



## NEWSLETTER

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

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## ASSOCIATION FOR MORAL EDUCATION

29<sup>th</sup> Annual Conference  
Krakow, Poland

July 17-20, 2003

DETAILS AND REGISTRATION  
AVAILABLE ONLINE:

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

Please visit the Website for conference  
program and venue details

**Conference Chair**

**Adam Niemczynski**  
**Jagiellonian University**

## AME CONFERENCE 2003 IN KRAKOW, POLAND

The 29<sup>th</sup> annual meeting of the Association for Moral Education will take place in Krakow, Poland from July 17<sup>th</sup> to July 20<sup>th</sup>, 2003. This conference is co-sponsored by the Jagiellonian University and the Polish Psychological Association.

The meeting will be held in Collegium Novum at the Jagiellonian University located in the historical center of Krakow. For information about the Jagiellonian University, visit its website at [www.uj.edu.pl](http://www.uj.edu.pl). For information on Krakow and its diverse offerings, consult its website: [www.krakow.pl](http://www.krakow.pl).

## CONFERENCE THEME

### “Moral Education Within a World of Social, Political, & Religious Controversies”

This year’s program focuses upon the challenges presented to moral education in a world of social, political, and religious controversies. These issues will be addressed by the keynote speaker and in plenary sessions as well as through symposia and papers.

In keeping with the Association’s mission, presentations will represent scholarship across a variety of disciplines including psychology, philosophy, education, sociology, cultural studies, and ethics. In addition to papers focusing on the conference theme, the program includes papers, posters and symposia on a wide range of issues of moral development, philosophy and education presented by scholars from diverse cultures and nations.

There are 127 submissions represented in the program. The authors come from 28 countries. The Program Committee Chair will consider further proposals for poster presentations if they reach him by May 31.  
(upniemcz@if.uj.edu.pl).

#### Poster Symposia

All posters are put together according to their topics in groups of 10-12 to form a poster symposia. The poster symposium has two parts. First the posters are on display with authors

available for individual discussions for 120 minutes and then a general discussion is introduced by an invited discussant and lasts for 60 minutes.

#### Paper Symposia

Paper symposia last for 75 minutes and are formed by the Program Committee out of three individual submissions.

#### Symposia

Symposia also last for 75 minutes and typically include three presentations connected by a common theme and chaired by the symposium proponent(s).

#### Round Tables

Round Tables are scheduled for lunchtime Friday and Saturday. While at lunch the author(s) introduces the topic for up to 30 minutes and then general discussion goes on for 60 minutes. One should subscribe for Round Tables of her/his choice at the Registration Desk.

### Kohlberg Memorial Lecture

**Professor Dwight Boyd** will provide this year's Kohlberg Memorial Lecture entitled “The Legacies of Liberalism and Oppressive Relations: Facing a Dilemma for the Subject of Moral Education” on **Saturday, July 19th**. Professor Boyd provides an abstract of the lecture as follows.

In modern, Western moral and political theory the notion of the liberal subject has flourished as the locus of moral experience, interpretation, and critique. Through this conceptual lens individuals are enabled to shape and regulate their interactions in arguably desirable ways, e.g., through principles

of respect for persons and the constraints of reciprocal rights. Some feminists and communitarians have provided pictures of moral subjectivity that offer alternatives. However, this paper will argue that some kinds of morally significant relations -- those framed by social groups related to each other through structures of hierarchical power -- constitute a different kind of subjectivity that needs more theoretical and empirical attention. Unless it can accommodate working with this form of subjectivity, moral education runs the risk of contributing to forms of oppression such as racism, instead of being a means of combating them.

Dwight Boyd is Professor of Philosophy of Education at the Ontario Institute for Studies in Education of the University of Toronto, Canada, having taught there for 28 years. He has served as President of the Association for Moral Education, The Philosophy of Education Society, and the Ontario Moral/Values Education Association, and as Associate Editor of the *Journal of Moral Education*. His current research interests focus on philosophical problems in conceptualizing and justifying moral education, and public education in general, particularly in the face of significant dimensions of social/political difference such as multi-cultural, gender, and racialized groups. His publications have appeared in *Harvard Educational Review*, *Journal of Moral Education*, *Educational Theory*, and

*Yearbook of the Philosophy of Education Society*. When not philosophically engaged, he does community service by providing much-needed exercise to over-weight fish of many varieties in waters around the world.

