

The Association for Moral Education

19th Annual Conference

From Judgment to Action: Visions for Moral Education

November 11, 12, and 13, 1993

**Florida State University
Tallahassee, Florida**

The Association for Moral Education (AME)
is an international interdisciplinary association founded for the purpose of fostering communication, cooperation, and research among professionals concerned with advancing both theory and practice in the field of moral education.

The Conference is being co-sponsored by the Division of Student Affairs at Florida State University, Tallahassee, Florida.

From Judgment to Action: Visions for Moral Education

Conference Goals

The goals of this conference are to address the relationship between thought and action in moral development and to move toward improved understanding of moral education. The following issues will be addressed at the conference:

1. How visions for moral education have changed and continue to evolve;
2. How moral education can continue to be informed by research on the basic processes of moral development;
3. How practices in moral education have changed and continue to evolve; and
4. How moral education in the 1990's can be more responsive to social and political contexts, whether at the local, national, or international level.

AME 1993

Program Outline

Thursday, November 11

8:30 a.m. - 4:30 p.m.
•Pre-Conference Workshops
FSU Conference Center

7:00 p.m.
•Welcome Reception
at the Cabot Lodge

5:00 p.m. - 7:00 p.m.
Executive Board Meeting
Ramada Inn North, Oxford Room

Friday, November 12

7:30 a.m. - 8:30 a.m.
•Registration and Coffee

8:30 a.m.- 10:00 a.m.
•Plenary Session
"From Judgment to Action: Visions for Moral Education"

Dr. Mary Howard-Hamilton
University of Florida

Dr. Norman Sprinthall
North Carolina State University

Dr. Muriel Bebeau
University of Minnesota

10:30 a.m. - 5:15 p.m.
•Concurrent Sessions

12 noon - 2:00 p.m.
•Poster Session and Lunch

6:00 p.m. - 7:00 p.m.
•Reception
at Conference Center

7:00 p.m.
•Banquet

Saturday, November 13

7:30 a.m. - 8:30 a.m.
•Registration and Coffee

8:30 a.m. - 10:00 a.m.
•Kohlberg Memorial Lecture
"Conversations as Moral Education"
Dr. Nel Noddings, Acting Dean of the
School of Education, Stanford University

10:30 a.m. - 4:30 p.m.
• Concurrent Sessions

12 noon - 2:00 p.m.
•Round Tables and Lunch

4:45 p.m.
•AME Community Meeting
Auditorium

6:00 - 7:00 p.m.
•Reception at Cabot Lodge

Conference Planning Committee

Dr. Mary Brabeck, Associate Dean, School of Education, Boston College, AME Executive Board Member

Dr. Richard Hayes, Department of Counseling and Human Development Services, University of Georgia

Dr. Patricia King, Acting Chair, Department of Higher Education and Student Affairs, Bowling Green State University, AME President

Dr. Steve Thoma, Department of Human Development, University of Alabama, AME Secretary

Special Assistance was provided by: Kate Roy Sullivan, Boston College; Kimberly Schonert-Reichl, University of British Columbia; and Bettina Shuford, Bowling Green State University.

Pre-Conference Workshops were organized by **Marvin Berkowitz**, Marquette University.

Poster Session was organized by **Cheryl Armon**, Antioch University.

Round-table Sessions were organized by **Clark Power**, University of Notre Dame.

AME Banquet was organized by **Lisa Kuhmerker, Muriel Bebeau, and Richard Hayes**.

We extend a special thanks to **Jon Dalton**, Florida State University, and the staff of the Office of Vice President for Student Affairs.

Pre-Conference Workshops
Thursday, November 11, 1993 8:30 a.m. - 4:30 p.m.

A. To Know and Not to Do is Not Yet to Know

Putting into practice what we know about values education is the essential step. Several approaches will be used to provide experiences from which participants will develop strategies and enhance their effectiveness at imparting values. The strategies are useful for those who are charged with imparting values. The approaches are of particular interest to those charged with the training of others as values educators.

Leader: W. A. Belanger, University of Ottawa

B. The Anatomy of Moral Discussion

Moral discussion is at the heart of nearly all interventions in moral development, whether in the school, family, or other social institutions. This workshop will examine the history of discussion-based interventions, such as family conflict-resolution models. Of particular focus will be an examination of how moral discussion enhances moral development. This will entail an exploration of transactive discussion and a comparison of the different forms productive discussion takes in parent-child and peer discussion. Applications to teacher, clinician, and parent training will be considered.

Leader: Marvin W. Berkowitz, Marquette University

C. The Just Community Approach to High School Moral Education: Issues in Implementation and Evaluation

This workshop presents the just community approach to participatory democracy in high school settings. The first part of the workshop addresses just community theory and practice with a focus on the just community approach to discipline and to civic and multicultural education. The second part of the workshop takes up issues in research and evaluation, with a particular emphasis on the assessment of school climate as moral culture.

Leaders: Ann Higgins, Fordham University
Clark Power, University of Notre Dame

D. Voices of Love and Freedom: A K-12 Multicultural, Ethics, and Literacy Approach to Violence and Substance Abuse Prevention

Participants will experience and discuss a series of strategies and exercises which help students to develop the necessary skills and values to prevent violence and drug abuse. Emphasis will be placed on ways of reading stories and discussing socio-moral issues in which family, friends and community relationships are involved. Participants may acquire the Teachers Training Manual and teacher guides for stories in English and Spanish.

