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THE ASSOCIATION FOR MORAL EDUCATION  
13th Annual Conference

*Sponsored by*

THE UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION  
with the collaboration of Duquesne University

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## SCHOOLS AND FAMILIES IN MORAL EDUCATION: PARTNERS OR ADVERSARIES?



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Pittsburgh  
November 11-12, 1988  
Pre-Conference November 10

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# THE ASSOCIATION FOR MORAL EDUCATION

Founded in 1976, the Association for Moral Education has three objectives: to provide a forum for professionals representing a number of disciplines and a wide range of views in moral education; to foster communication, cooperation, training, and research in moral education; and to serve as a resource to develop and promote moral education. The Association does not advocate any singular viewpoint or doctrine.

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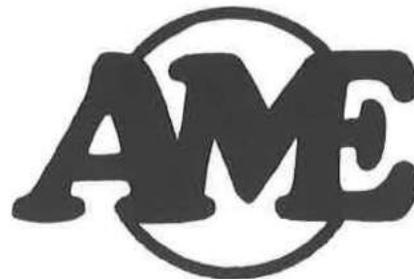
## OVERVIEW

Any efforts to influence human character involve value premises and moral implications. The family thus becomes engaged in moral education early in the life of the child, and the school continues and complements its work. The shared interests of family and school in the moral development of children, however, still are not well recognized, understood or agreed upon. The 13th Annual AME Conference provides a forum in which to identify and consider those interests.

The Conference brings together educators, clinicians, psychologists and other social scientists whose work is concerned with the moral development of the young and with the quality of ethics practiced throughout society. The 1988 Program addresses the possibilities and issues involved in the moral education of children at home and school. Consistent with the multiple aims and interests of the AME, the program includes presentations of theory, research, and model programs. Participants will have opportunities to discuss the responsibilities and limits of family and school, the relative roles of parent and teacher as moral agents, and practical strategies for enhancing character and positive values through education.

*Planners of 1988 Conference:*

Raymond Hummel, Chair  
Lynn Katz, Assistant Chair  
Kathleen Kowalski, Coordinator  
(All University of Pittsburgh)



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## CONFERENCE LOCATION

The Conference will take place at the Sheraton, Station Square in Pittsburgh, Pennsylvania. Complete travel directions will be sent to all registrants.

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## AWARDS DINNER

The 1988 AME Awards Dinner will be held aboard the "Gateway Liberty Belle." We will cruise the Monongahela, the Allegheny, and the Ohio Rivers as we dine. All registrants are invited. The cost of the dinner and cruise is \$30.

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## HOTEL RESERVATIONS

Room reservations are the responsibility of individual conference participants. We have reserved a block of rooms at the Sheraton, Station Square, which is located along the Monongahela River. Rates for conference participants are \$80 for single and \$86 for double occupancy. To reserve a room please contact the Sheraton, Station Square at (412) 261-2000. Tell them you are attending the AME Conference.

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## TRANSPORTATION

USAir is our official Conference carrier and has offered us 40% off full coach (Y), or 5% off any excursion fare following all restrictions. Canadian: 30% off base fare plus applicable taxes; all restrictions to Canadian fares are waived. The fares are valid from November 8-13, 1988. Codes are: Domestic: AC584K and Canadian: BGSE13K. Reservations may be made by calling (800) 428-4322. Please advise the reservation agent of the above fare basis code.

The logo for USAir, featuring the word "USAIR" in a bold, stylized, sans-serif font. The letters are black and have a slightly irregular, blocky appearance.