## Plenary Sessions

In addition to Professor Boyd's lecture, the conference theme will be addressed in plenary sessions with lectures by Professors Lawrence Walker and Georg Lind. **Professor Walker** will present a lecture entitled "Multiple Ideals of Moral Exemplarity." Professor Walker's abstract of the lecture is as follows.

Contemporary moral psychology emphasizes moral rationality but minimizes aspects of moral personality that pertain to our basic values, character, and identity. The goal of my present research is to instigate a more balanced account of moral functioning -- to enlarge the moral domain -- by providing an empirically derived taxonomy of different types of moral exemplarity. The findings of a sequence of studies challenge the notion of a singular moral ideal in that divergent personality profiles were evidenced for different types of moral exemplarity. Potential incompatibilities among some moral virtues were also identified, indicative of inherent tensions in moral functioning. At the same time, a substantial number of traits were found to be common, suggestive of the core of moral functioning. The findings revealed many aspects of morality that are salient in common understandings yet curiously absent in our models of moral functioning.

Lawrence J. Walker is professor of psychology and coordinator of the graduate program, University of British Columbia (Vancouver, Canada). He received his Ph.D. from the University of Toronto in 1978. He is a past-president of the AME and currently serves as associate editor for the *Merrill-Palmer Quarterly*. His research focuses on the psychology of moral development, including processes in the development of moral reasoning and the formation of moral personality.

## WORKSHOPS

Nine workshops have been scheduled as follows.

Wednesday, 16 July, 9:00-12:00  
Fairbairn, Carson

Wednesday, 16 July, 14:00-17:00  
Erdynast, Mattise, Fairbairn & Carson

Thursday, 17 July, 9:00-12:00  
Bebeau, Olson, Kahil, Russell

When registering for workshop(s) put the name(s) of the leader(s) on the registration form.

**Workshop 1. Muriel J. Bebeau,**  
University of Minnesota

**"DIT2: New Norms, New Indices, and New Findings"**

Thursday, 17 July, 9:00-12:00

The Defining Issues Test, Version 2 (DIT2), developed and validated in the late 90s, updates dilemmas

and items, shortens the original test, and purges fewer participants for doubtful response reliability. Validation studies indicate that DIT2 is an improvement over DIT1, due primarily to new methods of analysis and new indices, rather than to changes in the dilemmas, items, or instructions. Findings from two new studies, a report on internal consistency reliability for new DIT indices, and a report of norms generated from 13,386 DIT2 responses scored by the Center since 1998, address questions raised by a recent review of DIT studies.

Muriel Bebeau is a Professor in the Department of Preventive Sciences, School of Dentistry, Director of the Center for the Study of Ethical Development, and a Faculty Associate in the Center for Bioethics. An educational psychologist, Dr. Bebeau pioneered the teaching of ethics in dentistry.

In recognition of contributions to dental ethics, the American College of Dentists awarded Bebeau an honorary fellowship. The AME recognized her contributions to moral psychology with its life-time achievement award. She is a three-time recipient of the American Association of Dental Schools' outstanding research award, and she and her colleagues recently received outstanding book awards from divisions within the American Educational Research Association.

Recent publications include: 1) *Postconventional Moral Thinking; A Neo-Kohlbergian Approach* (Rest, Narvaez, Bebeau, & Thoma, 1999), which presents a reconceptualization of the processes of moral growth in a way

that compensates for some of the shortcomings of the standard Kohlberg account of moral growth while maintaining those elements that allow for assessment of global shift in moral thought; 2) an article in the May, 1999 issue of *Educational Researcher*, which argues that ideological shifts produce different emphases in moral education, but that action research is needed if such programs are to achieve their promise; 3) a December, 1999 issue of *Educational Psychology Review*, co-authored with Thoma, which describes the conceptual grounding and design of a new measure of intermediary ethical concepts for ethics education; and 4) a review of efforts to promote ethical development in the professions of law, medicine, dentistry, veterinary medicine, and nursing, published in the *Journal of Moral Education* (Fall, 2002). Forth-coming is a book on moral exemplars, *License to Care; Inspiring Stories of Motivation and Commitment in Dentistry* (Quintessence International).

**Workshop 2. Albert Erdynast,**  
Antioch University

**"Research Instruments and Scoring Manuals for Ethical Development Studies"**

Wednesday, 16 July, 14:00-17:00

Revision's of Kohlberg's theory and research protocols are designed for an empirical study of conceptions of compassion and other ethical values. The study is

designed to examine moral and ethical development: 1) judgments of justice (obligations and duties) and 2) supererogatory ethical values (conceptions of compassion, benevolence, magnanimity and responsibility for welfare of others). Preliminary results from Tibetan Buddhist monks and nuns and North-American samples will be summarized.