Leaders: Patrick Walker, University of Massachusetts
Carlos Cañon, University of Massachusetts

PROGRAM AT A GLANCE

**SESSION DETAILS, AUTHORS OF PAPERS AND ABSTRACTS
MAY BE FOUND IN THE SECTION FOLLOWING THIS PROGRAM OUTLINE.**

Friday, November 12, 1993

7:30 a.m. - 8:30 a.m. REGISTRATION - FSU Conference Center

8:30 a.m. - 10:00 a.m. Welcome & Plenary Session - Auditorium

From Judgment to Action: Visions for Moral Education (*Howard-Hamilton, Sprinthall & Bebeau*)

10:00 a.m. - 10:30 a.m. COFFEE BREAK

10:30 a.m. - 12:00 noon (CONCURRENT SESSIONS)

Self-Esteem and Moral Development: From Theory to Practice (*Reed, Higgins, Power, Wilson & Crawford*)

In Search of New Goals and Mechanisms in Moral Education of Children at Russian Schools (*Selivanova*)
Clarifying Issues on Moral Education in Brazil (*Milnitsky Sapiro*)

"Towards a Just Community"- The Israeli Experience: From Jerusalem to Cambridge and Back (*Barenholz*)

Staff Training in Developmental Approaches to Intervention: How to Investigate This Process and How to Improve It (*Dionne, Wilkins, & Althof*)

Moral Judgment in Everyday Life (*Krebs, Bartek, Burt, Denton, Laird, Krebs, Vermeulen & Wark*)

12:00 noon - 2:00 p.m. POSTER SESSION AND LUNCH

2:00 p.m. - 2:45 p.m. (CONCURRENT SESSIONS)

Authentic Subjectivity: A Hermeneutic of Moral Action (*Hague*)

Ethnicity Concepts: What Do Children Understand and What Values Do They Express? (*Wyche*)

Moral Paralysis and the Ethnocentric Fallacy (*Applebaum*)

When Connection is Voiced as Opposition: Gender Related Expressions of Belonging to a Larger Whole (*Linn*)

Re-examining Gilligan's Moral Development Theory From a Cross-Cultural Context (*Daniels & D'Andrea*)

Linking Service and Learning as a Strategy for Promoting Civic Values in College Students (*Dalton, Ragans & Moeller*)

3:00 p.m. - 3:45 p.m. (CONCURRENT SESSIONS)

Gender Differences and Moral Orientation: Time for a Revision? (*Keefer*)

The Challenge of Fostering "Moral Wide-Awakeness" in Teacher Education and Counselor Education: Toward a Developmental Praxis (*Van Hesteren*)

Do University Studies Make a Difference? A Sequential Study of Moral Understanding in Poland
(*Stawarz & Niemczynski*)

Teachers, Schools and the Communication of Moral Values (*Carr & Landon*)

Taking Content Seriously (*Thorkildsen*)

Epistemologic Basis for Resistance to Teaching Ethics (*Weiser & Schrader*)

Moral Education for Adults? (*Beck*)

3:45 p.m. - 4:15 p.m. REFRESHMENTS

4:15 p.m. - 5:15 p.m. (CONCURRENT SESSIONS)

Implementation and Evaluation of a Community Service Experience Within the Scarsdale Alternative School Just Community (*Vozzola, O'Kane, Rosen & Higgins*)

Interpretive Contexts of Moral Deliberation: Care and Justice (*Boyes & Giordano*)

Children's Understanding of Jewish Culture, Jewish Identity and Anti-Semitism (*Carrington & Short*)

Liberal Moral Education Revisited (*Huang*)

Holistic Education: An Alternative Approach to Moral Education (*Kosnik*)

Understanding Children's Moral Reasoning From Adaptational Styles (*Matsuba & Walker*)

Opening a Second Window Into the Moral Mind: Recall for Moral Stories (*Narvaez*)

Schema: Linking Moral Judgment and Action (*Lei*)

6:00 p.m. - 7:00 p.m. Reception, FSU Conference Center

7:00 p.m. AME Banquet, FSU Conference Center

Saturday, November 13

7:30 a.m. - 8:30 a.m. REGISTRATION - FSU Conference Center

8:30 a.m. - 10:00 a.m. - Introduction and Kohlberg Memorial Lecture (*Noddings*)

10:00 a.m. - 10:30 a.m. COFFEE BREAK

10:30 a.m. - 12:00 noon (CONCURRENT SESSIONS)

Use of Critical Thinking and Discussion in Moral Dilemmas (*Davis, Berman, Berman, Wanderman, Briones & Kurtines*)

Linking Service and Learning as a Strategy for Promoting Civic Values in College Students (*Dalton, Ragans, & Moeller*)

Human Rights and Education: Conclusions From Some Latin American Experiences (*Misgeld*)

An Analysis of the Implementation of a Curriculum Innovation for Character Development: Sathya Sai Education in Human Values (*Marantz*)

Smart Kids, Good Kids: A Success Story in Values Education (*Banas*)

Curriculum and Character: Dimensions of Moral Education in Schools (*MacMillan*)

Prospects for Democratic Education in the Former Soviet Union: American Perspectives
(*Hayes, Kuhmerker, R. Mosher, J. Mosher, Sprinthall & Thies-Sprinthall*)

Methodological Worldviews as Influential in the Study of Morality: The Cases of Hermeneutics and Objectivism
(*Higgins, Packer, Tappan & Schrader*)

The Developmental and Educational Processes to Human Rights Advocacy (*Jennings*)

