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**CALL FOR PAPERS**  
**AME 2006**  
**32nd Annual Conference**  
**July 5-7**  
**Fribourg, Switzerland**

Conference Chair  
Fritz Oser  
Conference Assistant  
Michael Luterbacher  
Conference Management  
Gretl Oser

**AME WEBSITE**

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

**Conference Theme:**  
***GETTING INVOLVED:***  
***GLOBAL CITIZENSHIP***  
***DEVELOPMENT and***  
***SOURCES of MORAL***  
***VALUES***

**DETAILS AND REGISTRATION**  
**AVAILABLE ONLINE at**  
[www.amenetwork.org/ame2006](http://www.amenetwork.org/ame2006)

# CALL FOR PAPERS

## AME 2006

Association for Moral Education

[www.amenetwork.org](http://www.amenetwork.org)  
[www.unifr.ch/pedg/AME](http://www.unifr.ch/pedg/AME)

### Getting Involved

#### Global Citizenship, Development, and Sources of Moral Values

Welcome to the 32<sup>nd</sup> Conference of the Association for Moral Education, which will be held in Switzerland from July 5-7, 2006. This conference is co-sponsored by MOSAIC. The Chair is Prof. Fritz Oser, Conference Assistants are lic.phil. Michael Luterbacher and Gretl Oser. It is our intention and hope that the conference will provide a rewarding experience for all participants.

The theme of the conference is "Getting Involved: Global Citizenship, Development, and Sources of Moral Values". This theme takes us, on the one hand, back to the roots of our association and, on the other hand, forward to improving and enhancing our scientific knowledge of new issues in moral education.

### Conference Venue

The meeting will be held in the bilingual University of Fribourg. In 1983 Larry Kohlberg and Jürgen Habermas gave their visionary talks here in the Institut. Some of you might remember! We hope and believe that you will enjoy the AME 2006 conference and your stay in Fribourg. The conference organizers will do their best to make your visit as comfortable and enriching as possible. To get information about the University of Fribourg, you may visit its website ([www.unifr.ch](http://www.unifr.ch)).

The canton of Fribourg is located in the western part of Switzerland with a two thirds majority of French native speakers. The city of Fribourg offers an astonishing variety of architecture. The protected area of the old town--one of the most extensive in Europe--includes about 200 Gothic houses and numerous mansions combining German baroque and French classicism. Fribourg has very nice restaurants and a fascinating wine culture.

The immediate environment of Fribourg offers you beautiful places to visit: medieval towns, like Murten and Gruyères, with their unique castles; Schwarzsee (Lac noir) Chateau de Chillon on the banks of Lake Geneva. Of course, Bern, Interlaken, Luzern, and Zermatt with their breathtaking mountains like Eiger, Mönch, and Jungfrau and deep lakes might seduce you in a particularly friendly way.

For complementary information on the city and the region of Fribourg, please check the following websites: [www.fribourgtourisme.ch](http://www.fribourgtourisme.ch)  
[www.switzerlandtourism.ch](http://www.switzerlandtourism.ch)

### Getting There

Travel to Fribourg is easy and convenient. The City is located in the centre of Switzerland. You can reach Fribourg by car or by train. For people coming from Southern Germany, Northern Italy, and Eastern France, travelling by train might be the most comfortable solution.

The main airports of the country are the Geneva airport (140 km from Fribourg) and the Zurich airport (150 km). From both airports, there are frequent intercity train connections to Fribourg (about 90-100 minutes). You also may fly to smaller airports such as Basel (140 km) and Bern (30 km).

### Housing

For your accommodation, a special arrangement has been negotiated with the Fribourg tourist office for AME 2006 conference participants. Please make your accommodation arrangements directly with the Fribourg tourist office and not with the local conference organizing committee. You find the links through the conference website: [www.unifr.ch/pedg/AME](http://www.unifr.ch/pedg/AME)

### Program and Registration

The full program and the opportunity to register are available through the conference website: [www.unifr.ch/pedg/AME](http://www.unifr.ch/pedg/AME)

## Program Proposal

The program committee will be pleased to receive your proposals, according to the conference theme, in the following broad categories: (1) Prosocial Engagement in Society, (2) Vocational and Professional Morality, (3) Civic Involvement and Political Education, (4) Moral Development and Moral Education, (5) Teachers' Professional Morality, (6) Religious Development, (7) Religious Education and Morality, (8) Philosophy and History: Ethical Issues.

