



NEWSLETTER

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

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Statements appearing in the Newsletter are the views of the authors and do not necessarily imply endorsement by AME or the Editor.

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AME website
www.amenetwork.org

Association for Moral Education 29th Annual Meeting

July 17-20, 2003
Krakow, Poland

Call for Program Proposals

Deadline: February 20, 2003

Conference Chair

Adam Niemczynski
Jagiellonian University

<http://www.amenetwork.org/conferences/index.htm>

AME Conference 2003

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

The meeting will be held in the three adjacent colleges at the Jagiellonian University located in the historical center of Krakow. To get information about the Jagiellonian University, visit www.uj.edu.pl.

Hotel accommodations are available near the conference site within a 5-10 minutes walk. Prices for a moderate, single room with bathroom start at \$60.00 per night. Student accommodations in dormitories are also available. You may get more information from the conference chair at upniemcz@if.uj.edu.pl

Travel to Krakow is easy and convenient. The international Balice Airport provides direct connections to 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 and several daily services to Berlin, Vienna, Budapest, Prague, Dresden, and Kiev.

To get more information on Krakow and what it offers in terms of culture, arts,

Krakow, Poland Conference 2003 (Continued from Page 1)

museums, festivals, concerts, sports , leisure and entertainment you may go to its Municipality Website at www.krakow.pl.

Conference Theme

"Moral Education Within a World of Social, Political, and Religious Controversies"

In keeping with the Association's mission, program proposals from scholars across a variety of disciplines, such as psychology, philosophy, education, sociology, cultural studies, and ethics are encouraged.

Although all plenary sessions and some invited symposia will be organized around the general theme, individual proposals do not have to be related to that theme.

Submission Requirements

The proposal deadline is February 20, 2003.

Submissions should be sent as an open text (not as an attachment) to the Program Chair at the address: upniemcz@if.uj.edu.pl.

Guidelines For Proposals

Proposals must include the following.

Part One

1. State the title of your proposal (10-word maximum)
2. Select the top three preferred formats for your presentation in order of preference:
 - Paper presentation: Paper presentations will be grouped in threes for 75 minute sessions
 - Symposium: 60-75 minutes
 - Round Table: 30-60 minutes
 - Demonstration: 30-60 minutes
 - Moral Education Fair
 - Poster Symposium
 - Pre-conference workshop
3. Full name, title, and affiliation of author. Please supply postal and

email addresses, phone and fax numbers of author.

4. Full name, title, and affiliation of co-author(s). Postal and email addresses, phone and fax numbers of co-author(s).
5. Provide an abstract of up to 100 words to be printed in the program.
6. Indicate your media needs. Standard equipment will be available, if requested in advance (i.e., flip chart package, VCR and monitor, overhead projector, 35-mm slide projector).

Part Two

1. For review purposes, provide a 500-word summary of your poster, paper, round table, or demonstration. For panel presentations, provide a 500-word summary of each individual paper in addition to a 250 to 500-word summary justifying their joint presentation. For workshops, also include a summary of your relevant background. All proposals will be peer reviewed.
2. Provide your primary discipline (e.g., psychology, ethics, education, philosophy).
3. Age-level focus (select all that apply)
 - Pre-kindergarten-secondary education
 - Post-secondary education
 - Professional
 - Adults

Notification

The Program Chair will notify individuals submitting proposals of the Program Committee decision by March 20, 2003.

AME 2002 Conference in Chicago

The Association for Moral Education held its 28th annual conference in Chicago on November 7-10, 2002. The conference was sponsored by the College of Education of the University of Illinois at Chicago and its Office for Studies in Moral Development and Education, and the UIC Department of Psychology Collaborative for Academic and Social Emotional Learning (CASEL). The theme of this year's conference was "Conflict, Contradiction, and Contrarian Elements in Moral Development and Education." The Conference Organizer, Larry P. Nucci, provided a rich and varied program for those in attendance. There are plans to publish a collection of conference proceedings, which will be available in the near future.

The annual banquet was the occasion for recognizing both the lifetime contributions of an individual of stature in the field of moral development and the work of young scholars of promise. The Kuhmerkur and Gifts of Time Foundation Award recognizes the contribution of individuals who have provided distinguished leadership and made significant contributions to the field of moral development in the course of their careers. Wolfgang Edelstein of the Max Planck Institute for Human Development in Berlin, Germany was named the 2002 recipient of the Kuhmerkur and Gifts of Time Foundation Award. His many friends and colleagues

celebrated his gifted professional life and many significant contributions.