Human Rights Violations in the Inner-City: Implications for Moral Educators (*Sparks*)

Human Rights Education and the FHAO Curriculum: Promoting Moral Development (*Brabeck*)

12:00 Noon - 2:00 p.m. - ROUND-TABLES and 'LUNCH'

2:00 p.m. - 3:15 p.m. (CONCURRENT SESSIONS)

Public Administrators and the Public Trust: Assessing Ethical Reasoning in the United States and Poland
(*Sprinthall & Stewart*)

Learning Adaptive Methods in Solving Moral Conflicts: Ethics Simulation in a Computer Micro-World
(*Kavathatzopoulos*)

Hypothetical and Professional Moral Judgment of Certified Public Accountants (*Brugman*)

Peer Relationships and the Development of Moral Reasoning Among Pre- and Early Adolescents
(*Schonert-Reichl*)

Juvenile Reaction Patterns When Confronting Social Limits (*Rink & Ott*)

Moral Education, Judicial Intervention, and Liberalism (*Steutal & Spiecker*)

Moral Education in a Post modern World: Is It Possible? (*Moon*)

Ecological Literacy for Post modern (Moral) Education (*Prakash*)

Ethics in the Context of Science Teaching: The Dilemmas of Practice (*Tobin, Tippins & Hook*)

Ethics in Academe: Beyond Codes. Or, Ethics Education for the Professoriate (*Schrader*)

3:15 p.m. - 3:45 p.m. REFRESHMENTS

3:45 p.m. - 4:30 p.m. (CONCURRENT SESSIONS)

From Literature to Action and Back: Focus on Ethical Helping (*Baird Saenger*)

Moral Weakness, Moral Education and Self-Deception (*Straughan*)

Kohlbergian Just Community Collectivism and an Intersubjective Interpretation of Stage 6 (*Reed*)

Recent Research Using the DIT (*Thoma*)

Current State of Research on the MJI (*Walker*)

4:45 p.m. - 5:30 p.m. - Community Meeting - All participants are invited to share reflections on this conference and on future plans for AME (Auditorium). The business meeting will follow.

6:00 p.m. - 7:00 p.m. - Reception at Cabot Lodge

Friday, November 12

8:30 a.m. - 10:00 a.m.

PLENARY SESSION
From Judgment to Action
Moderator: Dwight Boyd

Auditorium

From Judgment to Action: Visions for Moral Education
Mary Howard-Hamilton - University of Florida

How do we challenge gifted and talented students to move from judgment to action and to practice what they believe? During the summer of 1993, a course on Human Ecology was taught to 13 gifted students. The course syllabus was designed to support, challenge, and promote growth based upon Kohlberg's stages of moral development. The structure of the course, activities, and outcomes will be shared.

Social Role Taking: A Bridge from Moral Judgment to Moral Action
Norman Sprinthall - North Carolina State University

From a variety of developmental theories, a conception of social role-taking will be outlined as well as a summary of research on the psychological effects of such interventions. A framework for developmental instruction will be presented as a middle ground between dilemma discussions and just community models.

From Judgment to Action: Visions for Moral Education
Muriel Bebeau - University of Minnesota

This presentation describes an ethics curriculum that was informed by research on the basic processes of moral development, and presents evidence of its influence on the ethical sensitivity, moral judgment, motivation and commitment of: 1) professional school students and 2) practitioners who were referred for ethics instruction by state regulatory agencies.

Friday 10:30 a.m. - 12:00 noon

Care and Correlates of Judgment and Action

Withlacoochee

Self-Esteem and Moral Development: From Theory to Practice
Leslie Reed - Ewing Marion Kaufmann Foundation
Ann Higgins - Fordham University
Clark Power - University of Notre Dame
Don Wilson - Ewing Marion Kaufmann Foundation
Judy Crawford - Brookridge School

The panel will discuss an innovative approach to self-esteem that views it from a moral perspective. The theory of self-esteem, current research, and results of a pilot program being implemented by educators will be presented. The pilot curriculum is based on key principles of self-esteem that develop moral constructs such as responsibility, empathy and respect for the rights of others as well as one's own rights. Current research examines relationships of morality and moral judgment to the process of valuing self.

International and Multicultural Perspectives

Saint Johns - B

In Search of New Goals and Mechanisms in Moral Education of Children at Russian Schools

Natalia Selivanova - Moscow, Russia

Clarifying Issues on Moral Education in Brazil

Clary Milnitsky Sapiro - Universidade Federal do Rio Grande do Sol

For twenty years, in the recent past (1964-1984) the moral education curriculum in Brazil was marked by the military regime. As an obligatory course for highschool and college, its designation was "Education in Moral and Civics." This paper discusses theoretical and methodological aspects of a project in moral education from a socio-moral developmental perspective, and its implications for building up citizenship in a democratic society.

"Towards a Just Community"- The Israeli Experience: From Jerusalem to Cambridge and Back...

Yael Barenholz - The Ministry of Education, Israel

This session will relate to the development of the Just Community schools in Israel. This is one of the ways chosen to prepare youth for life in the Israeli multicultural society, experiencing shared decision-making, respecting democratic values and caring for legitimate needs of other people.

Theory and Research on Judgment and Action

Myakka

Moral Judgment in Everyday Life

Dennis Krebs

Sophie Bartek

Grant Burt

Kathy Denton

(All are affiliated with Simon Fraser University)

Philip Laird

Danielle Krebs

Sandra Vermeulen

Gillian Wark

Several studies examining the consistency of moral judgment, moral orientation, attributions of responsibility, and self-reports of moral behavior across various types of moral dilemmas are reported. Results reveal that people invoke different forms of moral cognition for different purposes, many of which are self-serving in nature.