Dr. Albert Erdynast was a member of Lawrence Kohlberg's research team during 1970-1973 and took part in the development of two forms of the Moral Judgment Scoring Manuals. His doctoral dissertation involved examination of the intersection between Lawrence Kohlberg's Stage 6 and John Rawls' social contract conception of the original position. He is currently conducting research on conceptions of compassion with Dr. Lobsang Rapgay, a former Secretary to the Dalai Lama.

**Workshop 3. Terrance D. Olson,**  
Brigham Young University

**"Educating on the Moral Dimension of Conflict Resolution"**

Thursday, 17 July, 9:00-12:00

Educational efforts to resolve conflicts among individuals generally are based on providing knowledge and skills regarding such issues as disclosing our values, needs and feelings; or on negotiation and compromise through clarification and give and take. The assumption seems to be that if we could just communicate and compromise, our contentions would dissolve. This workshop makes an alternative assumption that the fundamental issue in conflict resolution

is often a moral one, and that the resolution of contention in marriage and family relationships is primarily a matter of our living true or false to our personal moral sense regarding how to treat the other person. This workshop will show how drawing upon our knowledge and skills may actually be beneficial only after we have attended to our moral way of being in the moment. The workshop will show where certain kinds of interpersonal conflicts "come from" and how this approach can be delivered in educational contexts.

Terry Olson earned a Ph.D. in Marriage and Family Counseling from Florida State University. In the 1980s he was the principal investigator for a US Health and Human Services five year project addressing, with a public school curriculum, the problems associated with adolescent pregnancy. He has served as vice-chair of both the Education and Enrichment and Family Science sections of the National Council on Family Relations. Terry has been the keynote speaker at conferences in Australia on family and child abuse. He is currently a professor in the School of Family Life at Brigham Young University.

**Workshop 4. Rula Kahil, M.A.,**  
American University of Beirut

**Living Values Education; The Road to Emotional and Moral Development"**

Thursday, 17 July, 9:00-12:00

Children around the world are being affected by violence, growing social problems and lack of respect for each other and the world around them.

"Living Values Education" (LVE) provides experiential activities and practical methodologies to parents, teachers and facilitators to enable children and young adults to explore and develop twelve key personal and social values. LVE age appropriate activities promote self-esteem, critical thinking, emotional intelligence, and creative expressions. Importance of LVE will be highlighted in relation to research on multiple and emotional intelligence. Students' work in the program will be presented.

Rula Kahil, a Lebanese, obtained her B.A. degree in philosophy and teaching diploma in Social Studies from the American University of Beirut (AUB) in 1989. In 2003 she received her Masters Degree in Educational Psychology/ School Guidance and Counseling from AUB. In 1998 she joined the teaching staff at the American Community School at Beirut and has been conducting workshops for public school teachers on advisory programs, parental seminars, and the importance of emotional/social literacy programs in education. In 1999 Rula joined the international coordinating team of the UNESCO supported and UN Spanish Committee sponsored program, Living Values Education. In Lebanon, Rula coordinates both team training of educators and teachers in the LVE program within the curriculum. She is also a member of the LVE international training events taking place in Oxfordshire, England. She is, as well, a member of the LVE international planning team.

**Workshop 5. Christina Mattise,** M.Ed., Elementary School Guidance Counselor, Founder: HURT-FREE Schools ([www.hurt-free-character.com](http://www.hurt-free-character.com))

**"Claiming every child's right to feel safe in school"**

Wednesday, 16 July, 14:00-17:00

Hurt-Free Schools' RAINBOW OF SAFETY offers a comprehensive program to address bullying in the elementary setting. Based on child development, social learning, and violence prevention research, strategies teach children skills for use in real-life situations. Teacher-friendly philosophy establishes a school-wide language that supports meaningful behavior management without disruption of academic routines. School policy for addressing bullying is visible. Children are taught how to claim their rights to emotional, social and physical safety while balancing their responsibilities to respect the same rights for others.

M. Christina Mattise, M.Ed., began her work on bullying among young children in 1996. Faced with serious and persistent harassment in her school, she was unable to find any existing programs that met her criteria for successfully addressing this issue. Mattise insisted that all interventions should be school-wide, developmentally sensitive to young children and teach children practical skills which they can apply to their own real-life dilemmas on the playground.