Two AME Dissertation Award recipients were announced. For a dissertation written in English, the recipient was John Tyler Binfet (PhD, University of British Columbia) for his study entitled "The Effect of Reflective Abstraction Versus Peer-Focused Discussions on the Promotion of Moral Development and Prosocial Behavior: An Intervention Study." His supervisor was Dr. Kim Schonert-Reichl.

For a dissertation in a language other than English, the award went to Gerhard Minnameier (PhD, Johannes Gutenberg University of Mainz, Germany) for his two-volume study "Entwicklung und Lernen—Kontinuierlich oder diskontinuierlich Grundlagen einer Theorie der Genese komplexer kognitiver Strukturen" (Development and Learning: Continuous or discontinuous fundamentals of a theory about the genesis of complex cognitive structures) and "Strukturgenese Moralischen Denkens_Eine Rekonstruktion der Piagetschen Entwicklungslogik und ihre moraltheoretischen Folgen" (Structural genesis of moral thinking: A reconstruction of Piaget's development logic and its moral theoretical consequences). Gerhard's supervisor was Dr. Klaus Beck.

New AME Board Members Announced

The AME Executive Board announces with pleasure that the following individuals have been elected to serve on the Executive Board for three year terms beginning in 2002. They are Susana Frisancho, Rosalie Romano, Elizabeth Vozzola, and Tom Wilson.

Board members whose terms expired in 2002 are Andrea Green, Helen Haste, Georg Lind, and Rosalie Romano.



Newsletter Submission Deadlines

The deadlines for submitting materials for the AME Newsletter are March 15 and November 15.

Please contact the editor
(see front page)
for submission guidelines.

AME Members Invited to Share Expertise at White House Conference



*Lawrence J. Walker, Darcia F. Narvaez,
William V.B. Damon*

The research of AME members Bill Damon, Darcia Narvaez, and Larry Walker was prominently featured at the White House Conference on Character and Community hosted June 19, 2002 by first lady Laura Bush. Nine speakers, who included Damon, Narvaez, Walker, Secretary of State Colin Powell, Secretary of Education Rod Paige, the first lady, and President Bush, spoke to some 200 educators, researchers, congressional and government officials, and schoolchildren on the topic of research-based methods of integrating service learning and character development into education.

An overview of the conference is available in an article published in the September 2002 issue of the *American Psychological Association Monitor*, from which the presentation summaries below were excerpted. The full text of Darcia's presentation is available in *Education Matters*, a publication of the Association of American Educators, Volume VIII, Number 6. For the full texts of their presentations, contact Larry at lawrence.walker@ubc.canada or Bill at wdamon@stanford.edu.

William Damon, PhD, professor and director of Stanford University's Center on Adolescence, summarized the psychological research on character development, emphasizing that good character is promoted when adults set high expectations for children. Moreover, he said, character education should be a communitywide effort that not only teaches children what not to do, but engages them in activities that allow them to practice virtuous behavior – such as volunteering in the community.

Because positive role models from history or public life can have a big impact on children, **Lawrence J. Walker, PhD**, a University of British Columbia psychology professor discussed his research on individuals who are exceptional examples of moral character, such as Martin Luther King, Jr. and Oskar Schindler. While there is no one prototype for such individuals, he said, many share common traits, including self-sacrifice, altruism, conscientiousness, openness, honesty, dependability and self-control.

Darcia Narvaez, PhD, of the University of Notre Dame presented findings from the Community Voices and Character Education project. Community Voices helps students become "experts" in character by developing skills that are based on basic socialization, positive psychology and altruism. The instruction is integrated into schools' existing curriculum in every subject, and the program is adapted to each locality by involving the community in decision-making and teaching the skills. The program's pilot study has found that children in the program significantly increased their prosocial responsibility, ethical identity and prosocial risk-taking, while those in the control group showed no increases.