Teaching Moral Education in Schools and Universities

Everglades

Staff Training in Developmental Approaches to Intervention: How to Investigate This Process and How to Improve It

Jacques Dionne - University of Montreal

Greg Wilkins - Brandywine Center, Pennsylvania

Wolfgang Althof - Institute of Pedagogy, Switzerland

The panel is designed to explore the links between judgment and action through educators' training. Without well-trained staff, efficient stimulation of social and moral competence among children and adolescents is not possible. The discussion will address requirements for good staff training and how to evaluate the staff training process in socio-moral education. Through the presentation of three research projects in three different countries, the panel aims to stimulate reflection and research for improving education practices.

Friday 12:00 p.m. - 2:00 p.m.

Poster Session

Saint John - A

This session offers the opportunity for informal interaction with researchers and practitioners. The AME Dissertation of the Year and the dissertation receiving an Honorable Mention Award will also be displayed at the Poster Session.

Friday 2:00 p.m. - 2:45 p.m.

Care and Correlates of Judgment and Action

Withlacoochee

When Connection is Voiced as Opposition: Gender Related Expressions of Belonging to a Larger Whole
Ruth Linn - Haifa University, Israel

This paper examines the philosophical and psychological concepts of disconnected and connected knowing, both for men who decide to assume a position of objection in the sphere of war, and for women who decide to resist the conventional path of childbearing within the spheres of a family. Empirically, this paper is based on data from previous studies in two areas. One area of study is the moral criticism of Israeli reserve soldiers (30-years old on average) who decided to take a stand as selective conscientious objectors during a morally controversial war in Lebanon. The second area of study is Israeli (biologically) mature single women (over age 30) who deliberately and consciously decided to become unwed mothers within a western society geared toward two-parent families. Women's actions are addressed as a form of moral criticism in the domestic and public spheres.

Re-Examining Gilligan's Moral Development Theory From a Cross-Cultural Context

Judy Daniels - University of Hawaii
Michael D'Andrea - University of Hawaii

This program reports on recent cross-cultural counseling research findings that challenge Gilligan's theory of moral development. The results of a study conducted among elementary, intermediate, and secondary school-aged students in Hawaii suggest that an individual's cultural background may be more important than one's gender in promoting a "caring ethic." Implications of the findings for counseling and educational practice are discussed.

International and Multicultural Perspectives

Myakka

Ethnicity Concepts: What Do Children Understand and What Values Do They Express?
Karen Wyche - Brown University

The literature on racial, ethnic and gender identity has primarily examined these concepts as the child acquires labels, attitudes and preferences. Less attention has been given to these concepts as they interact to form a child's sense of self or the values they form regarding other ethnic groups. Two studies investigated to what extent African-American, American Indian, Hispanic and white male and female children have developed concepts of race, ethnicity and gender. The results will be discussed as to: the developmental changes in a child's understanding of ethnic and gender identities for themselves, their family and non-family members; the overall understanding of the components in ethnic and gender awareness; and the beginning development of a value orientation towards people who are different from themselves.

Moral Paralysis and the Ethnocentric Fallacy
Barbara Applebaum - Ontario Institute for Studies in Education

The fear of being accused of ethnocentrism can effect moral judgment and moral action in contemporary multicultural societies. The moral paralysis which often ensues may have a deleterious effect on teachers, administrators and educational policymakers. This paper aims to investigate the normative aspect of the concept of "ethnocentrism" and to show that moral paralysis follows from a mistaken understanding of the term.

Theory and Research on Judgment and Action

Saint Johns - B

Authentic Subjectivity: A Hermeneutic of Moral Action
William Hague - University of Alberta

An objective morality must somehow come from human subjective experience. This paper proposes that objectivity stems from authentic subjectivity. Rejecting a simplistic subject-object dualism and building on the philosophy of Lonergan and the moral self psychology of Taylor, I will maintain that, by turning inward to meet the demands of authenticity, we may take charge of constructing our own world picture and our own character. This means being able to find one's standpoint. Authentic subjectivity through distanciation takes one ultimately to questions of objective worthwhileness, not just "for me" but for the human and global community. If the community facilitates openness, this insight is cumulative, calling for a hermeneutic not just of words but of action.

Teaching Moral Education in Schools and Universities

Everglades

Linking Service and Learning as a Strategy for Promoting Civic Values in College Students

Jon Dalton - Florida State University
Sherrill Ragans - Florida State University
William Moeller - Florida State University

Florida State University has created some special community service programs to encourage student volunteerism. A President's Task Force has recommended closer links between service and learning for FSU students. This program will examine the educational strategies and program activities of FSU's community service programs and how the University seeks to enhance the promotion of civic values in its students through these activities.

Friday 3:00 p.m. - 3:45 p.m.

Care and Correlates of Judgment and Action **Saint Johns - B**
The Challenge of Fostering "Moral Wide-Awakeness" in Teacher Education and Counselor Education: Toward a Developmental Praxis
Frank Van Hesteren - University of Saskatchewan, Canada

The session will address the challenge of closing a perceived gap between the rhetoric "moral wide-awareness" and the lived experience of individuals preparing to be teachers and counsellors. Following a description of two ongoing efforts to meet this challenge, selected questions and issues will be raised which, in the view of the author, must be addressed if continued progress is to be made in reducing the rhetoric/reality discrepancy in the field of moral education.