# PROGRAM

Friday, November 11

- 8:00 - 9:00 Registration, Coffee and Pastry: Ballroom Foyer, Sheraton Hotel  
9:00 Opening Remarks  
CLARK POWER, President, Association for Moral Education  
Welcome  
THOMAS LABELLE, Dean, School of Education, University of Pittsburgh  
DOROTHY FRAYER, Dean, School of Education, Duquesne University
- 9:30 **Schools as Extended Families**  
NEL NODDINGS, Stanford University; author, *Caring*
- 10:30 Coffee Break
- 11:00 **The Case of the Missing Family**  
JOSEPH REIMER, Brandeis University; co-author, *Promoting Moral Growth*
- Noon Lunch (on your own)
- 1:30 **A) Schools and Parents: Practical Strategies for Working Together to Teach Values.**  
THOMAS LICKONA, State University of New York at Cortland  
Chair/Discussant - THOMAS POWER, Children's Hospital in Philadelphia
- B) Moral Dilemmas of Moral Teaching**  
DWIGHT BOYD, Ontario Institute for Studies in Education  
Chair/Discussant - MADHUR PRAKASH, Pennsylvania State University
- C) The Just Community Approach in Urban Schools**  
ANN HIGGINS, Harvard University  
Chair/Discussant - ANN DOUCETTE-GATES, Teachers College, Columbia University
- D) The Influence of Parental Perceptions of the Moral Environment on Choice of School for Their Child.**  
JOHN MADDAUS, University of Maine  
Chair/Discussant - GIL NOAM, Harvard University
- 2:45 **E) Rights and Limits of Parents in the Moral Education of Their Children**  
CLIVE BECK, Ontario Institute for Studies in Education  
Chair/Discussant - ADRIAN GULDEMOND, Ontario Alliance of Christian Schools
- F) The Teacher as Moral Agent; A Scandinavian Perspective**  
TRYGVE BERGEM, Norwegian Teacher Academy for Studies in Religion and Education  
Chair/Discussant - CAROL WITHERALL, Lewis and Clark College
- G) The Duquesne University Project in Character Education and Civic Responsibility**  
V. ROBERT AGOSTINO, KENNETH BURRETT, J. BERNARD SMITH, RICHARD KNOWLES,  
and TIMOTHY RUISNAK, Duquesne University  
Chair/Discussant - RICHARD HAYES, University of Georgia
- H) Moral Reasoning and Action in the Transition to Early Adulthood**  
RALPH MOSHER, Boston University, and  
JOHN WHITELEY, University of California at Irvine  
Chair/Discussant - PATRICIA KING, Bowling Green University
- 4:00 Poster Session/AME Fair Host:  
JAY BRANDENBERGER, University of Pittsburgh
- 5:30 - 6:30 Informal Reception, Mr. C's, Sheraton Hotel
- 6:30 - 7:00 Boarding of the GATEWAY LIBERTY BELLE  
(Sails at 7:00 p.m. sharp)
- 7:00 - 10:00 **AME Awards Dinner** aboard the GATEWAY LIBERTY BELLE

Saturday, November 12

- 8:30 - 9:00 Coffee and Pastry  
9:00 **FIRST KOHLBERG MEMORIAL LECTURE**  
**With the Benefit of Hindsight**  
JAMES REST, University of Minnesota, author, and Director, Center for Studies in Ethical Development
- 10:15 Coffee Break  
10:45 **I) Moral Development in a Family Context**  
LAWRENCE WALKER, University of British Columbia  
Chair/Discussant – MARY BRABECK, Boston College
- J) School Governance Methods that Foster Friendship in the Elementary School**  
LISA KUHMERKER, "Moral Education Forum,"  
and JOANN SHAHEEN, South Orangetown (New York) Central School District  
Chair/Discussant – DANIEL LAPSLEY, University of Notre Dame
- K) An Ethic of Vision and the Development of Moral Character: The Perspective of Iris Murdoch**  
HENRY JOHNSON, Pennsylvania State University  
Chair/Discussant – EMILY ROBERTSON, Syracuse University
- L) Reforming Moral Misbehavior**  
CHARLES AND RONNIE BLAKENEY, The Berkeley Academy for Youth Development  
Chair/Discussant – LYNN KATZ, University of Pittsburgh
- Noon Lunch (on your own)
- M) Collaborative Case Studies of Teacher Development Around Moral Issues**  
MARILYN JOHNSTON, Ohio State University  
Chair/Discussant – MALCOLM LEVIN, Ontario Institute for Studies in Education
- N) The Influence of Parental Abuse, Neglect and Social Class on the Moral Reasoning and Behavior of Preschool Children**  
MARIO KELLY, Hunter College of New York  
Chair/Discussant – JOHN GIBBS, Ohio State University
- O) The Ethos of Schools and the Ethics of Teachers**  
FRITZ OSER and MICHAEL ZUTAVERN, University of Fribourg, Switzerland  
Chair/Discussant – JYOTSNA VASUDEV, University of Pittsburgh
- P) The Development of Ethics and Values Through Science Education: The Project on Science, Technology, and Society**  
PATRICK SOCOSKI, Pennsylvania State University,  
Chair/Discussant – JOHN SNAREY, Emory University
- 2:45 Coffee break  
3:15 **Panel Discussion: Moral Education in Family and School: Issues and Prospects**  
EDWIN FENTON, Carnegie Mellon University  
CLARK POWER, University of Notre Dame  
HOWARD RADEST, Ethical Culture Schools
- 4:30 Open Business Meeting of the Association for Moral Education (all Conference participants are welcome)
- 5:00 Conference adjourns

