



## FORUM

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2005

The AME newsletter is a publication of the  
**Association for Moral Education**

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AME website

[www.amenetwork.org/](http://www.amenetwork.org/)

**REGISTER today**  
**for the**  
**ASSOCIATION FOR**  
**MORAL EDUCATION'S**  
**31<sup>st</sup> Annual Conference**  
**November 3-5**  
**Cambridge, Massachusetts, USA**

Conference Co-Chairs  
*Sharon Lamb, Saint Michael's College,*  
*Vermont*  
*Kaye Cook, Gordon College,*  
*Massachusetts*  
*Mary Casey, Harvard Graduate School*

**Conference Theme:**

***Challenging What's***  
***"Right"***  
***How Children and***  
***Adolescents Come to***  
***Critique Culture from an***  
***Ethical Standpoint***

**DETAILS AND REGISTRATION**  
**AVAILABLE ONLINE at**  
[www.amenetwork.org/ame2005](http://www.amenetwork.org/ame2005)

## ***Presidential Welcome***

### **Re-centering our Commitment to Moral Education**

This has been a difficult year. Our attention has been dominated by sober events around the world: Afghanistan, Iraq, London, Niger.... From around the world, also, we need to come together to re-center ourselves and our commitment to *moral education*, as we focus on this year's theme—promoting the ability to stand with courage and provide principled ethical critiques of our own society.

The Harvard Graduate School of Education (HGSE) in Cambridge, Massachusetts, is a particularly appropriate place for the Association for Moral Education (AME) to hold its annual conference. This is true, in large part, because of the stands taken by Jerome Kagan, Lawrence Kohlberg, Carol Gilligan, Robert Selman, and other Harvard-based leaders in our field who have sought to improve the human condition by promoting fairness and care.

\* Jerome Kagan joined the Department of Psychology in 1964 and also became a member of the Laboratory of Human Development at the HGSE. A pioneer in developmental psychology, Jerry will deliver a special plenary address at this year's conference, which is broadly titled "Human Morality." This event is not to be missed.

\* Lawrence Kohlberg joined the HGSE Faculty in 1968 where he founded the Center for Moral Education and Development. As the Center became a hub of research and training, Larry challenged his students and colleagues to contribute to the field in their own unique ways.

\* Carol Gilligan joined the faculty of the HGSE in 1971 and later founded the Harvard Project on Women's Psychology and Girl's Development. Carol worked collaboratively with students and colleagues to develop a

voice-centered method of research and a series of prevention projects.

\* Robert Selman joined the HGSE faculty in 1973 and is the founding director of the Risk and Prevention graduate studies program. For three decades, Bob has done research that has advanced our understanding of interpersonal awareness and the implications of such research for improving classroom practices and for promoting the wellbeing of children and adolescents.

Some presentations at AME 2005 will build directly on the history of HGSE scholarship. Many others will reflect on moral formation in entirely new ways. This is, no doubt, as Jerry, Larry, Carol, and Bob would prefer it. The psychology of morality is now beginning to enter a new period in its history as scholars are making use of new research methods and innovative theoretical perspectives.

While both building on the past and exploring new territory, AME 2005 is unified by the theme of understanding how children and adolescents become persons who are able to stand with courage and provide principled ethical critiques of the status quo and their own mainstream culture. Beyond the theme, however, the experience of participating in AME 2005 will also be shaped by the personal histories of individual attendees:

\* For our colleagues who are returning to the HGSE, the setting will, no doubt, trigger memories and stimulate you to share stories of people and events from the early years. Even our conference hotel, the Sheraton Commander, is a place where professors and students occasionally met to continue their conversation or to review the day's events over a glass of wine.

\* For our colleagues who have never visited Cambridge (or, perhaps, the United States), the conference may feel like a pilgrimage to a legendary place. You may wish to feel a

connection with the AME's history as you visit Larsen Hall or attend sessions at Longfellow Hall and Gutman Library. Beyond such hopes, however, you will find that you have become a living part of our field's history at a critical juncture in its development.

For all who attend, AME 2005 is an opportunity to help re-center our field in a difficult world and continue the mission of moral education and development with renewed vigor.

John Snarey, AME President

### Useful Websites

AME members unfamiliar with the Boston area may find it useful to visit the "**Things to See & Do**" page on the conference website or use some of the sites listed below.

#### Weather:

<http://www.weather.com/>

**City of Boston Tourist Information**  
(Click on *International Visitors* for information in Spanish, French, German & Italian):

<http://www.bostonusa.com/>

#### Maps & Directions:

<http://www.mapquest.com/>

**AME 2005 forms and information:**  
[www.amenetwork.org/ame2005/](http://www.amenetwork.org/ame2005/)

**Just for fun (Given our conference theme & site):**

<http://web.mit.edu/jdreed/www/t/charlie.html>

### Co-Sponsors

**Harvard Graduate School of Education:**  
Harvard is America's oldest institution of higher learning, founded 369 years ago, 140 years before the Declaration of Independence was signed. Its mission, to

advance new ideas and promote enduring knowledge, has meant the creation of an academic environment in which outstanding students and scholars from around the world are continually challenged and inspired to do their best possible work. Within the School of Education, these efforts have helped to create and shape the AME.

**Gordon College** : Gordon is a nationally ranked, four-year college of the liberal arts and sciences, a charter member of the Council for Christian Colleges and Universities (CCCU), and the only non-denominational Christian College in New England. Founded in Boston in 1889, Gordon today educates individuals in character and intellectual maturity, encouraging their willingness to serve others and to accept leadership roles worldwide.

**Saint Michael's College:** For details on our newest sponsor, please see the conference website.

**Sponsor for the AME 2005 reception** on Friday, November 4: **Routledge - Taylor & Francis Group**

Routledge, Taylor & Francis Group is the official publisher of the *Journal of Moral Education*, published in association with the Association of Moral Education (AME). Building on two centuries' experience, the Taylor & Francis Group is now a leading international academic publisher. With offices in London, Brighton, Basingstoke, and Abingdon in the UK, Stockholm and Oslo on mainland Europe, New York and Philadelphia in the USA, Singapore and India, the Group publishes more than 700 journals and around 1,800 new books each year. The Taylor & Francis Group will be present at AME 2005 Conference in Boston, where their books and journals will be exhibited from 3rd to 5th November 2005.