Journal Announcements

JOURNAL OF MORAL EDUCATION

Referees And Reviewers Needed

The JME has an international Editorial Board, part of whose function is to referee papers submitted for consideration for the Journal. In addition, a wider range of scholars in the field are called upon to review and comment on the suitability of articles for publication. Their names and institutional affiliations are published annually in the second issue of the Journal each year. The Review Editors also invite scholars to undertake book reviews and review articles of books and curriculum materials which are published in each issue of the Journal.

The Editor is seeking to augment the international pool of academic and professional associates to call upon in the review process as a response to the increasing diversity of submissions (geographically, by discipline, topic and so on). We are particularly keen to include AME members in the review process, especially since the JME forms part of the AME subscription. Junior scholars may also see this as a way of gaining expertise in the publication process. Papers can be sent to the referee by post, although the JME is increasingly moving towards an email system. There is no payment for the work. Referees' reports are sent anonymously to the article submitter. If you would be interested to be considered as a JME referee and to contribute to the peer review process and uphold the JME's standards, please send a one-page CV of your qualifications, interests and experience, your email, address, phone and fax numbers to the Editor (Dr. Monica Taylor mtaylor@jnlmoraled.u-net.com).

If you would be interested to review or suggest books or curriculum materials to be reviewed for publication in JME please contact Dr John Snarey (jsnarey@emory.edu) for books published in North America and James Conroy (j.conroy@educ.gla.ac.uk) for books published in the UK and rest of the world.

JOURNAL OF MORAL EDUCATION

Subscriptions Fund

The Journal of Moral Education Editorial Board recognises that some institutions are having difficulty in meeting the cost of a subscription to the Journal of Moral Education because they are located in soft currency countries.

The Board therefore decided to donate a limited number of gift subscriptions to institutions in such countries. The fund commenced in 1996 and each gift subscription runs for two years. Preference is given to institutions, which at the end of two years, expect to be able to continue subscription with funding from their own and/or other sources. Applications should be made in writing to the Editor (Dr. Monica Taylor, mtaylor@jnlmoraled.u-net.com) with a full statement of the relevant circumstances, and of interest within the institution in moral education. Nominations of suitable institutions may be made by AME members.

JOURNAL OF RESEARCH IN CHARACTER EDUCATION

Call For Papers

Editors Andrew J. Milson of Baylor University and Marvin W. Berkowitz of the University of Missouri-St. Louis invite submission of papers for consideration for publication in the new Journal of Research in Character Education. The journal serves an audience of researchers, policy makers, teacher educators, and school practitioners concerned with the development of positive character in young people.

For more information, please contact:

Dr. Andrew J. Milson
(254) 710-4238
Andrew_Milson@baylor.edu

Dr. Marvin W. Berkowitz
(314) 516-7521
berkowitz@umsl.edu

2002 Dissertation Award Recipients Summarize Their Dissertations

"The Effect of Reflective Abstraction Versus Peer-Focused Discussions on the Promotion of Moral Development and Prosocial Behavior: An Intervention Study"

by John Tyler Binfet, PhD, University of British Columbia

The goals of this study were twofold. The first goal was to examine the effects of two distinct moral reasoning interventions on moral reasoning development: an interindividual or social intervention in which students participated in moral dilemma discussions and an intraindividual or individual intervention in which students participated in reflective abstraction concerning the issues prevalent within a series of moral dilemmas. The second goal of this study was to examine the effects of the aforementioned moral reasoning interventions on self-, peer-, and teacher-ratings of prosocial and antisocial behaviors. Ninety-seven sixth and seventh grade students attending public school in a large, metropolitan Western Canadian city participated in the study. Participants were randomly assigned to one of four groups: a moral discussion group, a placebo discussion group, a moral reflection group, and a placebo reflection group. The interventions occurred over a ten-week period involving one 40-minute period per week. Gibbs' Social Moral Reflection Measure - Short Form (Gibbs, Basinger, & Fuller, 1992) was used to assess pre- and post-levels of moral reasoning. Additionally, pre- and post-test measures of self-, peer-, and teacher-ratings of behavior were administered.

The results indicated that:

- a) There was no difference in moral reasoning between students in the two experimental groups,
- b) Students in both experimental groups made significant gains in moral reasoning when compared to students in their respective placebo groups, and

- c) Although no difference was found in self-ratings of prosocial and antisocial behavior, several differences were found across groups with respect to peer- and teacher-ratings of prosocial and antisocial behavior.