### Guidelines for Proposals

#### PART 1

1. State the title of your proposal (10 words maximum)
2. Please indicate the format(s) you prefer and also the formats that will be unacceptable to you:
  - a) Paper presentation (20 minutes, to be grouped with like papers)
  - b) Symposium of 3 papers (20 minutes each)
  - c) Poster presentation
  - d) Roundtable presentation
  - e) Work Group Format
  - f) Workshop (3 to 4 hours)
3. Provide full name, title, and affiliation of first author, including postal address and e-mail address.
4. Provide full name, title and affiliation of co-author(s), including postal address and e-mail address.
5. Provide an abstract of up to 100 words to be printed in the program (for symposia, we also need an overall abstract for the symposium and for each paper in the symposia).
6. Indicate your media needs. All the conference rooms will be equipped with power point projectors and overhead projectors. Slides can thus be used for presentation.
7. NOTE: For symposia, provide a symposium title, an abstract for the symposium and completed Parts 1, 2 for each paper.

#### PART 2

1. For review purposes, provide a 250 to 500 word summary of your poster, paper, workshop or roundtable.
2. Provide your primary discipline (e.g. philosophy, education, psychology, etc.).
3. Provide age level focus of paper, workshop, etc.
4. Provide three key words for the index.
5. Make sure the proposal is complete.

#### PART 3

For those who have a book coming out in 2006 or who had a book come out in 2003-2005, please indicate:

1. Name of book

2. Names of all authors
3. Publisher
4. Whether you would like the book to be available for sale at AME
5. Whether you would like to take part in a book signing event

#### PART 4

1. Indicate whether this will be your first time attending AME.
2. Indicate whether you are a student (graduate, undergraduate).
3. Indicate whether you anticipate applying for financial help to attend the conference (the fee for students includes membership in AME, the AME Forum, and a subscription to the Journal of Moral Education). This information will not affect the review of your proposal but will help us gauge the amount of funds we need to seek to help students attend.

#### PART 5

Submitting a proposal indicates your willingness and ability to come to this conference if your proposal is accepted. Please include this statement in your proposal: If my proposal is accepted, I confirm that I will make every effort to attend the conference and to let the program coordinator know far in advance if that is not possible.

**The submission deadline is March 1, 2006**

Submissions should be sent to our AME 2006 address: [AME2006@unifr.ch](mailto:AME2006@unifr.ch)

Submitters will be notified by March 30.

### AME 2005 Introduction to the AME for Newcomers:

Newcomers and long-term AME members alike enjoyed a Saturday morning breakfast session arranged by Bill Puka: **The Center for Moral Development—From Kohlberg to Kuhmerker**. The hour sped by as former students and colleagues reminisced about working at the center in the 1970's and echoed Bill Puka's brief summary: "I found a cause here." Ann Higgins remembered how "Larry . . . built a safe community . . . and challenged us to *epistemic stretch*." Bill Damon recalled how Kohlberg "liked Stage 1 more than Stage 4" yet created a "morally serious enterprise." He noted that "People were here to change the world but at the same time, it was a lot of fun. We all had a blast!"

## **AME 2005 CAMBRIDGE, MASSACHUSETTS, USA KUHMERKER AWARD FOR 2005**

### **Norman Sprinthall and Lois Thies-Sprinthall**

This year's recipients of the Kuhmerker Award were honored for their original and sustained research and practice in articulating a framework for promoting adult development across ego, cognitive and moral domains with a focus on the need for complex and significant role-taking experience coupled with guided reflection over time.

Thanks to their research, we know more about how people develop and about how people (children, adolescents, and adults) learn. We know more about the course of human development across the lifespan and we have a deeper understanding of how people make meaning of their experience as a process of social construction. We appreciate more fully the need to find a balance between the challenge that is born of confronting the inadequacy of one's own thinking and the developmental importance of immersion in caring human relationships. We have a renewed appreciation of research methods grounded in the real world of practice. And we recognize that we are members of a complex, interdependent social system where caring and justice are disparate forms of social role-taking that are unified in higher order helping skills.