Remember to **Register by October 3** to benefit from discounted registration fees.

**Thirty First Annual AME Conference  
November 3-5, 2005  
Cambridge MA, USA**

**Challenging What's "Right":  
How Children and Adolescents Come to Critique Culture  
from an Ethical Standpoint**

The 31st annual meeting of the **Association for Moral Education** will take place jointly at the **Sheraton Commander Hotel** and the **Harvard Graduate School of Education** in **Cambridge**, Massachusetts from **November 3 to 5, 2005**. The conference is sponsored by Harvard Graduate School of Education and Gordon College in Wenham, Massachusetts. **Co-chairs** are **Sharon Lamb**, Ed.D. (Saint Michael's College), **Kaye Cook**, Ph.D. (Gordon College), and **Mary Casey**, Ed.D. (Harvard Graduate School of Education).

**Conference Theme**

The 2005 AME conference team has chosen the theme of "challenging what's right" in order to invite attendees to **reflect on how children and adolescents develop or can be taught from an ethical perspective to make judgments about their own culture**. We are particularly interested in submissions that reflect on the ways race, gender, sexuality, and ethnicity contribute to the development of a moral perspective that allows children to stand apart from mainstream culture and offer ethical judgments on "business as usual."

**Facing History and Ourselves**

We have the pleasure this year of joining the organization, **Facing History and Ourselves**, for their conference in collaboration with Harvard Law School. For more than 27 years, Facing History has engaged teachers and students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. Designing curricula, educating teachers, providing workshops and materials for students, they show that by studying the historical development of the Holocaust and other examples of collective violence, students are able to make the essential connection between history and the moral choices they confront in their own lives. For more information, see their website at [www.facinghistory.org](http://www.facinghistory.org).

Those who register for the AME conference will be able to attend the FHAO conference nearby, all day Thursday. To encourage crossover between the two conferences we have only sparsely scheduled Thursday at AME. On Friday, both conferences will join together at a neighboring church to hear the Kohlberg Memorial Lecture.

**Program Highlights**

**Kohlberg Memorial Lecture**

This year, the Kohlberg Memorial Lecture will be given by **Martha Minow**, William Henry Bloomberg Professor of Law at Harvard Law School. Martha Minow has twice been the director of the Harvard University Center for Ethics and the Professions. She is the author of *Partners, Not*

*Rivals: Privatization and the Public Good* (Beacon Press 2002), *Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence* (Beacon Press 1998), *Not Only For Myself: Identity, Politics, and Law* (The New Press 1997), and most recently, editor with Antonia Chayes of *Imagine Coexistence: Restoring Humanity After Violent Ethnic Conflict* (Jossey-Bass 2003). The topic she will speak on is, *What the Rule of Law Should Mean in Civics Education*.

### Special Plenary Address

**Jerome Kagan** is Daniel and Amy Starch Professor of Psychology at Harvard University. His research has addressed cognitive and emotional development in children, with a special concern for the role of temperament in personality and the understanding of moral emotions. His numerous books include *The Emergence of Morality in Young Children*, *The Nature of the Child*, *Galen's Prophecy: Temperament in Human Behavior* (1997), and the brilliant, provocative *Three Seductive Ideas* (1998) which devotes a chapter to the unique moral competencies of humans and their relation to empathy and altruism. Writes Richard Shweder, in *Science*, Kagan "is a near-legendary figure in the field of child development. It is accurate, but superficial, to describe Three Seductive Ideas as a critique of some baneful errors committed by social scientists, which are unmasked by one of psychology's most erudite and rigorous experimentalists...Kagan offers a candid defense of the moral and spiritual nature of human beings, written in opposition to several powerful intellectual currents, including evolutionary psychology, computational neuroscience, and cognitive ethology." His special plenary address at the AME conference is entitled *Human Morality*.

### Plenary Address

**Jacqueline Mattis** is Associate Professor in Applied Psychology at the Steinhardt School of Education, New York University. Her research focuses on the ways in which religion and spirituality inform prosocial development and positive psychological outcomes in the lives of African Americans. Among the outcomes that she has explored in her work are altruism, civic engagement, optimism, and forgiveness. She challenges us to re-vision our understandings of the way that culture informs development. In that regard she has recently co-authored a paper entitled *Ethnicity, culture, and adolescent spiritual development* which will appear in P. Benson, King, P., Wagener, L., & Roehlkepartain, G. (Eds.), *Adolescent Spirituality*. Thousand Oaks, CA: Sage Publications. Her special plenary address is entitled *The way we flow: Religion, spirituality and morality in the narratives of adolescents*.

## Program

### Wednesday, November 2, 2005

12:00 - 5:00	<b>AME Board Meeting</b>
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### Thursday, November 3, 2005

9:00 - 5:00	<b>Facing History and Ourselves</b> will be presenting all day in the Gutman Conference Center. <i>Registration for AME will allow anyone to attend any part of this conference. The program for this conference will be online at Facing History and Ourselves closer to November.</i>
9:00 - 12:00	<b>AME Workshops</b>

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1:00 - 5:00	AME <b>Workshops</b>
2:45 - 4:00	First Sessions at AME (7 simultaneous sessions)
4:15 - 5:30	Second Sessions at AME (7 simultaneous sessions)
5:30	<b>JME Board Meeting</b>

**Friday, November 4, 2005**

9:00 - 3:00	<b>Facing History and Ourselves</b> continues to meet all day in the Gutman Conference Center joining us for the Kohlberg Memorial Lecture.
8:00 - 9:00	(7 simultaneous sessions)
9:15 - 10:30	(7 simultaneous sessions)
10:45 - 12:15	<b>Kohlberg Memorial Lecture: Martha Minow, <i>What the Rule of Law Should Mean in Civics Education</i></b>
12:15 - 1:30	<b>Lunch Roundtables</b>
1:30 - 2:45	(7 simultaneous sessions)
3:00 - 4:15	(7 simultaneous sessions)
4:30 - 5:30	(6 simultaneous sessions & first <b>POSTER session</b> )
5:00 - 7:00	<b>Reception &amp; second POSTER session</b>