The findings contribute both theoretically and practically to the field of moral education. From a theoretical perspective, the results of this study challenge conventional thinking concerning the different means through which moral reasoning may be facilitated. Certainly, the findings validate the role that reflective abstraction plays in fostering moral development. From a practical perspective, the findings provide strategies for educators interested in promoting both moral development and prosocial behavior in the classroom.

"Entwicklung und Lernen: Kontinuierlich Oder Diskontinuierlich? Grundlagen Einer Theorie Der Genese Komplexer Kognitiver Strukturen" (Development and Learning: Continuous or Discontinuous? Fundamentals of a Theory About the Genesis of Complex Cognitive Structures) and "Strukturalgenese Moralischen Denkens: Eine Rekonstruktion Der Piagetschen Entwicklungslogik Und Ihre Moraltheorischen Folgen" (Structural Genesis of Moral Thinking: a Reconstruction of Piaget's Developmental Logic and Its Moral Theoretical Conse

by Gerhard Minnameier, PhD, Johannes Gutenberg University, Mainz, Germany

The dissertation ends with the suggestion of a new stage taxonomy, but this is only the eventual outcome of a research question that originally focused on the problem of stage transitions (within the Kohlbergian

framework). This problem was dealt with in two major steps, which also mark the dividing line between the two volumes: 1) the problem of continuity versus discontinuity and 2) how discontinuous leaps can be explained both in general and in the context of moral cognition. The second question involves two further problems that are of particular interest with respect to the theory of moral stages, i.e. a) what is the precise gain of each stage in relation to one from which it emerged and b) what immanent contradictions arise at each particular stage.

As for the issue of continuity versus discontinuity the basic problem consists in explaining how developmental progress is possible at all. In historical dimensions, the idea of progress is still relatively new - it came up only some 300 years ago - and it proved to lead into serious difficulties. Nonetheless, today we firmly believe in the reality of developmental progress, and so it ought to be accounted for. The first volume provides an historical reconstruction of how problems and solutions have been successively set forth in the philosophical and scientific debate - discussing, *inter alia*, Leibniz' principles of continuity and preformation, the concept of epigenesis (Buffon, Bonnet, Lamarck), Hegel's dialectical philosophy of becoming, Darwin's theory of evolution, different versions of emergentism and up to date thermodynamical as well as quantum-theoretical explanations of it (I. Prigogine's dissipative structures far from thermodynamic equilibrium; D. Bohm's and H. Stapp's QT-approaches to the emergence of [levels of] consciousness).

The main result of the first volume is that even an account of present day natural science discontinuous phase transitions are by no means spooky, but rather common even in simple physical systems and can be explained to a large extent by fundamental and well-established physical theories. Nor are stages merely the result of crude generalizations (a traditional reproach to stage theorists). In the concluding section consequences are expounded e.g. with respect to knowledge structures, the concept of complexity (as opposed to

mere "complicatedness"), the relation of development and learning, and perspectives and limits of self-organized learning.

The above-mentioned theories from modern physics and related disciplines also allow us to give Piaget's theory a better, i.e. more basic scientific grounding. This is what the second volume aims at, where Piaget's equilibration theory is reconstructed in terms of modern non-equilibrium thermodynamics. What is more, such an account can also be transformed into the language of mathematical information theory (Shannon), and this more directly than has been assumed when Shannon originally presented his theory in the mid 20th century (see e.g. J. P. Crutchfield: The calculi of emergence, *Physica D*, 75, 1994, pp. 11-54).

In personality and developmental psychology it has been strongly held for roughly half a century that development depends neither on the person nor on environmental influences alone but on an interaction of both. However, how this interaction basically works has, by and large, remained an open question (Piaget included, who focused more on the perspective of the developing individual). The mentioned theories, however, yield rather deep and clear insights on this issue. They also allow for a reconstruction of development as a dialectical sequence of stages (and also phases of the transitional process as such; especially with respect to Piaget's alpha-, beta-, and gamma-phases as described in his *Equilibration of cognitive structures*), which is surprising in a way, given the long standing paradigmatic opposition of natural science on one hand and dialectics on the other.