Their conceptualizations of using developmental theory and moral education in understanding and promoting adult development have been wonderfully rich contributions. Their influence on interventions designed to promote development has been apparent in a range of programs including: (a) teacher and counselor mentoring and support programs, (b) college tutor-training curricula, (c) peer helping programs, (d) dilemma-based substance abuse prevention programs, and (e) a range of other examples of deliberate and intentional programming to enhance ethical reasoning and action and to promote higher levels of cognitive complexity and interpersonal understanding. The importance of their research and applied theory to teacher education research and teacher moral development is compelling, and continues to shape research for doctoral students and faculty in the United States and abroad.

Throughout their years as scholars in moral and developmental education, the Sprinthalls have sustained a principled, caring, graceful, and humorous engagement with students and colleagues that is a model for all of us.

### **An Interview with Norm Sprinthall and Lois Thies-Sprinthall By Tim Hatfield, Chairperson Counselor Education, Winona State University, Winona, MN USA**

**TH: Besides the personal attraction that so obviously still exists today, how would you describe the special professional connection that you realized you had when you first met in Minnesota back in the 70's?**

NS: To understand such a special professional relationship, I need to step back briefly. At Harvard a visiting dean from Bristol, England, Ben Morris kept suggesting to Mosher and me that we use the cognitive developmental model for teacher education, as a parallel to our work in secondary schools. Before we could even think about it, HGSE cut both the teaching and counseling programs. I moved to Minnesota and Ralph set up the School within a School in Brookline, MA. The Ben Morris perturbation receded but never really disappeared and then I tried some summer workshops with teachers in Minnesota with Joe Bernier and Nodie Oja. They were promising but didn't really transfer to the classroom. Meeting (and marrying) Lois transformed the effort. She was in charge of a student teaching center and her research demonstrated a clinical truism, teacher supervisors can provide an educative or a mis-educative experience. If you want to improve the on-site supervisor e.g. the teacher as an adult learner (courtesy of Larry [Kohlberg's] and Ann Colby's longitudinal research) you need to promote developmental stage growth. This was the cataclysmic conceptual breakthrough or epiphany in connecting adult development theory to our five conditions for growth. The framework provided the guide and Lois refined the critical elements of supervision into a sequence of graduate courses, taught on

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site. Some years later we visited Ben Morris and reported that we had actualized such a program and eventually transported it from Minnesota to North Carolina. He was as excited as we were over that achievement.

**TH: Your work individually and together has covered so much ground and influenced so many others' work. Would you comment for us on the most satisfying or fulfilling aspects of your collaboration, both in terms of the topic focus or the ways of working that presented themselves?**

NS/LTS: In a sense, as educators you always hope to create effective programs and nurture the next generation to take over and improve the current framework. Certainly that happened and is happening. Our move to North Carolina from Minnesota came to produce an almost perfect platform for us. The state had just mandated a two year probationary period for teacher certification, complete with a battery of tests and no provisions for supervision or supervisor training. At the same time Dean Carl Dolce wanted to build a new doctoral program in counseling with a prevention focus (and he hadn't even read Kohlberg, La Crosse and Ricks). What opportunities for the "Lois and Norm" show! We could share doctoral students in teaching and counseling, set up a statewide network for teacher supervision, and "produce" a new generation of assistant professors. Of course the real excitement was that such a framework attracted a terrific group of creative doctoral candidates. We now had the requisite "critical mass" [of students] who in turn carried out new research and practice and fed on each other as an ideal collaborative. Every day then became an experiential feast. We no longer had to compete in our own departments against either "white coat therapists" or traditionalist Beowulf to Joyce "curriculum-ites."

**TH: One issue that seems never to have gone away over the years is what you, Norm, have called "keeping a place set at the table" while the field, if not the nation, goes off in other directions. Especially these days, in this contentious and too-often discouraging socio-political climate, what advice can you offer to all of us about how best to keep doing the right things, to keep a place set at the table for the important issues to which you have devoted your professional lives?**

NS/LTS: On keeping a place at the table. We have certainly seen over the past 45 years a series of ups and downs. Practice will always be buffeted by fads, half-baked ideas and especially educational change on the cheap. To extend the table metaphor, when it comes to real development there is simply no free lunch. There is no teacher proof curriculum or primary prevention through individual counseling. Developmental transformations are left behind in our current educational programs for testing versus educating or so-called character education through virtue (Hartshorne and May revisited?). As we noted at AME there is a vast landscape strewn with such failed fads. As Willie Loman from *Death of a Salesman* said, "that goes with the territory". In the meantime, the current generation of our colleagues, you included, continue to produce new components for the John Dewey vision of an education for democracy. These ideas and practice will again achieve ascendancy even though the current "Dark Ages" in education seems like it may go on forever. It won't, with your help.