**Saturday, November 5, 2005**

8:00 - 9:00	(7 simultaneous sessions)
9:15 - 10:30	(7 simultaneous sessions including <b>AME history</b> with Bill Puka. This special symposium meant for newcomers will serve a small breakfast free of charge to welcome new members to AME!)
10:45 - 12:00	<b>Special Plenary Address: Jerome Kagan, <i>Human Morality</i></b>
12:00 - 1:00	
1:00 - 2:15	(7 simultaneous sessions)
2:30 - 3:45	<b>Plenary Address: Jacqueline Mattis, <i>The Way We Flow: Religion, Spirituality and Morality in the Narratives of Adolescents</i></b>
4:00 - 5:15	(7 simultaneous sessions)
5:30 - 6:30	<b>Community Meeting</b>
6:30	<b>Banquet</b>

**Sunday, November 6, 2005**

8:00 - 12:00	<b>AME Board Meeting</b>
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**WORKSHOPS** (more complete information on presenters at:  
<http://www.amenetwork.org/conferences/ame2005/registration.htm> )

*Workshop 1* (Thursday morning, 9-12 am)

**Donna Hicks, How To Use Conflict Constructively To Promote Human Dignity**

This workshop will draw on lessons learned from international conflicts that can be applied to all levels of human relationships, interpersonal, within communities, workplaces, and in families. It will include guidelines for how to relate to others in ways that preserve and promote human dignity. It will also offer communication strategies and mechanisms that enable relationships to withstand the conflicts that inevitably arise in all human interactions. *Dr. Donna Hicks is an Associate at the Weatherhead Center for International Affairs, Harvard University.*

*Workshop 2* (Thursday morning, 9-12 am)

**Katherine Paget, Karen Mutch-Jones, & Elizabeth Rowe. Program Evaluation: What Works?, TERC**

Evaluating the effectiveness of educational programs is a critical need for those in a variety of fields, yet getting the information required to make thoughtful programmatic decisions, gain insight into unexpected outcomes, and highlight successes can be difficult. This workshop provides an opportunity to learn more about evaluation in general as well as to think specifically about the evaluation needs of your program or organization. A group of project and program evaluators from TERC, a nonprofit educational research and development organization in Cambridge specializing in math, science and technology work, will share some approaches to evaluation design, data collection, and data analysis as well as critical collaboration strategies. In addition to the presentation of ideas and examples, activities will be offered that will allow you to ask questions, explore evaluation approaches, and think about their application to your program work. *Katherine Paget, Karen Mutch-Jones and Elizabeth Rowe all work at TERC, an educational research and development organization in Cambridge Massachusetts.*

*Workshop 3* (Thursday am, 9-12 am)

**Rachel Scott, Learning About Life: An Experiential Curriculum To Teach Children About Persons With Disabilities And Mental Illness**

Do you remember as a child feeling awkward or afraid to talk to a person with a disability? Many of us grew up being told not to ask questions about disabilities and had little interaction with people who were "not like us." The Learning about Life curriculum was developed to teach children, through a variety of learning methods, about persons with disabilities. Emphasizing community-building, fairness, and caring, children gain an understanding of different types of disabilities and mental illness as well as how disabilities affect people differently. Using interactive learning technologies, books, videos, and lessons, children learn ways people with disabilities are like them and ways they can demonstrate caring and citizenship alongside those with disabilities. Results of pilot testing show that teachers, parents, and children themselves report a significant difference in children's attitudes toward persons with disabilities after they interact with the curriculum. This interactive seminar will use accelerated learning methods to teach participants how to integrate character education into practical behavior modification. Participants will learn together from lessons in the curriculum, supporting a model based on an intersection of intellectual, social, and kinesthetic learning. By the end of the session, participants will gain insight into ways they can build inclusive communities in their classrooms and schools with clarity and compassion. *Rachel Scott is a Program Manager for State Public Policy Group, Inc., a Des Moines, Iowa-based policy research, evaluation, and consulting firm.*

*Workshop 4* (Thursday afternoon, 1-4 pm)

**Lyn Mikel Brown, Mean Girls, Bullies, And Fighters: Turning Adversaries Into Allies**

This workshop translates research on girlfighting into practice by presenting research on girls' aggression and girlfighting, distinguishing myth from reality; examining the inability of current "model" bully prevention programs to address the needs of girls; and interactively presenting a Girls Coalition Group Curriculum for middle school girls. This session will benefit those who are interested in intergenerational work with adolescent girls, building girl allies, and social justice work within their local schools and communities. *Lyn Mikel Brown is Professor of Education and Women's, Gender, and Sexuality Studies at Colby College.*

*Workshop 5* (Thursday afternoon, 1-4 pm)

**Dr. Georg Lind, The Konstanz Method Of Dilemma Discussion**

The Konstanz Method of Dilemma Discussion (KMDD) has emerged from the seminal dilemma method by Moshe Blatt and Lawrence Kohlberg, and is also based on Habermas' communicative ethics, Oser's discourse method, and Lind's Dual-Aspect-Theory of moral behavior and development. In the past 20 years, I have added new elements to this method, changed several features, and sharpened its focus to make it even more effective. The KMDD has strong and lasting effects on the cognitive-moral development of students of various age groups. In intervention studies, very high effect sizes were found (gains of 14 C-points;  $r > 0.70$ ). This workshop will introduce the three main didactical principles of the KMDD, a blueprint for a dilemma discussion, and guidelines for writing your own dilemmas. *Dr. Georg Lind is a professor of psychology at the University of Konstanz, Germany.*

*Workshop 6* (Thursday afternoon, 1-4 pm)

**Dr. Bernice Lerner, On The Theory And Practice Of Moral Education**

Guided by the teachings of great philosophers, participants will gain a deeper understanding of our schools' most important mission: to help students develop virtues, i.e., habits and dispositions that lead to wise and responsible choices. Discover why character education is more than a single course, a quick-fix program, or slogans posted on a bulletin board. Learn how you can mine sources of wisdom to engage students in lively discourse and active learning. *Dr. Bernice Lerner is Acting Director of the Center for the Advancement of Ethics and Character at Boston University's School of Education.*

*Workshop 7* (Thursday afternoon, 1-6 pm)