Drawing upon the foundations laid by character education, the ever-evolving body of violence prevention research and most importantly, from the information received through thousands of direct contacts with children, Mattise designed her Hurt-Free School model. Now in use by many schools throughout the United States, Christina has presented her model of violence prevention through character education for American national conferences including the National Association of Elementary School Principals, Child Welfare League of America and the National Crime Prevention Council/ University of Vermont.

After presenting her work for the Association for Moral Education in Scotland in 2000, Christina received an invitation to offer workshops to teachers, students and administrators throughout South Africa. She has returned for consecutive summers to the Rainbow Nation where her message of universal rights and responsibilities has been enthusiastically embraced by the educational community throughout several major cities. Her work has been published in the *Cape Town Sunday Times* and UMAFRICA, which remained as one of the few enduring voices advocating for human rights throughout the apartheid era.

**Workshop 6. Josephine Russell,** Ph.D. student, Dublin City University

**"Moral Consciousness in a Community of Inquiry"**

Thursday, 17 July, 9:00-12:00

This presentation aims to show that the interactive dialogue process in a "Community of Inquiry" is an effective medium for moral education. A video of a class group of Irish children engaged in moral discussion at two different age levels, first at age 7-8 years and later, the same group, at age 11-12, will be introduced. The children are shown grappling with issues of rights and responsibilities, inclusiveness and difference, loyalty and trust, friendship and respect for others. Research findings will be discussed in the light of existing research under: differences in how children approach a topic, skills learned in the format of the community of inquiry, levels of participation, and gender-differences.

Josephine Russell has been a primary school teacher for the past 20 years in Dublin. She is a Learning Support Teacher in her present primary school and has a special interest in Philosophy with Children, popularly known in Ireland as "Thinking Time." She is currently studying for a Ph.D. degree in education at St. Patrick's College, Dublin City University. Children's moral consciousness is the focus of the study. An entire class of 30 children from her school has participated in this study over the past four years and the recorded dialogue forms the core of her qualitative research project.

**Workshop 7. Prof. Gavin Fairbairn,**  
Hope University College

**"Intellectual Disability and Sexuality:  
The Need to Morally Educate Staff"**

Wednesday, 16 July, 9:00-12:00

The sexuality of people with intellectual disabilities is a source of great confusion for professionals who support such people in living. Such professionals often feel frozen by their inability to handle the moral aspects of decision making in relation to sexuality of the people with whom they work, so that when they know what they might do, they find themselves wondering whether they ought to do it. I discuss the need for moral education in order to allow them to develop the moral tools they need. In addition to practical guidance about ways of addressing such problems, staff in this area would benefit from education designed to enable them to reflect on the ethical aspects of these problems, in such a way that they can make ethically sound decisions about how to act.

Professor Fairbairn is qualified in primary and special education and has many years experience as a teacher and social worker in child, adolescent and adult psychiatry, and in learning disability; has taught in teacher education, and held a Chair of Professional Development in Nursing and Midwifery. He has a Ph.D. in Applied Philosophy and M.Ed. in Philosophy of Education, and has published and taught widely on issues in the ethics of medicine, nursing, social work, special education, psychiatry and psychology, including moral development. His books include

*Contemplating suicide: The language and ethics of self harm* (1995, Routledge); with D. Rowley and M. Bowen, *Sexuality, Learning Difficulties and Doing What's Right* (1995, David Fulton Ltd); and with S. Fairbairn, *Integrating Special Children: Some Ethical Issues* (1992, Avebury). Over the past five years he has paid five visits to Poland to work with colleagues in education and psychology on ethical issues relating to inclusive education.

**Workshop 8. Prof. Gavin Fairbairn and Dr. Alexander McMurdo Carson**

**"Mining Deep; Storytelling in the Moral Development of Professional Careers"**

Wednesday, 16 July, 14:00-17:00

In this workshop we focus on moral education for caring professionals. While there will always be a place for an exploration of ethical theory, we believe that moral development in these professions should focus mainly on a consideration of the moral choices practitioners make in the course of their work. We discuss the use of storytelling to help caring professionals reflect deeply on their practice and on the practice of others in related situations. Through the use of examples, we argue that the use of narratives can allow students to develop their practices in ethically coherent and thoughtful ways. (For biographical notes see Workshops 7 and 9.)