#### **PAST KUHMERKER AWARD RECIPIENTS**

Steve Thoma (2004); Fritz Oser (2003); Wolfgang Edelstein (2002); Augusto Blasi (2001);

Ann Higgins D'Alessandro (2000); 1998 and 1999 no award; Clark Power (1997);

Mary Brabeck (1996); Don Cochrane (1995); Lawrence J. Walker (1994); Dwight Boyd (1993);

Richard L. Hayes (1990); Muriel Bebeau (1989); Howard Radest (1988); Edwin Fenton (1987);

Martot Strom & Bill Parsons, Jr. (1986); Marcia Mentkowski (1985); the late Ralph Mosher (1984)

the late James R. Rest (1983); the late Lawrence Kohlberg (1982)

## 2005 DISSERTATION AWARD WINNER Dr. Bryan Sokol, Simon Fraser University

### ***Children's Conceptions of Agency and Morality: Making Sense of the Happy Victimizer Phenomenon***

This thesis explores a puzzling aspect of young children's reasoning about the emotional consequences associated with harming others – or what, in the moral development literature, has become known as the “happy victimizer phenomenon.” Past research on this so-called “phenomenon” has consistently found a strong tendency among most 5-, but not 7-, year-olds to imagine that those who get what they want by victimizing others will experience only positive, or “happy,” emotions. Despite an otherwise good showing on alternative measures of moral understanding, such young children regularly appear to leave sadness, guilt, or remorse out of the picture. The three studies reported here each provide converging evidence that this apparent “moral transition” in the early school years is, in fact, one facet of a broader re-structuring in children's evolving conceptions of human agency.

Building on recent initiatives in the theories-of-mind literature, Study One explored the relations between children's understanding of the interpretive nature of the knowing process (i.e., an “interpretive theory of mind”) and performance on both traditional measures of the happy victimizer phenomenon and alternative procedures designed to draw out the agentive dimensions of the standard assessment conditions. While a strong association between children's theory-of-mind scores and their level of emotion understanding was found in the traditional testing conditions, the alternative procedures demonstrated that children's emotion attributions were heavily influenced by how closely they attended to victimizers' actions. Study Two further examined these findings by more directly testing the relation between an interpretive understanding and children's reasoning about the motivational states that typically underlie others' actions. Using procedures designed to assess children's understanding of “deviant causal chains,” Study Two found that an interpretive theory of mind placed important constraints on children's views about the differences between desires and intentions. Finally, Study Three worked to rule out potential reductionistic explanations of the present “agency account” by showing that children's success at reasoning simultaneously about two aspects of a stimulus event – a design feature shared by all the measures used in these studies – was a distinct, and far simpler ability, than the later-arriving agentive notions assessed in Studies One and Two.

### ***Research (and Personal) Interests***

Bryan Sokol has been an Assistant Professor at Simon Fraser University in British Columbia, Canada, since January 2005. His research deals broadly with children's developing “folk theories,” or naïve conceptions, of mind and self. Because of the dual nature of this enterprise, Bryan's research energies are split between two distinct streams of work. The first of these is aimed at exploring early school-aged children's understanding of their own and others' mental lives. Bryan's research in this area forms the basis for his recently completed PhD thesis on the relations between young persons' theories of mind and their evolving views about moral agency. This work is also the central topic of a recent issue of *New Directions for Child and Adolescent Development* of which Bryan is a co-editor and volume contributor, as well as the focus of a recently published article in the *British Journal of Educational Psychology Monograph Series*.

The second stream of Bryan's research focuses on identity development in adolescents and young adults. This program of research is shared with Bryan's Ph.D. supervisor, Dr. Michael Chandler, at the University of British Columbia. Bryan's work in this area explores the relation between adolescents' changing conceptions of self- or person-hood and the problem of suicide among Aboriginal, or First Nations', youth in Canada. This latter work, in particular, is featured in a recent *Society for Research in Child Development Monograph* of which Bryan is a co-author.