**Michael Lamport Commons, Alice Locicero, Sara Ross, Patrice Marie Miller. The Hierarchical Complexity Scoring Scheme (HCSS) Applied To The Issues of Understanding Terrorism And Successfully Dealing With It**

This workshop addresses moral and attachment developmental approaches to terrorism and its leaders. Does government building fail and terrorism result when moral and attachment stages of governance and economics are skipped? How does an adult moral and attachment developmental perspective of Osama bin Laden's leadership inform us about the development of a terrorist network? And finally, what is the case for stage developmental methodologies in democratization research? The Hierarchical Complexity Scoring Scheme is applied in all the above cases. It presents a framework for scoring reasoning stages in any domain as well as in any cultural setting. The scoring is based not upon the content or the subject material, but instead on the mathematical complexity of hierarchical organization of information. The subject's performance on a task of a given complexity represents the stage of developmental complexity. Those

attending the workshop will learn about 1) the model, 2) the concepts underlying the model, 3) the description of the stages and their relationship to Kegan and Kohlberg stages, 4) steps involved in universal stage transition, 5) and examples of scoring samples from interviewing illustrating adult development applied to preventing and dealing with terrorism using the Hierarchical Complexity Scoring Scheme (HCSS) as a scoring aid. *Michael Lampert Commons is Assistant Clinical Professor, Department of Psychiatry, Harvard Medical School, Massachusetts Mental Health Center and Research Scientist for the Program in Psychiatry and the Law there and Director of the Dare Institute, Cambridge, MA. Alice LoCicero is a board certified clinical psychologist who teaches at Suffolk University and at the Center for Multicultural Training in Psychology at Boston Medical Center. In addition to teaching, Dr. LoCicero maintains a psychotherapy practice and coaches parents. Sara Ross, Ph.D., has been an independent action researcher, scholar, and spiritual director in one-on-one ministry and is currently working on her dissertation research for her doctorate in political development at Union Institute & University. Patrice Marie Miller is a professor in the Department of Psychology, Salem State College, and a Research Associate in the Department of Psychiatry, Harvard Medical School, Massachusetts Mental Health Center*

## Getting Here

The **Sheraton Commander** and the **Harvard Graduate School of Education**, both located in Cambridge, Massachusetts will serve as the conference sites.

### Arriving by Air

The city of Cambridge is served by **Logan International Airport** (BOS) located in Boston, Mass. For a list of **airlines** operating out of Logan, go to <http://www.massport.com/logan/> .

From the airport, the conference hotel is about a half-hour ride by **subway** to Harvard Square and a short walk from there (see the Massachusetts Bay Transportation Authority website for details: <http://www.mbta.com/> ) or a short car ride. A number of **taxi** companies offer their services at the airport.

The following **car rental** companies operate at Logan International Airport: Alamo, Avis, Budget, Dollar, Enterprise, Hertz, National and Thrifty. Each rental car company has complimentary shuttle buses that transport passengers between the terminal and the rental car facility.

### Arriving by Car

**From West:** Take the Massachusetts Turnpike to Exit 18 (Brighton/Cambridge). Follow the Cambridge signs and go over the Charles River. Turn left onto Memorial Drive and go through 3 sets of lights. Turn right onto JFK Street and follow it through Harvard Square until you pass "The Coop" on your left. Get into the left lane and turn left at the next set of lights. Turn right immediately onto Garden Street. The hotel is 2 blocks down on the left.

**From Boston Logan International Airport:** Exit the airport via the Ted Williams Tunnel to the Massachusetts Turnpike. Get off the turnpike at Exit 20 (Brighton/Cambridge). Follow the signs to Cambridge and go over the Charles River. Turn left onto Memorial Drive and go 3 sets of lights to JFK Street. Make a right onto JFK Street. After passing "The Coop" on your left, get into the left lane. At the next set of lights make a left and then an immediate right onto Garden Street. The hotel is two blocks down on the left.

**From South:** Take I-93 North to Exit 20 (Massachusetts Turnpike/Route 90). Take Route 90 to Exit 20 (Brighton/Cambridge). Turn right after exiting and go straight over the Charles River. Turn left onto Memorial Drive and at the 3rd set of lights, turn right onto JFK Street. After passing "The Coop", get in the left lane. At the next set of lights, turn left and then an immediate right onto Garden Street. The hotel is two blocks down on the left.

**From North:** Take Interstate 93 South to Exit 26A. Follow the signs to Storrow Drive West. Get off at the Harvard Square/Cambridge Exit, turn right and go over the river. Follow JFK Street until you pass "The Coop" on your left. Stay in the left lane and at the next set of lights turn left then an immediate right onto Garden Street. The hotel is 2 blocks down on the left.

### Arriving by Train

**Interstate train service** is available on **Amtrak's** main line at Boston's South Station. (The subway connects South Station to Harvard Square and the hotel is a short walk north.) Trains regularly depart the station, traveling down the eastern seaboard to Washington DC via New York City. High-speed train service has been introduced via Amtrak's **Acela** trains, which travel at speeds up to 150 miles per hour. Service is also offered from Boston to Portland, Maine. Contact **Amtrak** at 617.482.3660 or toll free 800.USA.RAIL.

**Arriving by Bus: Greyhound Bus** can be contacted toll free at 800.229.9424

## Accommodations

### Conference Sites and Housing

The **Sheraton Commander** and the **Gutman Conference Center** will serve as the conference sites.

The **Sheraton Commander** is reserving 65 rooms at the cost of \$165 per room. Anyone making a reservation after these rooms are reserved will be asked to pay a higher price. **We urge you to make your reservation early** if you would like to stay at the Sheraton Commander by visiting the accommodations section of the conference website (a direct reservations link is provided there). (When you book at the Sheraton Commander, it may appear that they will charge \$20 more for an extra person. That \$20 more refers to a third or fourth person being added to the room.)

The **Hawthorn Suites**, 2 miles and a bus ride away, is an alternative place to stay. Their rates are \$99 a night, available until October 14 (and possibly later). Be sure to mention AME when you make your reservation by calling 781.643.7258.

## Registration

To register for the AME 2005 conference, **complete the Registration insert** and send with **payment** (check only) to: **AME 2005**, Box 125, Saint Michael's College, Colchester, VT 05439 USA.