**Workshop 9. Dr Alexander McMurdo Carson**

**"Postmodernism and Moral Education; A Narrative Methodology"**

Wednesday, 16 July, 9:00-12:00

This workshop will examine the value of current methods in moral education. It will begin with an examination of the attempt to produce ethical practitioners through the teaching of moral principles or standards such as deontology or utility. The workshop will then explore the value of teaching practical ethics through the use of professional codes of ethics. The Nursing Code of Ethics will be used as an example of the limits of this approach. The workshop will conclude with an exploration of the author's method of moral education through the use of personal narratives.

Dr. Carson is a qualified psychiatric nurse who has taught ethics to health care professionals for many years. He has a Ph.D. in Ethics and Sociology and an M.Sc. in Sociology. Relevant articles include, with G. Fairbairn, "Writing About Nursing Research: A Storytelling Approach", *Nurse Researcher*, 10(1),7-14(2002), and "The Whole Story: Towards an Ethical Research Methodology", *Nurse Researcher*, 10(1),15-29 (2002).

**Annual Awards Banquet**

This event is an opportunity to gather as a community in celebration. Please join us for this special occasion. The banquet festivities will follow a visit to the Jagiellonian University Museum.

## Events Following the AME Community Meeting

On Sunday 20 July following the Community Meeting two events are planned. Attendance for these events must be indicated on the conference registration form.

**The first event is a trip to the Auschwitz Concentration Camp** in the afternoon at a cost of \$15.

**The second event is an evening of piano music from the Holocaust performed by Paul Orgel** at a cost of \$10.

Paul Orgel will present a recital of music by four Czech composers who were imprisoned at Terezin during World War II. Three of them were killed in 1944-45 at nearby concentration camps, and one, Karel Berman, survived. Their music is of exceptional quality and its rediscovery provides a look at some directions in central European music of the 20th century that were cut short.

Terezin (in German, Theresienstadt) has become quite well-known for the Nazis' policy of allowing musical activity to take place in what was essentially a prison camp, and the musical works of its inmates are now, almost sixty years later, attracting attention. The program takes approximately 70 minutes.

### About the Program

The Piano Suite by **Pavel Haas** (1899-1944), composed in 1935

prior to Haas' years at Terezin, consists of five short movements and shows the influence of Leos Janacek, Haas' teacher, in its use of repeated rhythmic figures, folk-derived melody, and its infectious, almost jazzy sense of energy.

The Piano Sonata by **Gideon Klein** (1919-1945) was completed in 1943 at Terezin. He was among the youngest of the composers there and considered to be perhaps the most promising. The sonata's atonal style shows the influence of Arnold Schoenberg. Without being programmatic, its intensity of expression suggests the torment of the situation in which it was composed.

**Viktor Ullmann** (1898-1944), a figure of great authority at Terezin, composed a large number of works there in addition to serving as the camp's music critic (!). His Piano Sonata No.7 was completed shortly before his death at Auschwitz. In five movements, its opening movements evoke the style of Gustav Mahler. Its finale is a set of variations on a mournful Hebrew folksong that culminates in a spirited fugue combining the Hebrew melody with Czech and German chorale tunes -- an affirmative, ecumenical message.

**Karel Berman** (1919-1992) was a singer who went on to enjoy a post-war career as a leading bass at the Prague National Theatre. He can be heard in an important recording from the late 1980s performing a masterpiece by Pavel Haas, "Four Songs from Chinese Texts" that Berman premiered in 1944 at Terezin. His Suite for Piano, 'Reminiscences,' was composed in 1944 and later revised. It contains eight movements in a style that is lyrical

and accessible. The movements have titles like "Youth", "Occupation", "Auschwitz", "Corpse Factory", and serve as Berman's musical biography.

### About the Performer

**Paul Orgel**, husband of Sharon Lamb, has concertized throughout the United States. Critics have praised his playing for its 'subtlety and attention to nuance' (*Philadelphia Inquirer*), 'rare pathos' (*New York Times*), and 'brilliant techniques, sense of humor and fantasy' (*Bridgeport Post*). Orgel has been associated with many composers including Messaien, Cage, Rochberg, and T.L. Read. He can be heard on recent recordings of music by Louis Moyse on the CRI label (a 2003 Grammy nominee) and on the Capstone label (Piano Fantasies by Curt Cacioppo).

Orgel has specialized in Czech music, performing programs of the complete piano music of Janacek and chamber music from Terezin, and, as a scholar of classical performance practice, has given recitals of Haydn and Beethoven on the Viennese fortepiano. As a chamber musician, Orgel has been associated with the Yellow Barn Festival, was a founding member of the Interlochen Trio, an original member of Music at Eden's Edge (on Boston's North Shore), and has collaborated with Jaime Laredo, Chicago String Quartet, and Quartetto di Venezia.