Outside of Bryan's research activities, he enjoys playing with his two-year-old son, Noah, sipping single-malt Scotch (after his son has gone to bed, of course), and watching re-runs of Star Trek episodes.

## READER'S FORUM

**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 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 be sent as an attachment to the *Forum* editor, Elizabeth Vozzola, at [evozzola@sjc.edu](mailto:evozzola@sjc.edu). We are also interested in publishing short **moral education lesson plans** or **reviews of websites** of interest to our members.

## BOOK REVIEWS

**Killen, M. & Smetana, J., Eds. (2006). *Handbook of moral development*. Mahwah, NJ: Lawrence Erlbaum Associates. (regularly \$195.00; available at 60% discount price of \$75.00 when payment accompanies order. To order online, visit [www.erlbaum.com/Killen](http://www.erlbaum.com/Killen) and use coupon code M5B2424.)**

**Reviewed by  
Elizabeth Vozzola, Ph.D., *AME Forum* Editor**

Many moral development scholars and moral educators have well-worn copies of Thomas Lickona's 1975 *Moral Development and Behavior: Theory, Research and Social Issues* and William Kurtines and Jacob Gewirtz's 1995 *Moral Development: An Introduction* on their bookshelves. The earlier book reflected what Killen calls a highly differentiated stage of the study of morality, one dominated by the "grand theories" of developmental psychology (psychoanalysis, learning theory, and cognitive-developmental theory." By the time of Kurtines and Gewirtz's text, the field of moral development had "come of age and . . . become broad and diverse enough to require its own introductory textbook." In the ten years since that introductory text was published, Killen and Smetana believe that the field of moral development has come to a stage of "hierarchical integration" in which the on-going influence of the grand theories is now complemented by new theoretical perspectives (e.g., evolutionary and sociocultural approaches) and the scholarship represents diverse, often novel, and sometimes transformative directions. Moral development scholarship has become ever more multidisciplinary, ever more international and ever broader in its range and scope.

*The Handbook of Moral Development* is organized around six sections that reflect central theoretical perspectives: 1) structuralism and moral development stages; 2) social domain theory and social justice; 3) conscience, socialization, and internalization; 4) social interaction, sociocultural, and comparative approaches; 5) empathy, emotions, and aggression; and 5) moral education, character development, and community service. Among many long time AME members contributing chapters to the current book are Elliot Turiel (*Thought, Emotions, and Social Interactional Processes in Moral Development*), Dan Lapsley (*Moral Stage Theory*), Steve Thoma (*Research on the Defining Issues Test*), Lawrence Walker (*Gender and Morality*), Darcia Narvaez (*Integrative Moral Development*), Larry Nucci (*Education for Moral Development*), and Marvin Berkowitz and Steve Sherblom [with Melinda Bier & Victor Battistich] (*Educating for Positive Youth Development*).

Newsletter space constraints do not allow for any detailed analysis of this 790-page volume, but suffice it to say that this is a resource AME members will want to purchase for both their personal and

institutional libraries. Killen and Smetana recruited scholars who are experts in their chapter's area of moral development and asked them not only to provide "detailed summaries of current theory and research" but also "to summarize unanswered research questions and needed research directions." Students writing dissertations or major papers will find the chapters' reference lists a treasure trove of focused and vetted resources for specific topics. Policy makers, scholars, and moral educators will also find the book an invaluable resource. The authors note that policy and political debates about moral development issues rarely utilize morality theory and research. It is their hope, and a goal of the current AME Board, to bridge the gap between research findings and real world problems and interventions.

During the course of reading the handbook for a *Forum* review, this author has already used it to prepare lectures for graduate and undergraduate courses in moral development and as a resource for a recent article and a book in progress. The chapters are clear, focused and well written and provide a wealth of information on cutting edge research and theoretical perspectives. In perhaps the highest praise of all, I frequently found myself so fascinated with chapters in the *Handbook* that I put down the wonderful novels I had been saving up to read over semester break in order to get back to topics such as "Everyone's Monkey: Primate Moral Roots." Elliot Turiel begins the first chapter of the book with the sentence: "Scholars, researchers, scientists, and theorists spend much of their time, obtain their livelihood, and define themselves professionally by, to put it colloquially, trying to figure things out." Killen and Smetana's *Handbook* allows readers to come along for the ride as outstanding thinkers in the field share their efforts to "figure out" the dynamic and expanding field of moral development.