**Part I: Registration Form and Part II: Registration Fee Schedule**

Use the forms inserted in this newsletter or print from

[www.amenetwork.org/conferences/ame2005/registration.htm](http://www.amenetwork.org/conferences/ame2005/registration.htm)

**Note: Register by October 3, 2005** to benefit from discounted registration fees.

## Description of Events

**BANQUET:** The AME banquet evening is often thought of as the highlight of the conference. Traditionally, the evening includes the recognition of individuals through awards of distinction, some for new scholarly work and some for lifetime research achievement. An important aim of the evening is to welcome new scholars by providing an opportunity to participate and converse with seasoned AME scholars. In addition to the opportunity to enjoy local and delicious fare, the evening traditionally features entertainment from local artists or musicians.

**BOOKSIGNING:** Some authors will be available to sign their books during the Saturday lunch hour. If you have a book you'd like to sign, please make sure we have it there by contacting us before the conference.

**BREAKFAST FOR NEWCOMERS:** Particularly if this is your first time attending AME, please come to our Newcomers' Breakfast, **9:15 Saturday morning** where a panel will present some of the history of AME and the Center for Moral Education. In the 1970s, The **Center for Moral Development** was established at Harvard under the auspices of Lawrence Kohlberg. AME grew out of this center's research and its application to education. At this session, those who were "founding researchers" there (e.g., Anne Colby, Bob Selman, Betsy Speicher-Dubin, Dan Candee, John Gibbs, Ann Higgins, Bob Kegan, Clark Power) will speak of the unique work accomplished there. Sustaining researchers such as Dawn Shrader, John Snarey, Dwight Boyd, Al Erdynast, Christopher Mackin, Andrew Garrod, Mark Tappan) will also speak of the unique work experience provided by this team. Center participants included diverse groups from diverse disciplines including strong critics and observers from outside disciplines and nations (e.g., Mordecai Nisan, Fritz Oser, Augusto Blasi, Wolfgang Edelstein and Monika Keller). They viewed themselves as working for a morally elevated cause, made concrete in educational and prison interventions. Margot Stromm, founder of the FHAO, was a teacher in the original Kohlberg dilemma discussion classrooms. She and many other original Center folk may also attend the session. (**Free** for any first time attendees)

**LUNCH ROUNDTABLES:** During Friday's lunch, some tables will be set up for discussion of various forms of oppression, ("isms," e.g., Racism, Sexism, Ageism), and teaching around those issues. If you would like to join a discussion, you will be able to sit at the table of your choice. There will also be the opportunity for friends and colleagues to form their own tables around conversational topics that emerge during the conference.

**EXPENSE:** The fees for the banquet and the lunch are determined by the prices given by the hotel during their very busy season. We beg your understanding in this matter. It is important to us to have as many members attend the banquet as a community event so if the price of the meal is prohibitive, please see us to see if we can work out other arrangements to have you attend.

## READER'S FORUM

Editor's Note: In response to widespread media and political use and misuse of the term *moral values*, the AME Executive Board agreed at the November 2004 meeting that it was "Time to Take a Stand." The Board commissioned and endorsed a statement on moral values that was printed in the **Winter 2005 AME Forum** (available at [www.amenetwork.org/](http://www.amenetwork.org/)). **Forum** editor Elly Vozzola invited philosopher Don Reed, an active AME member with a long history of service to the Association and the Board, to respond to the essay. In order to foster discussion of this important statement, Don submitted the following letter.

To the Editor:

The AME Executive Board states in their position paper that it is "Time to Take a Stand" on moral values. The essay asserts the right to take a stand on the war in Iraq and other policies of the Bush administration, and one may read anticipating such a stand, taking hints especially from the second paragraph of the third section. But the Board does not take a stand. It takes a meta-stand, affirming the right to voice dissent without actually voicing dissent.

The reason for this is our concept of science and our determination as an organization to speak from the standpoint of science. According to the essay, there is a core subject matter of values on which scholars possess knowledge. First, moral values are "standards for living that are perceived to be for the good," and different people have different moral perspectives associated with their diverse belief systems. Nonetheless, and second, there is a hierarchy of levels of moral judgment. This looks like value neutral knowledge about values. The crucial additional point is never stated as a premise in the argument of the essay but is declared in the preface as part of the mission of the AME, which "supports practices that value the worth and dignity of each individual as a moral agent in a pluralistic society."

The conclusion of the essay is not a moral critique but an affirmation of individual moral agency and a denial that anyone or any party has a monopoly on moral values. This is predictable. For, since the left is intent on affirming pluralism and celebrating diversity, much talk of moral values on the left resembles talk of preferences and aversions. When left-leaning scientists respond as scientists to the right, they often focus on the one-sidedness and narrowness of the right's talk of moral values, on their form rather than their substance.

The problem for the left cannot be solved by affirming a hierarchy of levels of moral judgment – unless they assert criteria for evaluating high-level perspectives. All one can generate is the right to a perspective, not actual moral critique. But the left should recognize a greater danger than that its dissent will be suppressed. For much worse, given that objectivity seems to require neutrality, is that the left's dissent may have become utterly domesticated.

Don Collins Reed

Professor and Chair, Department of Philosophy  
Wittenberg University, Springfield, Ohio, U.S.A.

Editor's Note: Don requested that I share his letter with members of the AME Executive Board prior to publication. Weeks of lively on-line dialog followed, especially between Don and fellow philosopher Bill Puka. In the spirit of engaging the larger community in this conversation, Bill graciously agreed to condense one of his e-mail messages into the following letter so that fellow AME members can see some of the background for the board decision to commission a position paper.

To the Editor:

I am not sure, among my e-mailings, that I've seen the original letter Don sent that started our Board discussions. But I gather his reading of our press release implies the following: that we aimed to critique Bush's policies from a leftist perspective by advancing moral relativism and diversity, and by hinting at a hierarchy of moral values without specifying them. Also, we claimed neutral scientific evidence for our position, which we didn't have. Being strongly involved and committed to that "moral values" press release, I can say this:

*Context:* At the time of the US 2004 election, various surveys were being publicized observing that groups of conservative evangelicals and fundamentalists preferred Bush on the grounds that his moral values were like theirs. Voters also expressed a preference for those values based on their validating source--the One, Living, and True God (Jehovah) expressed in the Three Persons of the Holy Trinity.