Gender Differences and Moral Orientation: Time for a Revision?
Matthew Keefer - Center for Applied Cognitive Science

This paper presents the discursive theoretical framework as a clear alternative to the gender based theory of Gilligan.

International and Multicultural Perspectives

Myakka

Do University Studies Make a Difference? A Sequential Study of Moral Understanding in Poland

Theresa Stawarz - University of Lodz, Poland
Adam Niemczynski - Jagiellonian University, Krakow Poland

Students in Poland typically study for five years getting the M.A. degree. The series of actions toward creating more personal and more social climates of university studies has been attempted since 1989 by the authors. Within this context of action, the present study has two goals: 1) to see whether moral understanding grows with age and years at the university; and 2) whether historical changes in the post-Cold War era in Poland affect the university students' social-moral development. A Polish adaptation of the DIT has been used at two measurement points providing sets for cross-sectional and longitudinal data. The findings suggest the age/education effect and can be taken to argue for positive effect of historical change as well. Both effects are discussed within the context of the aforementioned action plan aimed at transforming social-moral climate of university studies.

Theory and Research on Judgment and Action

Everglades

Epistemologic Basis for Resistance to Teaching Ethics
Irene Weiser - Cornell University
Dawn Schrader - Cornell University

The epistemologic basis for resistance to teaching ethics is described by four faculty members. Following presentations of interview data, a round-table discussion will consider the value of describing resistance to teaching ethics in epistemologic terms. Means of promoting epistemologic development will be explored.

Moral Education for Adults?

Clive Beck - Ontario Institute for Studies in Education

Adult moral education is best understood as learning to live the good life. It can enable adults to build a more satisfying, fulfilling way of life and also be of more help to young people. The paper will consider the theory and practice of adult moral education, drawing on the author's own experiences.

Teaching Moral Education in Schools and Universities

Withlacoochee

Teachers, Schools and the Communication of Moral Values
David Carr - Heriot-Watt University
J. Landon - Heriot-Watt University

This paper is an account of research into values education conducted over the past two years by David Carr and John Landon of Moray House, Edinburgh, with funding from the Cook Foundation. The research is based on in-service work with teachers in various Scottish schools and focused particularly on inquiries into the moral role of the teacher and the hidden curriculum.

Taking Content Seriously

Theresa Thorkildsen - University of Illinois at Chicago

Research on students' views of justice in the classroom is used to argue that we who study moral development encourage others to ignore moral questions when we remain completely preoccupied with the question, "What is morality?" To learn more about building a fair society, we should explore particularistic forms of moral reasoning.

Friday 4:15 p.m. - 5:15 p.m.

Care and Correlates of Judgment and Action

Withlacoochee

Implementation and Evaluation of a Community Service Experience within the Scarsdale Alternative School Just Community

Elizabeth Vozzola - Fordham University
Sister Jeannine O'Kane - Fordham University
Ann Higgins - Fordham University
Judy Rosen - Scarsdale Alternative School

Scarsdale Alternative High School's Just Community recently began a three year cooperative relationship with a local community center whose programs include a day-care center, a soup kitchen, and tutoring for children in welfare hotels. The presenters will discuss results of a program evaluation and of pilot research examining the contributions of moral maturity, prior role-taking experience, attitudes about helping, and site characteristics to students' satisfaction with their community service experience.

Interpretive Contexts of Moral Deliberation: Care and Justice

Michael Boyes - University of Calgary
Rita Giordano - University of Calgary

The conceptual and empirical work to be discussed in this presentation is intended to expand upon the claim that the use of moral orientations of justice and care may not be accounted for through a static reading of person and situation variables. Attempts to account for aspects of the Care versus/and/or Justice debate in these person by situation terms will be discussed and data will be presented which suggest that an interpretive or discursive model may help sort out several of the contentious issues in this area.

International and Multicultural Perspectives

Saint Johns - B

Children's Understanding of Jewish Culture, Jewish Identity and Anti-Semitism

Bruce Carrington - University of Newcastle upon Tyne
Geoffrey Short - University of Newcastle upon Tyne

In this paper we reflect upon the educational implications of the resurgence of anti-Semitism in various European countries including the United Kingdom. We assess the case for addressing this particular issue through moral education in the primary school. To this end, we present the findings of an ethnographic study, which deals with eight-to-eleven-year-olds' understanding of this particular form of prejudice and discrimination and their attendant beliefs about Jewish culture.

Liberal Moral Education Revisited
Xiaodan Huang - Shawnee State University

The paper presents an argument that the popularly accepted liberal approach to moral education in a multicultural society, based on a notion of moral neutrality, is in fact inhospitable to cross-cultural difference. It is suggested that moral education can, and must, include recognition and appreciation of the uniqueness in each cultural and moral community.

Theory and Research on Judgment and Action

Myakka

Schema: Linking Moral Judgment and Action
Ting Lei - Stanford University, Hoover Institution

Because structure is abstract and general, the knowledge of structure is not sufficient for predicting actions in each specific situation. To fill the gap between structure and action, content represented as schemata has to be taken into account. In contrast to structure or schema, schema is concrete, particularistic, more pragmatic and less semantic (semiotically speaking), and will be the figure emerged from the ground, in terms of content, in my proposed paper.