Paul Orgel was educated at Oberlin, the New England Conservatory, and Boston University. He holds a doctorate in piano performance from Temple University. He is currently on the faculty at the University of Vermont and is Artist-in-Residence in the Humanities at St. Michael's College.

## **Conference Time Organizer**

### Wednesday, 16 July

- 9:00-12:00 Workshops  
(#7 Fairbairn, #9 Carson)
- 12:30 Lunch
- 13:00-18:00 AME Board Meeting
- 14:00-17:00 Workshops  
(#2 Erdynast, #5 Mattise,  
#8 Fairbairn & Carson)

### Thursday, 17 July

- 9:00-12:00 Workshops  
(#1 Bebeau, #3 Olson,  
#4 Kahil, #6 Russell)
- 12:30 Lunch
- 13:00-20:00 Registration
- 15:00-18:00 Opening ceremony  
& session
- 18:15 Welcome reception

### Friday, 18 July and Saturday, 19 July

- 8:00 Registration
- 8:15- 9:30 Symposia & Paper Sym.
- 9:30 Coffee Break

- 9:45-11:00 Symposia & Paper Symposia
- 11:15-12:45 Plenary Lecture
- 12:45-14:00 Lunch & Round Tables
- 14:00-16:00 Poster Symposia; Poster Displays
- 16:00-17:00 Poster Symposia; General Discussions

### **Saturday, 19 July**

- 18:00 Jagiellonian U. Museum Visit
- 19:00 Banquet

### **Sunday, 20 July**

- 9:00-10:30 Plenary Lecture
- 10:30 Coffee Break
- 10:45-12:00 Symposia
- 12:00-13:00 AME Community Meeting
- 13:00 Lunch
- 13:00-15:00 AME Board Meeting
- 14:00 Bus leaves for Auschwitz
- 19:00 Bus returns from Auschwitz
- 20:00-21:30 Music of the Holocaust

## **Accommodations**

Jagiellonian University Guesthouse and Dormitory as well as commercial hotel accommodations are available nearby the conference site within a distance of a 5-10 minutes walk.

The Jagiellonian University Guesthouses are available at a per night cost of \$80 for a Single room and \$120 for a Double room. One bed apartments are available for \$140 per night and two bed apartments are available for \$170 per night. All guesthouse rooms and apartments have a bathroom and include breakfast.

Rooms are also available in the student dormitory: A single room is \$25 per night and a double room is \$40 per night. All student rooms have a bathroom but do not include breakfast.

Rooms may be reserved at the Radisson Hotel at a single room rate of \$165 and a double room rate of \$180. Breakfast is included in the room rate. For further information concerning accommodations contact the conference chair at the e-mail address, [upniemcz@if.uj.ed.pl](mailto:upniemcz@if.uj.ed.pl)

## **Transportation**

Travel to Krakow is easy and convenient. The international Balice Airport provides direct connections to a choice of major European airports including Paris, London, Frankfurt, Rome, Zurich, Vienna, Copenhagen, and Tel Aviv. There are also direct connections to New York and Chicago.

Krakow lies at the crossroads of principal railway routes forming a

convenient and reliable network of train connections to Berlin, Vienna, Budapest, Prague, Dresden, and Kiev.

### **Conference Committee**

**Chair:** Adam Niemczynski

**Members:** Bogumila Dec, Andrzej Kurkiewicz, Roman Dorczak, Jakub Kolodziejczyk, Witold Krupiarz, Jan Luczynski, Grzegorz Mazurkiewicz, Maciej Pilch, Katarzyna Solecka, Beata Tecza

**Program Committee:** Jan Luczynski, Roman Dorczak, Witold Krupiarz, Grzegorz Mazurkiewicz, Adam Niemczynski, Chair, Jagiellonian University, Krakow

### **Consultancy to Conference**

#### **Chair:**

The AME Board and in particular Steve Thoma, John Snarey, and Nancy Nordmann

### **2002 Kuhmerker Award and Gifts of Time Recipient Wolfgang Edelstein Reflects on His Life Work**



Wolfgang Edelstein

The 2002 Kuhmerker and Gifts of Time Foundation Award was a

totally unanticipated surprise which I did not even suspect I might merit. Very deserving persons had received the award—most recently Ann Higgins and Gus Blasi, and I don't presume I have a life's work in moral development and moral education to match theirs. But since I happened to be chosen, let me try to describe what has drawn me into my work in moral development research and moral education.

