student who has demonstrated an act of unwavering integrity, a student who volunteers his or her effort behind the scenes, or a student who portrays loyalty when there is little or no personal gain or recognition.



Truth.

As defined by the intent of the Decorating Commission for the Capitol in 1922,

“A reflection of every line with strict accuracy” is the way the early Legislature thought of truth. They wrote, “The truth is never complete if only a part of the facts are revealed; in fact, the truth, the whole truth and nothing but the truth is the Naked Truth.”

Qualifications: A student who is in constant pursuit of the Truth represents its virtue. This student is one who perseveres until the ultimate answer is revealed.

Example: A student who always wants to know why, why, WHY, a student who will not give up until he or she reaches the solution or answer to the problem or question, or a student who demonstrates truth regardless of the consequences.

Virtue.

As defined by Webster’s in 1926,

“Moral practice or action; conformity to the standard of right; moral excellence, integrity of character, uprightness of conduct. Also a particular moral of excellence.”

Qualifications: A student who exemplifies Virtue is one of outstanding moral character. This student not only conducts himself or herself with moral excellence, this student stands for moral excellence.

Example: A student who behaves morally despite the pressure from peers, a student who leads a religious or other moral-shaping organization or a student athlete who conducts himself or herself in a moral manner—on and off court, field, etc.

Temperance.

As defined by Webster’s in 1926,

“Moderation of passion, self-control; calmness. Habitual moderation in the indulgence of the appetites and passions; moderation.”

Qualifications: A student who exemplifies the virtue of Temperance is one who demonstrates moderate behavior—one who rarely gets worked up over situations, one who can remain calm in threatening situations.

Example: A student negotiator, a student in speech and debate who never loses their cool and competes and works with steadiness or a student who has an even-keel personality and pursues goals one step at a time.



Enterprise.

As defined by Webster's in 1926,

“Willingness or eagerness to engage in what requires boldness, energy; an attempt or project, especially one which involves activity, courage, energy, or the like or arduous attempt.”

Qualifications: A student who deserves the award of the virtue of Enterprise demonstrates the innovative and creative energy described in the definition. The virtue of Enterprise represents the forefront in management ability and technique.

Example: A student entrepreneur who has taken on a project outside of school, a student who has sold products (legally and authentically) that promote, but not interrupt, the scholastic process or a student with bright ideas and the courage to carry a project through.

Charity.

As defined by Webster's in 1926,

“More generally, love; benevolence, good will, affection; an act or feeling of affection or benevolence. Charity is therefore a habit of good will in the soul, which disposes us to the love, assistance, and relief of mankind, especially of those who stand in need of it.”

Qualifications: A student who exemplifies the virtue of Charity is one who is a true philanthropist. This student is willing to even the score with those less fortunate or those who are in need. This virtue of Charity can be abstract or concrete in the student's behavior.

Example: A student who volunteers in programs offered by the school or in the community, a student member of Key Club or a student who is the one always willing to loan a piece of paper.



NOMINATION FORM

Knowledge

Liberty

Equality

Law

Justice

Fraternity

Education

Progress

Honor

Truth

Virtue

Temperance

Enterprise

Charity



THE BALLOT

SCHOOL _____

These students are the final recipients of the Glory of Missouri Award for your school. Please type or print neatly the names of the students on the line provided next to the corresponding virtue. Thank you.

Knowledge _____

Liberty _____

Equality _____

Law _____

Justice _____

Fraternity _____

Education _____

Progress _____

Honor _____

Truth _____

Virtue _____

Temperance _____

Enterprise _____

Charity _____