Opening a Second Window into the Moral Mind: Recall for Moral Stories
Darcia Narvaez - University of Minnesota

Knowledge about the mental structures of moral reasoning has historically been derived from asking subjects to justify their choices of action. In contrast, this research uses memory as a window to mental structures. The study of mental structures with recall is a highly developed method in text comprehension research and assumes that what a person remembers about past events tells us much about the structures of meaning developed by the subject. The point of the present study is to answer the question: Do differences in moral reasoning affect memory for moral stories?

Teaching Moral Education in Schools and Universities

Everglades

Holistic Education: An Alternative Approach to Moral Education
Clara Kosnik - Ontario Institute for Studies in Education

Holistic education, a highly integrated approach to living, learning and moral education, will be presented. Both theory and practical application in relation to curriculum development, role of the teacher and learning community will be discussed.

Understanding Children's Moral Reasoning from Adaptational Styles
M. Kyle Matsuba - University of British Columbia
Lawrence Walker - University of British Columbia

This study explores the relationship between children's ego functioning and level of moral reasoning. Forty children participated along with a friend and a parent. It was found that children's ego functioning was a predictor of their level of moral reasoning, and that differences in children's ego functioning varied according to social context, age, gender, and dilemma type.

Saturday 8:30 a.m. - 10:00 a.m.

Kohlberg Memorial Lecture

Conversations as Moral Education

Nel Noddings - Stanford University

Auditorium

Saturday 10:30 a.m. - 12:00 p.m.

Care and Correlates of Judgment and Action

Saint Johns - B

An Analysis of the Implementation of a Curriculum Innovation for Character Development: Sathya Sai Education in Human Values

Ronne Marantz - Teacher's College, Columbia University

The paradigmatic dialogue between character and moral development finds common ground in the practice of teaching. As such, this study explores the relationship between moral thought and pedagogical action. The parameters of character and moral development are expanded to embrace many voices as a taxonomy of human values emerges to frame this curriculum innovation.

Smart Kids, Good Kids: A Success Story in Values Education

Sharon Banas - Sweet Home Middle School

In 1989, the Sweet Home Central School District began one of the first concerted efforts of its kind in character education. It is a K-12 integrated approach, involving all areas of curriculum. The program is in place at each of the district's six schools and includes active programs in the transportation, food service, custodial and secretarial groups. Parents play an active role on the District Council and on all building committees.

Curriculum and Character: Dimensions of Moral Education in Schools

C. J. B. MacMillan - Florida State University

This paper explores the role that subject-matter learning plays in moral education in schools. While the "hidden curriculum" and didactic moral teaching are usually stressed, the argument here is that subject-matter teaching and learning have a more significant role than is usually admitted.

International and Multicultural Perspectives

Withlacoochee

Human Rights and Education: Conclusions from Some Latin American Experiences

Dieter Misgeld - Ontario Institute for Studies in Education

Human rights education has become an urgent concern for non-governmental organizations working in the field of human rights. But it has also become an issue in formal education in some countries. Reference will be made to discussions in Latin America, referring to these issues. These discussions are important because in a number of countries South of the Rio Grande, human rights education is linked with new or renewed projects of democratization. I will discuss what we can learn in the North from these efforts.

The Developmental and Educational Processes to Human Rights Advocacy
Todd Jennings - California State University, San Bernardino

This presentation suggests that human-rights advocacy is related to a sense-of-self defined through its connection, similarity and interdependency with others. As a consequence, human-rights education must be expanded to: (a) include overall classroom structures, (b) value the subjective experiences of students, and (c) transform the isolated nature of classrooms.

Human Rights Violations in the Inner-City: Implications for Moral Educators
Elizabeth Sparks - Boston College

The violence that is occurring in U.S. urban communities involves not only violent acts against individuals, but also systemic violence that is being perpetuated against the ethnic-minority poor. This paper explores community-based violence from a human rights perspective and suggests ways in which moral educators can develop curricula that will facilitate their efforts to intervene in the rise of violence among youth.

Human Rights Education and the FHAO Curriculum: Promoting Moral Development

Mary Brabeck - Boston College

This study examined the effects of the Facing History and Ourselves (FHAO) human rights curriculum on moral development and psychological functioning. The FHAO curriculum significantly increased 8th grade students' moral reasoning (Rest's 1979 Defining Issues Test) without adversely impacting on their psychological well-being (scores on depression, hopelessness or self worth inventories). This study adds to the literature that suggests human rights education positively affects students' moral development.

Prospects for Democratic Education in the Former Soviet Union: American Perspectives

Richard Hayes - The University of Georgia

Lisa Kuhmerker - Editor, Moral Education Forum

Ralph Mosher - Boston University
Jessica Mosher - Boston University

Saint James - A

Norman Sprinthal - North Carolina State University

Lois Thies-Sprinthal - North Carolina State University

Tatyana Tsirlina - Moscow University

Panelists will describe their participation in an international conference in April 1993 at which Western educators met with nearly 300 Russian educators to discuss problems associated with attempting to "humanize" schooling in the former Soviet Union. Programs to democratize schooling in America and the former Soviet Union, an assessment of the conference, and the prospects for future exchanges between scholars will be discussed.

Teaching Moral Education in Schools and Universities

Myakka

Use of Critical Thinking and Discussion in Moral Dilemmas

Debra Davis

Jamie Wanderman

Alan Berman

Ervin Briones

Steven Berman

William Kurtines

(All are affiliated with Florida International University)

This paper describes the development of a measure of the use of critical thinking and discussion in resolving socio-moral dilemmas, the Critical Thinking and Discussion Scale (CTDS). The presentation will describe the administration, coding and scoring procedures for

the CTDS and provide preliminary psychometric analyses. Thirty-seven young adult subjects were administered a CTDS interview that was videotaped for the psychometric study. Psychometric analyses included extensive item analyses, internal consistency reliability, and interrater reliability of the videotaped interviews.