***"Smart & good high schools" report: Integrating excellence and ethics for success in school, work and beyond. (2005). Cortland, NY: Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs and Character Education Partnership. A free copy of Smart & Good High Schools and additional information on the project are available at [www.cortland.edu/character/highschool](http://www.cortland.edu/character/highschool).***

**Reviewed by**

**Elizabeth Colli, Ph.D., Principal, University High School of Science and Engineering Hartford, CT**

Thomas Lickona and Matthew Davidson maintain that the best high schools have two great goals: to help students become smart and to help students become good, otherwise defined as the pursuit of excellence and ethics. In their *Report to the Nation: Smart & Good High Schools*, they identify character as the means to achieve both of these goals. Specifically, *performance character* is "the diligence, strong work ethic, positive attitude and perseverance needed to realize a student's potential for excellence in performance or achievement," and *moral character* is "the integrity, respect, cooperation and justice needed to be ethical and fulfilled in relationships." It is likely that all educators will see familiar ground in these two tenets, as they struggle with the need to balance students' academic achievement with their development as honest, caring, responsible young people. The authors have created a model that starts with the formation of ethical learning communities, where all stakeholders--faculty and staff, students, parents and the community--are committed to both academic excellence and ethics. The integration of these goals is supported by six principles: shared purpose and identity, alignment of practices with desired outcomes and relevant research, creation of a democratic community, continuous self-development, collective responsibility and a willingness to deal with the tough issues. Multiple "promising practices" are described for each of the six principles, such as developing an honor code, creating a student leadership team, and providing students with a demanding and meaningful curriculum. A similar format is used to present the reader with principles and promising practices for creating a *professional* ethical learning community, encompassing not only administrators and teachers, but all adults who come in contact with students in the school. These practices provide the adults with an enhanced professional environment by offering supportive strategies such as time to study new pedagogies or, opportunities to engage in data driven instruction.

The second half of this attractive, hands-on manual is devoted to an in-depth discussion of student performance outcomes that the authors call "8 strengths of character." They include: 1) the lifelong learner and critical thinker, 2) the diligent and capable performer, 3) the socially and emotionally skilled person, 4) the ethical thinker, 5) the respectful and responsible moral agent, 6) the self-disciplined person who pursues a healthy lifestyle, 7) the contributing community member and democratic citizen, and 8) the spiritual person engaged in crafting a life of noble purpose. As in the first half, promising practices range from the pursuit of excellence (e.g., "use a pedagogy that requires all students to achieve a specified level of mastery), to the development of ethics (e.g., "help students develop an ability to make well-reasoned ethical decisions.") Along with numerous activities, this book offers "go-to" references for each of the principles, with additional on-line contacts. Readers are invited to visit their website ([www.cortland.edu/character/highschool](http://www.cortland.edu/character/highschool)) for an updated list of practices, or to share their own ideas.

*Smart & Good High Schools* is designed as a working manual for practitioners who seek to redesign secondary schools with the dual goals of helping students reach their academic potential while becoming ethical, responsible, contributing members of society. It provides a framework for educators to create high schools in which excellence and ethics are fully integrated. Supported by research and extensive visits to 24 diverse schools that have received external recognition, along with guidance from a national experts panel and a national student leaders panel, Lickona and Davidson have succeeded in producing a book that can be used to implement a comprehensive program or dissected into useful bits and pieces according to the needs of the school. The first time I picked up the book, I found myself flipping to the sections that applied to current needs of my school, such as school advisories and mission statements. Once I had absorbed the suggestions in these areas, I was compelled to read the entire book to get the "big picture" for building a learning community that fosters excellence and ethics. Although some readers may be affronted by the section on spirituality and the soul, it is unlikely that they will challenge many of the specific principles in this unit, such as the value of self-reflection in the quest to live a life of meaning. With a little personal editing, this section can be useful even to those who believe that religion should not be discussed in public schools. The authors maintain their focus on guiding students to be the best that they can be in both personal endeavors and interpersonal relationships. Certainly, the high school years are a critical time for a young person to develop his/her sense of self in relation to others. At a time when secondary educators are searching for ways to connect youth to both academic achievement and admirable character development, Lickona and Davidson give educators a useful resource for integrating values education in a high school community.