Biographies develop both from conscious and from unconscious sources. Often the conscious sources respond to the unconscious ones and bring into light, and into sudden focus, a structure that had remained diffuse and unrecognized. As happened to so many others, the conscious source was my encounter with Lawrence Kohlberg in the mid-seventies.

It is no exaggeration to say that throughout the years that remained of Larry's life, mine was a constant dialogue with his developing theory, with both concordant and discordant voices—his a deep and resounding one, mine, at times, perhaps a bit strident, reverberating questions from sociology, socialization theory, from the experience of cultural change in Iceland, even from history. Larry, of course, forever won the basic contest. But I derived from it my lasting preoccupation with the performance conditions of moral consciousness and sensitivity, moral judgment and action. A set of books and record of research, a few educational interventions and certain policy commitments testify to that preoccupation. Of course, moral education—the conditions we need to provide for the moral life—is not the least part of the performance conditions

of moral development. It is so particularly important, because it requires both—true insight into the conditions of development, and the political will to shape the opportunity structure for the development of a moral life.

What about the unconscious source? Perhaps my experience of school in Nazi Germany; the harsh side of the difference principle working against, and excluding, the weak; the Jewish family fate, the Jewish refugee fate. But then again the hilarious experience of recognition and acceptance in Iceland, the country of rescue, where individuals counted, and solidarity was writ large across the rough history of self-reliant rural people. And where lifelong friendships were constituted that reach all the way from Reykjavik to the Association for Moral Education.

Perhaps readers of the Newsletter may be interested in the professional milestones that have marked the path towards the award: Graduation from high school in Iceland, MA studies in Paris, doctorate in medieval studies in Heidelberg; ten years of teaching in Germany's most progressive school, run, both for teachers and for students, as a "democratic community."

From 1964 onwards cognitive and moral developmental research studies at the Berlin Max Planck Institute for Human Development, most of it assembled in one major

longitudinal study titled Child Development and Social Structure. It spanned the years from age seven through nineteen, and was greatly indebted to Piaget, Kohlberg and Selman. But going beyond their lead, the study attempted to combine sociology and developmental psychology towards understanding cognitive, moral, and personality aspects of the transition to modernity. Together with the research effort, two decades of commitment to school reform in Iceland.

After retirement, in 1997, came a spell of research on the neo-nazi movement in East Germany, assessing the fate of a cohort that experienced the downfall of the socialist state and the humiliation of an entire generation. Starting from there, it appeared logical to think about violence among youth around the world as a consequence of humiliation, deprivation, and the curtailment of the future while facing the ubiquitous media-transported illusions of the good life—a painful gap between the real perspective and dreams.

It seems difficult to respond to the predicament of young people without the vision of a moral community. In the past years I have tried to work towards this goal by devising a Federal program for German schools called "Learning and living democracy," an attempt at making school experiential, meaningful, and moral.

Wolfgang Edelstein  
Max Planck Institute for Human  
Development  
Berlin, Germany

## AME 2002 Gifts of Time Dissertation Grants

The AME Gifts of Time Dissertation Research Grants Program, which is made possible by the generosity of the late Dr. Lisa Kuhmerker, completed its third successful year of granting awards to support doctoral research. The chair of the selection committee, Mary Lou Arnold, on behalf of the other committee members Marion Mason and Bill Puka, announces and congratulates Julie Burke and Deborah Helsing as recipients of the 2002 awards.

**Julie Burke**, a doctoral candidate at North Carolina State University, is studying the dialectical relationship between preservice teachers' and teacher educators' developing identities of themselves as teachers. Her dissertation director is Anna Wilson.

**Deborah Helsing**, a doctoral candidate at the Harvard Graduate School of Education, is studying teachers' decision-making in the context of classroom uncertainties. Her dissertation director is Robert Kegan.

## AME Member Elliot Turiel Introduces His New Book: *The Culture of Morality: Social Development, Context, and Conflict*

Cambridge University Press, 2002.  
ISBN 0-521-80833-2, Hardcover,  
325 pages.

In this book, Elliot Turiel addresses complex issues in the

relations between morality and culture. *The Morality of Culture* draws on historical, journalistic, and social scientific sources to show that cultures are influenced by people's moral judgments and orientations, and that their morality is not shaped by cultural norms and practices. The development of morality is a process of constructions by children through their interactions with multiple features of their social worlds. In addition to the moral domain, children develop judgments about societal conventions and personal jurisdiction. A central thesis is that children, adolescents, and adults possess flexibilities of mind, by which they critically evaluate social systems and cultural practices.