Representatives of the American "Christian Right" such as Jerry Falwell and Pat Robertson had characterized major world events as expressions of God's dismay with bad (liberal-Democrat) moral values. The spread of AIDS among homosexual males, the 9/11 disasters, and the Tsunami were supposedly a rebuking of value relativism and immorality. Added to this assessment was a claim that because Bush was a "man of God," it didn't really matter if he did good or bad, "God is with him." (AP/Fox News, Jan 2, 2004). "It is the responsibility of every political conservative, every evangelical Christian, every pro-life Catholic, and every traditional Jew, every Reagan democrat, and everyone in between to get serious about re-electing President Bush." (*NY Times*, July 16, 2004).

*Moral Preference, not Hierarchy:* Relative to this context (and regardless of what our press release was "meant to do" or what its authors "intended") the press release critiques the above position on moral values (in fact). Its main focus, as I recall, is this:

(a) Massive violation of human rights--international massacre of innocent people at a 8-1 or 9-1 ratio over combatants (with the myriad grievous harms and accompanying injuries), (b) via actions that violate the US Constitution (no Article of War by Congress on or grounds for Emergency Executive military action), (c) violation of the American formulated and signed UN Articles forbidding wars of aggression (wars launched with a lack of imminent military attack by the other party) (d) violation also of the self-defense principles of NATO, and (e) violation of a democratic vote called by the US at the UN, which declined to enforce past resolutions against Iraq through military action--should be considered more serious moral wrongs than those cited by Bush and the Christian Right.

The moral wrongs cited include (1) violations of uncertain biblical prescriptions against homosexuality, sodomy, and mutual masturbation, (2) legal marriage sanctions by the government, supporting relationships involving these acts, that supposedly threaten certain marriage traditions, (3) opposition to violating the US Constitutional separation of church and state by allowing prayer in the school and the display of religious symbols on public property, (4) unwillingness to mandate the teaching of creationism in the classroom, and (5) the defense of the Roe v Wade decision on abortion, by opposing pro-life congressional legislation or the appointment of sufficiently conservative pro-life judges to the Supreme Court.

In fact, the latter set of actions and inactions might represent more valid moral values than those opposing them. Moreover, a person who reflectively and seriously believes the opposite--and in such opposing values with assurance--more likely expresses questionable or even despicable moral values, not admirable ones. This can be shown by citing moral principles that have strong philosophical backing, and empirical confirmation from psychology as to their moral effectiveness.

Belief by the Christian right in their more "traditional values" likely shows sincerity--a desirable expressive feature in holding views. And Bush may be admired for this. It is a feature of good character. But sincerity in the cause of "evil doing" is a vice, not a virtue. It is not even simply a virtue gone wrong. And given the enormity of Bush's evil doing, this vice far more pervades his character.

Sincerity or conscientiousness is not a distinctly moral virtue, but an intellectual and motivational virtue that can go either way--facilitating right or wrong. In part this is because it is not merely expressive, conveying an inner state, but also objective in the sense of sanctioning what people should do and recommending how things should be in the world.

*The Judgment of Science on Actions:* I believe that Bush's actions, more than his policies, were being rated in the press release, and found at fault. By "at fault," I mean objectively wrong. And by "objectively wrong" I refer at least to the Kohlbergian sense of objectivity, which is inter-subjective agreement or generality. Bush's actions were wrong because they were morally incompetent as adaptations to a social civilized environment containing moral, legal and social conventions aimed at mutual benefit and fair conflict resolution, among other things. Indeed, they were morally destructive.

I don't recall anything about moral relativism in the press release at all, but my memory isn't what it used to be. The issue of moral diversity would be pretty much irrelevant to the focus or judgment or wrong just noted since it is completely compatible with moral objectivity. Indeed, Kohlberg for one, uses it as a prime basis for requiring objectivity in morality—we need to find systemic agreement on basic principles to cooperate and resolve problems caused in part by our conflicting value systems for doing so. Morality is that system which transcends those conflicting value systems, achieving common agreement (Is to Ought). I see nothing in our thinking about hierarchy either--hierarchy of moral values or anything else.

If I'm not mistaken, the use of moral development research in the press release was in line with our rationale for issuing the press release as a social-science organization. We indicated that people who not only reason concretely on existing moral conventions, but who can partly distinguish the conventional and unconventional, the distinctive and non-distinctive elements of morality, overwhelmingly support principles that favor the above value differentiations and positions—positions that indict Bush actions. These are people are not highly ethnocentric in their judgments, as compared to judgments expressed by the Christian right and its leaders. They are people who can cite a range of diverse reasons and rationales for their views, comparing them with conflict grounds. Some Christian rightists can as well, but won't, or so their statements indicate in the current context.

These more cognitive-morally developed folk consider mass and unjustified murder wrong, even when it is labeled a war on terrorism. They are generally sympathetic to a legalized right to abortion based on a strong separation of church and state, and to same-sex marriage insofar as it raises issue of equality. They do not generally consider possible wrongs involved in opposing murder with intolerance, failing to prosecute sometimes immoral acts with legal coercion, or opposing theocracy to be nearly as wrong or even permissible and fair as the opposite. And because their "favoritism" is based on much less biased or dogmatic (arbitrary) grounds, it is far more credible. Some Christian rightists are post-conventional at reasoning, but take contrary positions. We have evidence that can explain their choice as one of somewhat arbitrary content—ideological belief, likely prejudice--not principle. In part we can offer this explanation because the actions at issue are not very controversial morally. On some issues, principled reasoners can legitimately disagree because there are comparably good reasons on opposing sides—but not here. Likewise there are highly concrete, even prejudiced thinkers who

oppose Bush and affirm valid principles. Their judgment would be explained the same way, as largely accidentally correct, due prejudicial content choice, which happens to be successful.