In his last work in collaboration with R. Garcia (*Psychogenesis and the History of Science*), Piaget not only claims that the theory of dissipative structures far from thermodynamic equilibrium provided the naturalistic foundation of his equilibration theory, but also sets forth an out and out dialectical stage theory. In this book, Piaget's stage sequences are re-examined and now held to come in threes, i.e. sequences of so-called *intra-*, *inter-*, and

Dissertation Awards (Continued from Page 7)

trans-stages (which may also be embedded in higher order intra-, inter-, and trans-levels). The results of the systematic analysis in the dissertation confirm that Piaget's and Garcia's approach is coherent and compatible with what current natural science tells us.

The last part of the second volume consists in an application of those developmental principles to the domain of moral reasoning. The cognitive architecture according to Piaget and Garcia served as a model, but what is much more important is that the stage sequence has been generated by first determining what would have to be the most primitive moral claim, then showing what inherent contradiction arises within this perspective and how this problem is solved at the next stage (and so forth across the whole range of stages). Thus, the stage taxonomy has been set up in a

truly structural developmental manner, (re)constructing development by its mechanics.

All this is not to say that this is the ultimate theory of moral development. Many questions still remain to be answered. However, the foundation appears to be sound and the results achieved so far (e.g. in accommodating Kohlberg's "Stage 4/5" or the historical development of philosophical ethics) are encouraging. Eventually, time will have to tell.

(For texts available in English consult the author's article "A new 'stairway to moral heaven'? A systematic reconstruction of stages of moral thinking based on a Piagetian 'logic' of cognitive development" in the Journal of Moral Education (vol. 30, 2001) or a paper presented at the 2002 AME Conference in Chicago: "Developmental progress in ancient Greek ethics", to be downloaded from http://wiwi.uni-mainz.de/wipaed/beck/publicat/Frame_Publikationen.htm.)

Call for Dissertation Submissions: AME Dissertation Awards

The Association for Moral Education gives awards both for dissertations written in English and for dissertations written in languages other than English.

The Dissertation Award gives recognition and commendation to a doctoral dissertation in the field of moral development 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, 2000 - February 1, 2003).

The next submission deadline for both awards is February 1, 2003. The committee's decision will be announced at the 2003 AME conference to be held in Krakow, Poland in July 2003.

For dissertations written in English, the committee will require four (4) copies; for dissertations written in a language other than English, the committee requests two

(2) copies. (If this presents a financial hardship, the candidate should contact the chairperson.)

Submissions from outside North America are encouraged in both categories. One need not be a member of the Association to receive the award.

Please send dissertations, nominations, or queries to:

Professor Don Cochrane, Chair,
AME Dissertation Awards Committee
College of Education
28 College Drive
University of Saskatchewan
Saskatoon, SK S7N 0X1
Canada

Email Address: don.cochrane@usask.ca
FAX: 306.966.7549

If you are unsure whether the dissertation is linked closely enough to moral development theory or practice to meet the criteria of the Association, please FAX a copy of the abstract and table of contents to the chair of the committee for prior review.

Call for Grant Applications: AME Dissertation Research Grants for Research Related to Moral Development Theory and Practice

Year 2003 Awards

Application Deadline: May 30, 2003

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 email 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. In addition,
6. 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 criteria will be equally weighted and, in fact, it is assumed that each criteria 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 May 30, 2003. Applications may not be submitted electronically.

Awards will be publicly announced at the next annual AME meeting, which is being held July 17-20, 2003 in Krakow, Poland.

The requested application materials should be sent to:

Mary Louise Arnold, Chair
AME Dissertation Grants Committee
Human Development & Applied Psychology
OISE/University of Toronto
252 Bloor Street West
Toronto, Ontario, Canada M5S 1V6
marnold@oise.utoronto.ca

AME Member Introduces New Book

Hungry Minds in Hard Times Educating Students of Poverty for Complexity

By Rosalie M Romano and Catherine H. Glascock

Hungry Minds in Hard Times: Educating Students of Poverty for Complexity, Peter Lang Publishing, 2002. ISBN 0-8204-55016, Paper, 216 Pages, \$29.95

Hungry Minds in Hard Times is, in part, a story of liberatory education for poor, working class, rural, middle school students. Investigating the reopening of a local coal mine, a group of eighth graders – with teacher Bill Elasky and university professor Rosalie Romano – explored the contradictory, contentious, conflicting and ultimately moral perspectives of community members and the coal company. Multiple viewpoints amplified

the complexity of the local issue and provided the backdrop for critical literacy, trust and dialogue, and a sense of connection and affinity. *Hungry Minds* is a case of education as a moral endeavor, where students constructed their understanding of the impact any and all decisions about the coal mine opening has on the lives of a community.