Most social systems include institutionalized inequalities and injustices through social hierarchies based on social class and gender. Such arrangements result in conflicts between people in different positions, as well as resistance on the part of those in subordinate positions. On the basis of analyses from diverse cultures, Turiel shows that people in positions of lesser power in the social hierarchy often oppose cultural arrangements and work to subvert and transform the system. Generalizations often made regarding the cultural sources of morality in traditions and in orientations like individualism and collectivism serve to obscure the heterogeneous nature of people's judgments and social interactions. Analyses of the moral and social problems faced in many societies require recognition of people's moral, social, and personal goals and the ways social arrangements provoke opposition from those who are treated unfairly.

Turiel also examines generalizations about American society. A common theme in the latter part of the twentieth century has been to lament the moral state of American society and the decline of morality among youth. Turiel challenges these views, showing that generation after generation has lamented the decline of society and blamed young people. He argues that such characterizations entail stereotyping and nostalgia for the past. People's discontents with the unfairness of aspects of societal arrangements and cultural practices are often misinterpreted as a lack of commitment to society.

"In short, there could hardly be a more propitious moment for a discussion of culture and morality; and, while his focus is more on academic than on political concerns, it is exactly that serious discussion that Elliot Turiel provides in *The Culture of Morality...* The intellectual journey on which Turiel takes the reader is a thoroughly satisfying one, and it will provide students with a valuable introduction to important thinkers whose work is bound to intersect with their own interests." -- from a review by Lee Ross in *Human Development*.

Elliot Turiel is Chancellor's Professor of Education at the University of California, Berkeley and the 2002 Association for Moral Association Kohlberg Memorial Lecturer. His lecture will be published in the June issue of the *Journal of Moral Education*.

## ANNOUNCEMENTS

### Research Opportunity

#### **International Collaboration for Teaching Professional Issues in Computing**

Joe Griffin, Department of Computer Science and Information Systems, University of Limerick, Ireland  
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Email: joe.griffin@ul.ie

Over the past two years the author has been evaluating a multi-institutional approach to teaching and assessing students in computing education. Studies involving undergraduates at the University of Limerick in Ireland, de Montfort University in England, and Sacred Heart University in the USA have reported on the results of using collaborative learning environments with virtual teams in solving moral and ethical dilemmas in computing (Griffin, 2000; Griffin & Grodzinsky 2001; Grodzinsky, Griffin & Jeffries 2002; Griffin, Grodzinsky & Jeffries 2002; Griffin 2003). The papers cited report on a range of issues including: criteria for the selection of virtual learning environment, issues on the establishment of virtual learning teams, how learners actually use a range of tools and investigations into methods for assessing the development of critical thinking and moral reasoning.

The author would like to hear from colleagues in Asian countries who are interested in this proposal with a view to applying for research funding under the recently announced call for

proposals for the Asia-Link Programme funded by the European Commission.

Please send expressions of interest with CV to the author. Please include details of experience teaching Professional Issues or related subjects.

### **Conferences**

#### **International Conference on Civic Education Research**

November 16-18, 2003  
New Orleans, LA, USA

This interdisciplinary conference will draw together researchers with a common interest in civic education. Research will include work on service-learning, moral education, character education, policy, and the civic capacity and skills of citizens. It is interdisciplinary and will include faculty from Education, Political Science, Sociology, Public Policy, and Evaluation as well as practitioners. The conference is international because it is relevant to scholars from other countries and includes research from many countries, not because the intent is to study civic education in an international context only.

For more information on the conference, including hotel, travel, registration, and panel format, and to submit a proposal, please go to the website:

[www.indiana.edu/~civiced/](http://www.indiana.edu/~civiced/)

#### Contact Information:

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#### **Jean Piaget Society**

#### **33<sup>rd</sup> Annual Meeting**

June 4-7, 2003, Chicago, IL

The theme of the 33rd Annual Meeting of the Jean Piaget Society is Play and Development. The invited program, organized by Artin Göncü of the University of Illinois at Chicago and Suzanne Gaskins of Northeastern Illinois University, will bring together psychological, cultural, evolutionary, and applied perspectives of play in an effort to provide an holistic understanding of play and its role in human development.

Conference information and registration are available at the association website:

[www.piaget.org/conference.html](http://www.piaget.org/conference.html).

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