To favor Bush for his moral values in particular is to get things cockeyed and to some degree backwards. His moral actions reflect moral choices that do not shrink from doing massive and harmful injustices to people, in addition to lying, manipulating, violating cherished, self-created laws of mutual respect and non-aggression. And the religious values he claims to be guided by even in carrying out his constitutional duties as President are in many ways in conflict with democratic principles, including basic principles of the US Constitution. To vote for him on the grounds of his moral values is to make an immoral choice, showing an immoral preference and the values pertaining thereto. And we can explain why, through a combination of reasoned argument, empirical evidence, and (dare I say) spiritual humanism. By this I mean something like the interpretation of reasons and evidence through deep reflection and mutually inquiring conversation in which broad personal experience is consulted, good sense prized, and interpersonal wisdom aspired to. More, we can explain it to members of the Christian right in ways we have reason to believe will appeal to the on a reasonable level.

What's wrong with this line of thinking, even when compressed here and in the AME press-release to achieve press-release length?

Bill Puka  
Cognitive Science  
Rensselaer (Troy, NY)

To the Editor:

Is there hope? Terrorists, lifestyle offenders, and even delinquents may seem conduct-disordered or antisocial personality-disordered in their tendency for self-glorification, their hyper-sensitivity to real or imagined disrespect or interference, and especially their disregard for the perspectives of others. A few do seem to lack even potential empathy for others and could be called psychopathic. Many, however, are like the delinquent who, looking back on his burglaries and victims, commented: "If I started feeling bad, I'd say to myself, `tough rocks for him. He should have had his house locked better and the alarm on.'" (quoted by clinical psychologist Stanton Samenow; cf. bin Laden's comment that Muslim terror victims allowed themselves to be "caught up in the power games of the infidels"). At least this youth started to "feel bad," to evidence some potential for empathy or empathy-based guilt. That start toward taking the perspectives of others might have continued—but only if the youth had recognized and corrected the error in his thinking. Blaming an innocent victim IS an error. Moral, ethics, values, character, and victim awareness education programs must be in essence social perspective-taking programs, and must in particular teach at-risk youth to recognize--and correct with accurate thoughts--their self-serving cognitive distortions. There is hope where empathy flows.

Sincerely,  
John C. Gibbs, Ph.D.

Editor's note: Dr. Gibbs is Professor of Developmental Psychology at the Ohio State University in Columbus, Ohio. He is a co-author of EQUIP for Educators and the EQUIPPED for Life game, social perspective-taking tools recently published by Research Press (see [www.researchpress.com](http://www.researchpress.com)). His most recent book is *Moral Development and Reality: Beyond the Theories of Kohlberg and Hoffman* (see [www.sagepub.com](http://www.sagepub.com) ).

**AME members are invited to submit letters to the *Reader's Forum* that address important moral and moral educational issues of the day.** It is our hope that providing a forum for such dialogue will further sensitize us to the need for research and teaching on these issues, building a stronger community of concern. We would be particularly interested in hearing your ideas on other issues on which you believe the Board should consider taking a stand. Letters, ideally 250 words or less, should include your name, institutional title and affiliation, and e-mail and phone contact information and sent as an attachment to the *Forum* editor, Elizabeth Vozzola, at [evozzola@sjc.edu](mailto:evozzola@sjc.edu). Thanks to Dr. Christopher Anderson of the University of Hartford for his assistance in reviewing the letters for this section.

## BOOK REVIEW

**Bernice Lerner. *The Triumph of Wounded Souls: Seven Holocaust Survivors' Lives*.  
Notre Dame: University of Notre Dame Press, 2004.**

**Reviewed by**

**Christopher H. Anderson, Assistant Professor, Politics and Government, University of  
Hartford**

Bernice Lerner's *The Triumph of Wounded Souls* chronicles the lives of seven people who survived the Holocaust in their youth who later pursued academic or medical careers in the United States. Based on personal interviews, Lerner recounts the stories of Isaac Bash (a pseudonym) from Hungary and George Zimmerman from Poland, both of whom survived Auschwitz and became physicists; Ruth Anna Putnam from Germany who hid in plain sight in Gotha and became a philosopher; Samuel Stern, also from Germany, who survived Ravensbrück and Bergen-Belsen to become a biologist; Zvi Griliche from Lithuania who survived slavery at Dachau to become an economist; Maurice Vanderpol from the Netherlands who hid in Amsterdam and the Hague and became a psychiatrist; and Micheline Federman, a Parisian who spent much of the war hiding with a family of farmers in rural France, who became a pathologist.

Each of the narratives is compelling and well drawn and all are complemented by extensive and well-documented research in the secondary literature on the Holocaust. As one would expect, the Holocaust portions of the narratives are particularly absorbing, both because of the depth of the suffering as well as the improbabilities of survival in a world gone mad. Only slightly less involving are the portions of the narratives which concern how each of these individuals sought to make their way in the unfamiliar post-war world. Lerner also devotes considerable attention to how each of the survivors has sought, intellectually and spiritually, to come to terms with her or his experiences, and these reflections are often profound. They are also notably diverse: Bash, for example, after a period of estrangement, embraced his faith in the principles of the Talmud with fervor whereas Zimmerman concluded that life is just a game where the rules occasionally change.

The weaknesses of the book are both connected with Lerner's observance of academic conventions. Lerner is compelled to provide a broader framework to try to explain how these individuals were able to move from traumatic childhoods to adult lives characterized by notable success. Unfortunately, the diversity of the experience of even these seven is sufficient to make Lerner's generalizations unconvincing. The other problem is that in the portions devoted to each subject's account of their own philosophies Lerner too often substitutes her own conclusions, or, more frequently the conclusions of commentators and theorists (most frequently Viktor Frankl),

for those of the individuals she interviewed. Given how thoughtful and articulate each of these individuals is, this seems entirely unnecessary.

Editor's Note: Author Bernice Lerner will be offering a workshop at the AME Conference on Thursday afternoon (1-4 pm): **On The Theory And Practice Of Moral Education**

**Other Book News** (Submitted by Professor J.J. Haldane, Saint Andrews, UK)

In 1981 Blackwell published 3 volumes of *Collected Papers* by Elizabeth Anscombe, widely regarded as the finest philosopher of her generation and as one of the best philosophical thinkers of the 20<sup>th</sup> century. A quarter century later, a new volume of essays by Anscombe has been published in the series *St. Andrews Studies in Philosophy and Public Affairs: Human Life, Action and Ethics: Essays by G.E.M. Anscombe* (Edited by Mary Geach and Luke Gormally). Alasdair MacIntyre writes: "It is difficult to exaggerate the interest and importance of making Elizabeth Anscombe's unpublished writing and some of her published work available that it has been difficult to get hold of recently. The editors and the publishers have done philosophy a great service."