Theory and Research on Judgment and Action

Everglades

Methodological Worldviews as Influential in the Study of Morality: The Cases of Hermeneutics and Objectivism

Ann Higgins - Fordham University

Martin Packer - University of Michigan

Mark Tappan - Colby College

Dawn Schrader - Cornell University

Panelists will present position papers defending and challenging various ideas of hermeneutics, of objectivism, and of the relationship between a choice of method and definitions of morality as a field for scientific inquiry. The panelists will discuss with each other, focusing on a set of issues drawn from their papers. For instance, one such issue will be: To what extent does a hermeneutic approach to the study of morality assume morality is relativistic? The audience will be invited to join in the discussion.

Saturday 2:00 p.m. - 3:15 p.m.

Care and Correlates of Judgment and Action

Myakka

Public Administrators and the Public Trust: Assessing Ethical Reasoning in the United States and Poland

Norman Sprinthall - North Carolina State University

Debra Stewart - North Carolina State University

An assessment instrument currently under development patterned after the Rest model will be described. Content and stage issues have been adapted to fit cases and problems confronted by public officials in the United States and Poland. Data from three U.S. samples will be presented along with the changes in format made to accommodate cultural differences between the two countries. Research and program implications will be outlined.

Learning Adaptive Methods in Solving Moral Conflicts: Ethics Simulation in a Computer Micro-World

Iordanis Kavathatzopoulos - Uppsala University, Sweden

The paper describes a computer simulation developed for the study of decision-making and problem-solving in ethics. The simulation allows the experimental control of the feedback of an individual's use of moral problem-solving methods. The hypothesis is that the individual adopts adaptive problems-solving methods.

Hypothetical and Professional Moral Judgment of Certified Public Accountants

Daniel Brugman - Utrecht University, Netherlands

The relationship between principled moral judgment in hypothetical and work-related dilemmas was investigated using 121 Dutch accountants. As predicted, professional moral reasoning lagged behind that of hypothetical reasoning (DIT). Perception of responsibility, job-related

characteristics and hypothetical moral reasoning had an impact on professional moral reasoning. Therefore, stimulating responsibility, and improving the moral atmosphere of the workplace, may help close the aforementioned gap.

International and Multicultural Perspectives

Withlacoochee

Peer Relationships and the Development of Moral Reasoning Among Pre- and Early Adolescents

Kimberly Schonert-Reichl - University of British Columbia

Previous research suggests that peers play an important role in facilitating the development of moral reasoning. The purpose of the present study was to explore the role of peers (e.g., peer status, friendship quality, social participation) on the development of moral reasoning among pre- and early adolescents in order to provide information for those concerned with designing moral education interventions.

Juvenile Reaction Patterns When Confronting Social Limits

Jacobus Rink - Rijksuniversiteit Groningen

Walter Ott - University of New Brunswick

The Reaction Pattern Research (RPR) investigates the attitudinal reactions of juveniles with regard to social limits or bounds like laws, rules, norms, or environmental expectations. They are curative as well as preventative with respect to the treatment of delinquent youngsters with behavioral difficulties. Next, information about the several phases of the RPR will be given. Included here will be the most important results of the first phase: the so-called central profiles of a standard picture with regard to the typical attitudinal reactions to social limits of Dutch and Canadian junior and senior high school students. Lastly, we will discuss several new interpersonally planned research initiatives as well as new applications for the RPR.

Moral Education, Judicial Intervention, and Liberalism

Jan Steutal - Free University, Amsterdam

Benjamin Spiecker - Free University, Amsterdam

Dutch law offers the court the responsibility to deprive parents of the authority over their children if they seriously fail in the field of moral education. In this presentation the question is raised whether this judicial provision can be justified from a liberal perspective. Liberalism offers a framework of rights and duties ("the Right") that sets limits to (permitted) conceptions of the good ("the Good"). However, sometimes parents initiate their children into a conception of "the Good" that clearly conflicts with the liberal-moral framework. Our question addresses whether it is justified to deprive parents (partly or totally) of their authority over their children by taking judicial measures.

Theory and Research on Judgment and Action

Saint Johns - B

Moral Education in a Post-modern World: Is It Possible?

Robert Moon- James Cook University of North Queensland

Major traditions of Western moral philosophy have sought to develop rational, universal moral principles which guide the choices of autonomous individuals. Moral education has sought ways to incorporate these concepts into education. In the postmodern world, concepts of rationality, universality and autonomy are questioned. The paper asks if moral education can occur given these postmodern assumptions.

Ecological Literacy for Post-Modern (Moral) Education.

Madhu Suri Prakash - Pennsylvania State University

This paper will critically examine the relationship between the environmental crisis and the moral problems caused by "developed," and "civilized," and "educated" people whose "standard of living" is both socially unjust and ecologically unsustainable. This moral critique will be followed with a discussion of a number of local projects aimed at teaching ecological literacy; the lost communal virtues of careful stewardship, of rooted care and of responsible belonging within ecologically sustainable communities. Finally, this presentation will show how ecological literacy extends the present scope of feminist, multiculturalist, and other liberation pedagogies.