## GRANTS & AWARDS INFORMATION

### Association for Moral Education

#### CALL FOR OUTSTANDING DISSERTATION AWARD NOMINATIONS AND SUBMISSIONS

The Association for Moral Education gives awards for (a) dissertations written in English and (b) dissertations written in languages other than English.

The Dissertation Award gives recognition and commendation to doctoral dissertations addressing moral development, moral functioning, and/or moral education. Persons may submit their own work or be recommended by their thesis advisor or a member of the Award Committee. The dissertation must have been completed within the past three years (February 1, 2003 - January 30th, 2006).

The next **submission deadline** for both awards is **January 30th, 2006**. The committee's decision will be announced at the 2006 AME conference to be held in Fribourg, Switzerland, July 5th to 7th. Please submit a letter of introduction, written in English, explaining (a) why the work offers a significant contribution to the study of moral functioning and (b) how the document falls within a program of research. This letter and a PDF version of the dissertation may be submitted electronically. If this electronic submission is not practical, authors of dissertations written in English may choose to submit four (4) copies for final review. Authors of dissertations written in a language other than English should submit

two (2) copies. (If this presents a financial hardship, please contact Dr. Terri Thorkildsen.)

Submissions from outside North America are encouraged in both categories. Authors do not need to be a member of the Association to receive the award, but we would like the recipient to attend the conference for a formal presentation.

Please send dissertations, nominations, or queries to:

Dr. Terri Thorkildsen  
Chair, AME Dissertation Awards Committee  
College of Education, MC-147  
1040 West Harrison  
University of Illinois at Chicago  
Chicago, IL 60607-7133  
USA  
E-mail Address: [thork@uic.edu](mailto:thork@uic.edu)  
FAX: 312.996.5651

If you are unsure whether a dissertation is sufficiently linked to the study of moral theory or practice to address the Association's criteria, please send a copy of the abstract and table of contents to Dr. Thorkildsen for screening.

**AME DISSERTATION RESEARCH GRANTS  
for Research Related to Moral Development Theory and Practice  
2006 Awards  
Application Deadline: April 1, 2006**

**Purpose:** To encourage a new generation of scholars from a wide variety of fields to make a significant contribution to advancing the field of moral development, two doctoral dissertation research grants will be given in the amount of \$2,000 each (or the international monetary equivalent). The grants will be awarded by the Association for Moral Education (AME) and funded by the Gift of Time Charitable Foundation. All funds can only be distributed through a not-for-profit university or educational institution.

**Eligibility Criteria:** Doctoral students are eligible to apply if they have completed all doctoral requirements except their dissertation. For students in the United States, this would mean that all course work and exams have been completed and their dissertation proposal has been formally approved. For students in other countries, functionally equivalent criteria may apply. For all applicants, the topic of their research must be clearly relevant to advancing moral development theory or educational practice, and the applicant must be in a strong position to complete the dissertation within the next academic year.

Dissertations being written in the fields of education, the social sciences, and the humanities are eligible for consideration (e.g., literacy, psychology, sociology, philosophy, theology, etc.). All theoretical perspectives and research methods are welcome.

**Application Procedure:** Students who wish to be considered for an AME Dissertation Grant should submit the following items:

1. A four- to six-page letter, which provides concise answers to the following questions:
  - (a) What is the general problem of concern and the specific purpose or aim of your study?
  - (b) Briefly, what do we already know about this issue from the theoretical and research literature?
  - (c) What is the specific research question you want to address or hypothesis you want to test? What specifically, that is, do you want to learn and why is this important?
  - (d) What methods will you use in this investigation? How, that is, are you going to find out what you need to know?
  - (e) How do you plan to analyze or make sense of what you find?
  - (f) How will this grant help

you? Letters longer than six pages will not be reviewed.

2. A one-page time line and simple budget for the project, with justifications as appropriate. Funds may be used for any reasonable research expense, including materials, data analysis services, summer research support for the investigator, and so forth. No funds will be provided for the purposes of indirect costs.
3. A two-page curriculum vitae, which includes the applicant's complete postal and e-mail addresses.
4. A current, official graduate school transcript or; for applicants from outside of the United States, your institution's equivalent record of your course work and studies.
5. Two self-addressed envelopes.
6. In addition, the dissertation director must submit a letter directly to the committee, which confirms that the proposal has been approved, provides the names of all persons serving on the student's dissertation committee, comments on the proposal's strengths and limitations, and evaluates the student's ability to conduct the proposed research.