This book challenges the belief that a diet of disconnected facts provides nourishment for students from poor, working class backgrounds. Instead, teaching through complexity is acknowledged as a subversive, necessary act that interrupts the dominant value system, which keeps failing as a way of life for rural and inner city students.

Rosalie Romano is a member of the AME Executive Board and Assistant Professor of Education at Ohio University.

Conference Announcements

MARCH 13-15, 2003 – Sports, Character and Responsible Citizenship

Mendelson Center for Sports, Character & Community, University of Notre Dame

Senator Bill Bradley will open the conference on Thursday evening, March 13th. A key presenter is former AME President, Clark Power. Conference information is available at the conference website www.nd.edu/cscc, or contact Nicole LaVoi at (574) 631-4445, Fax: (574) 631-8411, Email: cscc@nd.edu

JUNE 5-6, 2003 – Connections in Character: An Institute for Educators & Researchers

*Center for Research on Ethics and Values
Azusa Pacific University, Azusa, California*

The conference is an effort to connect researchers and practitioners in a dialog on what's working in K-12 character education. Peter Yarrow (of Peter, Paul, and Mary), Marvin Berkowitz (Stanford N. McDonnell Professor of Character Education, University of Missouri – St. Louis), and Kay Boyer (The Boyer Center, Messiah College) are among the featured speakers.

Proposal submission details are available at www.apu.edu/connections, or contact Beverly Hardcastle Stanford at bstanford@apu.edu, phone 626-815-5363.

JUNE 27-29, 2003 – Mosaic 2003 Conference: Moral, National and Global Citizenship

*Liverpool Hope University College
Liverpool, England*

Professor Jim McAuley, University of Huddersfield, will present the inaugural lecture. Papers covering a diverse range of topics are welcome, and submissions from research students are particularly encouraged. The MOSAIC 2003 programme consists of one half hour presentations followed with discussion of each paper.

March 28, 2003 is the deadline for registration. Submit 300 word abstracts until March 28th and produce papers in advance for May 30, 2003. Additional registration information and forms are available from www.hope.ac.uk/mosaic.

Submit your abstract to Neil Ferguson at fergusn@hope.ac.uk or mail to Psychology, Liverpool Hope University College, Hope Park, Liverpool, L16 9JD, UK.

AUGUST 27-31, 2003 – International Conference of Critical Psychology: Contesting Conflict, Challenging Consensus

Department of Psychology, University of Bath, World Heritage City of Bath, England

This conference provides an exciting opportunity to take stock of the shifting boundaries and lines of conflict in contemporary critical psychology – to question current and emergent divides.

Papers in any area of critical psychology will be considered. The conference themes include the following:

- 1) Liberating Identities
- 2) New Capitalism, New Economy
- 3) Political Psychology
- 4) Resurfacing the Unconscious
- 5) Bodies
- 6) Critical Cyborgs
- 7) Recycling Language

Confirmed keynote speakers are Charles Antaki, Daniel Bar-Tal, Michael Billig, Erica Burman, Martin Conway Mary Gergen, Ken Gergen, Ian Parker, Stephen Reicher, Hank Stam, and Valerie Walkerdine.

Online submission of papers is now in progress; deadline February 20, 2003.

Please check conference website: <http://www.bath.ac.uk/psychology/critical/>

All enquiries to be sent to: critpsy-enquiries@bath.ac.uk

Membership Renewal Form

If you attended the 2002 AME conference in Chicago, your dues were automatically paid for the year 2003. If you did not attend the 2002 conference and have not sent in a check and renewal form, then your membership has elapsed. Please take the time to renew. Your membership includes a subscription to the quarterly Journal of Moral Education and to the AME Newsletter, published twice yearly. For your subscription to be processed in a timely manner, please renew by February 15.

To renew your membership, please complete the following:

Name

Institution

Business phone

Home phone

FAX

Email

Please include address or employment status changes with your check or money order.

Mark as appropriate:

- Regular dues: \$75.00
- Student dues: \$60.00
- Donation to the Kohlberg Memorial Fund

Total Enclosed** \$ _____

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