Teaching Moral Education in Schools and Universities

Everglades

Ethics in the Context of Science Teaching: The Dilemmas of Practice

Kenneth Tobin - Florida State University
Deborah Tippins - University of Georgia
Karl Hook - Florida State University

The ethical dimensions of science teaching and learning have become an important issue for reflection and discussion. In our efforts to understand the ethical dimensions of teacher knowledge we have engaged in a longitudinal study of ethical dilemmas encountered in practice. This interpretive study of a middle school science teacher examines how key referents, such as personal epistemology and control, influence the nature of classroom practice.

Ethics in Academe: Beyond Codes. Or, Ethics Education for the Professoriate
Dawn Schrader - Cornell University

This presentation discusses the idea of ethics education for professors and future professors. Other professional fields have wrestled with this issue, while education (other than teacher education) has not. Narratives of moral situations faced by professors and the moral reflections involved in making ethical decisions will be examined. Recommendations will be made for deliberate ethics education for university professors.

Saturday 3:45 p.m. - 4:30 p.m.

Care and Correlates of Judgment and Action

Saint Johns - B

From Literature to Action and Back: Focus on Ethical Helping

From Literature to Action and Back: Focus on Elizabeth Baird Saenger - Fieldston Schools, New York

Through sharing examples of parts of books and short stories for 2nd, 4th, and 6th grades, together with discussion of opportunities for children to help others, I will describe ways to promote more thoughtful and useful kindness in children. I have been teaching ethics to children (ages seven to twelve) for over ten years and have written two books, published by Critical Thinking Press & Software, about my experience.

International and Multicultural Perspectives**Withlacoochee****Moral Weakness, Moral Education and Self-Deception**
Roger Straughan - University of Reading, Great Britain

The paper will argue that the relationship between judgment and action and the problem of moral weakness raises both theoretical and practical problems for moral education. A particular account of moral weakness in terms of the agent's wants and reasons will be offered and interpreted as a form of self-deception.

Teaching Moral Education in Schools and Universities**Myakka****Kohlbergian Just Community Collectivism and an Intersubjective Interpretation of Stage 6**
Donald Reed - Wittenberg University, Ohio

The just community model emphasis on collective norms, collective identity, and collective responsibility is in tension with the structured stage model emphasis on autonomy -- unless Stage 6 reasoning can be understood as collective or intersubjective reasoning. Reinterpreting Stage 6 this way helps us see what the critics have missed.

Theory and Research on Judgment and Action**Everglades****Recent Research Using the DIT**
Steve Thoma - University of Alabama

This presentation will address the assessment of moral judgment development using the Defining Issues Test (DIT). Particular attention will be focused on current trends in DIT research. In addition, recent and anticipated modifications to the DIT will be described.

Current State of Research on the MJI
Lawrence Walker - University of British Columbia

This presentation will provide an overview of the assessment of moral reasoning development using the Moral Judgment Interview (MJI). The format, psychometric properties, advantages, and limitations of the MJI will be discussed along with other measures derived from the MJI. Recent research will be explored which extends the use of the Standard Issue Scoring Manual to actual and personally-generated real-life dilemmas.

Saturday 6:00 p.m.

Reception at Cabot Lodge

THE ASSOCIATION FOR MORAL EDUCATION

The Association for Moral Education (AME) was founded in 1976 to foster communication, cooperation, and research among professionals concerned with advancing theory and practice in the increasingly vital field of moral education. International in scope and membership, the Association is governed by an elected Executive Board and, in its mission, is committed to furthering a broad understanding of issues in moral education as it is understood, studied, and practiced across a variety of disciplines.

Members include public and private school teachers and administrators, counselors and psychologists, philosophers, sociologists, researchers, teacher educators, religious educators, and graduate students interested in advancing the study of moral education. The AME invites all professionals interested in moral education to be members.

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LAWRENCE KOHLBERG MEMORIAL LECTURE

The Lawrence Kohlberg Memorial Lecture is in honor of Lawrence Kohlberg and his contributions to the theory and practice of moral education and to the Association for Moral Education (AME). Created in 1987 by the Governing Board of the AME, the Memorial Lecture is given each year at the AME Annual Conference by a guest lecturer selected by the Board and is meant to be a special forum for the introduction and discussion of new ideas and perspectives for AME members and colleagues. The lecture is originally published in the Journal of Moral Education and then reprinted with permission for distribution to the AME membership and other interested parties.

1988 James R. Rest

"With Benefit of Hindsight"

1989 Maxine Greene

"The Passion of the Possible:
Choice, Multiplicity, and Commitment"

1990 Howard Gardner

"The Tensions Between Education and Development"

1991 John Goodlad

"The Moral Dimensions of Schooling
and Teacher Education"

1992 Laurence Thomas

"Moral Flourishing and Cultural Diversity"

1993 Nel Noddings

"Conversations as Moral Education"

AME AWARDS

KUHMERKER AWARD

The Kuhmerker Award was established in 1981 to honor one of its founders and its first president, Dr. Lisa Kuhmerker. An Awards Committee accepts nominations and selects a person (or persons) who has (have) made distinguished contributions to teaching, research, and service to the Association and to the field of moral education.

1982	Lawrence Kohlberg
1983	James R. Rest
1984	Ralph Mosher
1985	Marcia Mentkowski
1986	Margot Strom and Bill Parsons, Jr.
1987	Edwin (Ted) Fenton
1988	Howard Radest
1989	Muriel Bebeau
1990	Richard L. Hayes