**Evaluation Criteria:** Applications will be evaluated according to the following criteria: (a) Significance of the research problem for the field of moral development theory or educational practice, and clarity with which it is stated. (b) Competence in identifying the relevant theoretical and research literature. (c) Adequacy of conceptualization and the development of research questions. (d) Quality of the proposed research method and design: plausibility, originality, comprehensiveness, appropriateness to the research problem. (e) Apparent suitability of the proposed plan of data analysis or equivalent method of interpretation. (f) Quality and clarity of writing. (g) Strength of letter received from dissertation director. H. Strength of applicant's graduate transcript or equivalent record.

It is not necessarily assumed that each criterion will be equally weighted and, in fact, it is assumed that each criterion may have varying relevance to research proposals from varying disciplines. In any given year, the Committee may make the determination that none of the submitted proposals are sufficiently deserving of the award.

**Deadlines:** Entries may be submitted at any time, but all entries must be **postmarked no later than April 1, 2006**. Applications may not be submitted electronically.

Awards will be announced in late May 2006. A public announcement will be made at the next annual AME meeting in July 2006; recipients are encouraged, but not required, to attend the AME conference.

**The application materials should be sent to:**

Robert Howard, Chair  
AME Dissertation Grant Committee  
University of Washington Tacoma Education Program - MS358435  
1900 Commerce Street  
Tacoma, WA 98402  
Phone 253.692.5877  
Fax 253.692.5612  
[rhoward@u.washington.edu](mailto:rhoward@u.washington.edu)

**GOT STUDENT-PRESENTER CONFERENCE GRANTS:  
NEW SOURCE OF HELP WITH CONFERENCE FEES AND AIR FARE**

**Purpose:** 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.

**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.

**CONFERENCE ANNOUNCEMENT**

**PLEASE MARK YOUR CALENDAR: The Center for the Advancement of Ethics and Character (CAEC) at Boston University's School of Education is offering a Two-day Academy on April 6-7, 2006: Educating Heart and Mind: The Theory and Practice of Character Education.**

Plenary presentations will be given by Boston University professors with expertise in the realms of education and philosophy. Participants will come away with a deeper understanding of what it means to educate for character. More information to follow ... in the meantime, please feel free to contact Lauren Terry regarding program details and Professional Development Points (PDPs).

Lauren Terry c/o Center for the Advancement of Ethics and Character  
Boston University  
621 Commonwealth Avenue  
Boston, MA 02215  
Tel: (617) 353-3262  
Fax: (617) 353-4351  
E-mail: [lkerry@bu.edu](mailto:lkerry@bu.edu) [caec@bu.edu](mailto:caec@bu.edu)  
Website: [www.bu.edu/education/caec](http://www.bu.edu/education/caec)

Special thanks to the AME 2005 Program Committee for sharing the text of the Kuhmerker and Outstanding Dissertation Awards

## MEMBERSHIP RENEWAL FORM 2007

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

**If you attend the full 2006 AME conference in Fribourg, your dues will be automatically paid for the year 2007. If you do not plan to attend the 2006 conference, you will need to use this form and mail your dues to renew your membership for 2007.**

Your membership includes a subscription to the quarterly *The Journal of Moral Education* and to the *AME Forum*, published twice a year. In order for your subscription to be processed in a timely manner, please renew by November 1, 2006. **This will be your only reminder.**

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

Name \_\_\_\_\_

Institution \_\_\_\_\_

Business phone \_\_\_\_\_ Home phone \_\_\_\_\_

FAX \_\_\_\_\_ E-mail \_\_\_\_\_

Mailing Label:

Line 1 (name) \_\_\_\_\_

Line 2 \_\_\_\_\_

Line 3 \_\_\_\_\_

Line 4 \_\_\_\_\_

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 2006 conference in Fribourg, your membership (including your subscription to JME) will lapse unless you renew. Dues for 2007 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 St. Louis  
One Brookings Drive, CB 1183  
St. Louis, MO 63130-4899, USA