## AME ANNOUNCEMENTS

### New Executive Board Members Elected

The AME Elections Committee is pleased to announce that the following members were elected to a three-year term on the AME Board:

- **Phyllis Curtis Tweed**, Medgar Evers College, CUNY
- **Dan Lapsley**, Ball State University
- **Dawn Schraeder**, Cornell University
- **Stephen Sherblom**, University of Missouri-St. Louis

The new members will assume their duties at the final board meeting of the November 2005 AME Conference (Sunday, November 6).

## JME ANNOUNCEMENTS

**Dr. Monica J. Taylor, Editor of the *Journal of Moral Education*** reports that the September 2005 issue will include a paper by Robin Barrow, *On the Duty of Not Taking Offense*, presented at the first John Wilson Memorial Lecture in Oxford April, 2005. This lecture was sponsored by *JME*.

The December Special Issue (with guest editor Professor John Morgan) will focus on Marxism, Communism, Post-Communism and Moral Education. "There should be papers from Russia, Belarus, Poland, Hungary, Germany (former GDR), China, Cambodia, Vietnam, Tibet and Cuba."

## AWARD ANNOUNCEMENTS

**NEW GIFT OF TIME STUDENT-PRESENTER AWARD:** The AME Board endorsed a sub-committee proposal for student presenter grants that was brought to the Gift of Time Foundation this summer. President John Snarey informed the Board in August that the proposal had been accepted. Sincere thanks to Bill Puka and his committee for their work on this proposal.

**GOT Student-Presenter Conference Grants:  
New Source of Help with Conference Fees and Air Fare**

Student-Presenter Conference Grants are available to assist student presenters, who have limited financial resources, to attend and present their work at the annual conference of the Association for Moral Education. The grants are made possible through the generosity of the Gift-of-Time Foundation.

**Amount:** Awards may cover the conference registration fees in part or in full. When possible, the grant will roughly correspond to the registration fee plus the banquet fee. In addition, student presenters who have significant travel expenses may also request a subsidy for their air fare.

**Eligibility:** All students whose papers have been accepted for presentation are eligible, regardless of the presentation format (paper presentation, poster session, roundtable presentation, symposium respondent, etc.). Non-presenting students are not eligible for financial assistance. If more qualified applications are received than can be funded, awards will be distributed on the basis of financial need.

**Application Procedure:** If your paper has been accepted for presentation and you have significant financial need, simply e-mail a brief one-page letter to [gaduncan@wustl.edu](mailto:gaduncan@wustl.edu). Explain what resources you have available, state the financial support you are requesting, and enclose or attach proof of your student status (e.g., a photocopy of your university ID card). Award recipients will be selected by the Conference Chair, in consultation with the President.

**Application Deadline:** Submit your application letter as soon as possible after receiving word that your work has been accepted for presentation. The firm deadline for receipt of your application is one month (30 days) after notification that your work had been accepted for presentation. **For AME 2005, however, the application deadline has been extended to October 3, 2005.**

**Award Procedure:** Award recipients will be notified by the AME Conference Chair. The Gift-of-Time Foundation will submit a check to the AME Conference, on behalf of the winners; only travel subsidies will be redistributed directly to individuals.

**AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MORAL DEVELOPMENT AND  
EDUCATION SPECIAL INTEREST GROUP**

**Nominations Requested for the MDE/SIG Annual Book Award**

All books published in the previous three years are eligible. (For the 2005 award the range is 2001-2004.) The selection criterion is scholarly excellence with preference given to empirical studies that in design or discussion reflect an applied orientation. Nominations should be sent to Sharon Nodie Oja at [sno@unh.edu](mailto:sno@unh.edu).

**CONFERENCE ANNOUNCEMENT**

**AERA 2006 Annual Meeting**

**Saturday, April 8- Wednesday, April 12, 2006**

**San Francisco**

**Theme:** Education Research in the Public Interest

## MEMBERSHIP RENEWAL FORM 2006

**\*\*\* IMPORTANT \*\*\***

**If you attend the full 2005 AME conference in Cambridge, your dues will be automatically paid for the year 2006. If you do not plan to attend the 2005 conference, you will need to use this form and mail your dues to renew your membership for 2006.**

Your membership includes a subscription to the quarterly *The Journal of Moral Education* and to the *AME Newsletter*, published twice a year. In order for your subscription to be processed in a timely manner, please renew by November 1, 2005. **This will be your only reminder.**

To renew your AME membership, **please complete the following:**

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Mark as appropriate:

\_\_\_\_\_ Regular dues: \$75.00 (includes 4 issues of *The Journal of Moral Education*)

\_\_\_\_\_ Student dues: \$60.00 (includes 4 issues of *The Journal of Moral Education*)

\_\_\_\_\_ Donation to the Kohlberg Memorial Fund

\_\_\_\_\_ Total enclosed. Make your check (or money order for those outside the U.S. or Canada) payable in **US dollars** to **Association for Moral Education**. Mail this form and your payment to:

AME c/o Garrett Albert Duncan

Washington University in Saint Louis

One Brookings Drive- CB 1183,

St. Louis, MO 63130-4899 USA

([gaduncan@wutsl.edu](mailto:gaduncan@wutsl.edu))

Those who prefer to pay by credit card may renew their memberships online at

<http://www.amenetwork.org> using PayPal.



### **AME Newsletter Submission Deadlines**

The deadlines for submitting materials for the AME Newsletter are July 1 and January 1. Please contact the editor (see front page) for submission guidelines.

#### **Membership Renewal Notice**

Conference registration includes annual dues. If you do not attend the 2005 conference in Cambridge, MA, your membership (including your subscription to JME) will lapse unless you renew. Dues for 2006 are \$75.00 per year (\$60.00 for students) and must be submitted in US funds. To renew, send a check or money order to:

Association for Moral Education  
c/o Garrett Albert Duncan  
Washington University in Saint  
Louis  
One Brookings Drive, CB 1183  
St. Louis, MO 63130-4899, USA

Association for Moral Education  
c/o Elizabeth C. Vozzola, Ph.D.  
Department of Psychology  
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