# PRE-CONFERENCE WORKSHOPS

Thursday, November 10, 1988

Registration – 9:00 a.m. – Hotel Sheraton Lobby

Each Workshop will run from 9:30 a.m. to noon, and from 2:00 to 5:00 p.m.

Workshop rooms will be assigned at Registration.

**A. How Parents and Schools Can Work Together to Raise Moral Children**

*Description:* Practical ways parents can teach moral values in the home; case studies of schools and communities that have formed a successful partnership to teach values; potential home-school conflict and strategies for dealing with them.

*Workshop Leader:* Dr. Thomas Lickona, State University of New York at Cortland. Dr. Lickona is a former family counselor, past president of the Association for Moral Education, and author of *Raising Good Children: Helping Your Child Through the Stages of Moral Development*.

**B. The Role of Discussion in Moral Education**

*Description:* The uses of peer discussion in varied forms of moral education, including classroom dilemma discussion, just communities, democratic schooling, and peer counseling. Participants consider techniques for incorporating moral discussion in the classroom and other educational settings. Findings about the effectiveness of peer discussion techniques will be presented.

*Workshop Leader:* Dr. Marvin Berkowitz, Marquette University, has taught moral education courses at Harvard and at other universities in Canada, Germany, and Switzerland, and in the schools of Detroit, Milwaukee, and Chicago. He is the editor of *Moral Education: Theory and Applications*.

**C. School and Family Counseling Applications of Moral Development Theory**

*Description:* How counselors, teachers, and administrators can respond to the moral dimensions of problems such as incest and abuse, loyalty in restructured families, substance abuse, loss and grief, or teenage pregnancy. Helping professionals familiar with cognitive moral development theory will be best prepared for this session but others are invited to participate.

*Workshop Leader:* Dr. Richard Hayes, School of Education, University of Georgia, is past president of the Association for Moral Education and of the Association for Specialists in Group Work, and author of *An Introduction to the Counseling Profession* and of *New Directions in Counseling and Human Development*.

**D. Moral Education: Considerations of Democracy and Community in the High School**

*Description:* Participants study the just community approach to schooling and how it treats issues related to discipline, staff and student communication, and democratic decision-making. Methods are presented for integrating moral discussion with the academic curriculum, and for evaluating the moral climate of a school.

*Workshop Leader:* Dr. Ann Higgins, Graduate School of Education, Harvard University, has consulted and conducted research on just community programs for over a decade. Currently she is working with three New York City high schools, two in the Bronx and one in Manhattan. Dr. Higgins is co-author of *Lawrence Kohlberg's Approach to Moral Education: A Study of Three Democratic High Schools*.

**E. Teaching Valuing Across a Curriculum**

*Description:* The workshop presents the assumptions and methods of value education at Alverno College. Practical examples are drawn from several disciplines to show how the valuing ability can be taught, reinforced, and assessed in classroom activities and throughout the curriculum in high school and college. Outcomes are described in relation to the development of students and how they form ethical perspectives.

*Workshop Leader:* Professor Mary Kramp has been associated for 10 years with the valuing-oriented and ability-based liberal-arts curriculum at Alverno College, and has conducted related workshops at a variety of institutions and conferences.

**F. Moral Voice, Ways of Knowing, and Female Development: Implications for Education**

*Description:* This workshop will focus on understanding female moral and epistemological development during adolescence. The work of Carol Gilligan and others on self and moral voice and on women's ways of knowing raises important questions about the nature of female development and the education of girls in a patriarchal society. Data from a study about how girls make moral choices in their lives, how they organize knowledge, and how they approach learning will be presented. Participants will consider the implications for secondary education.

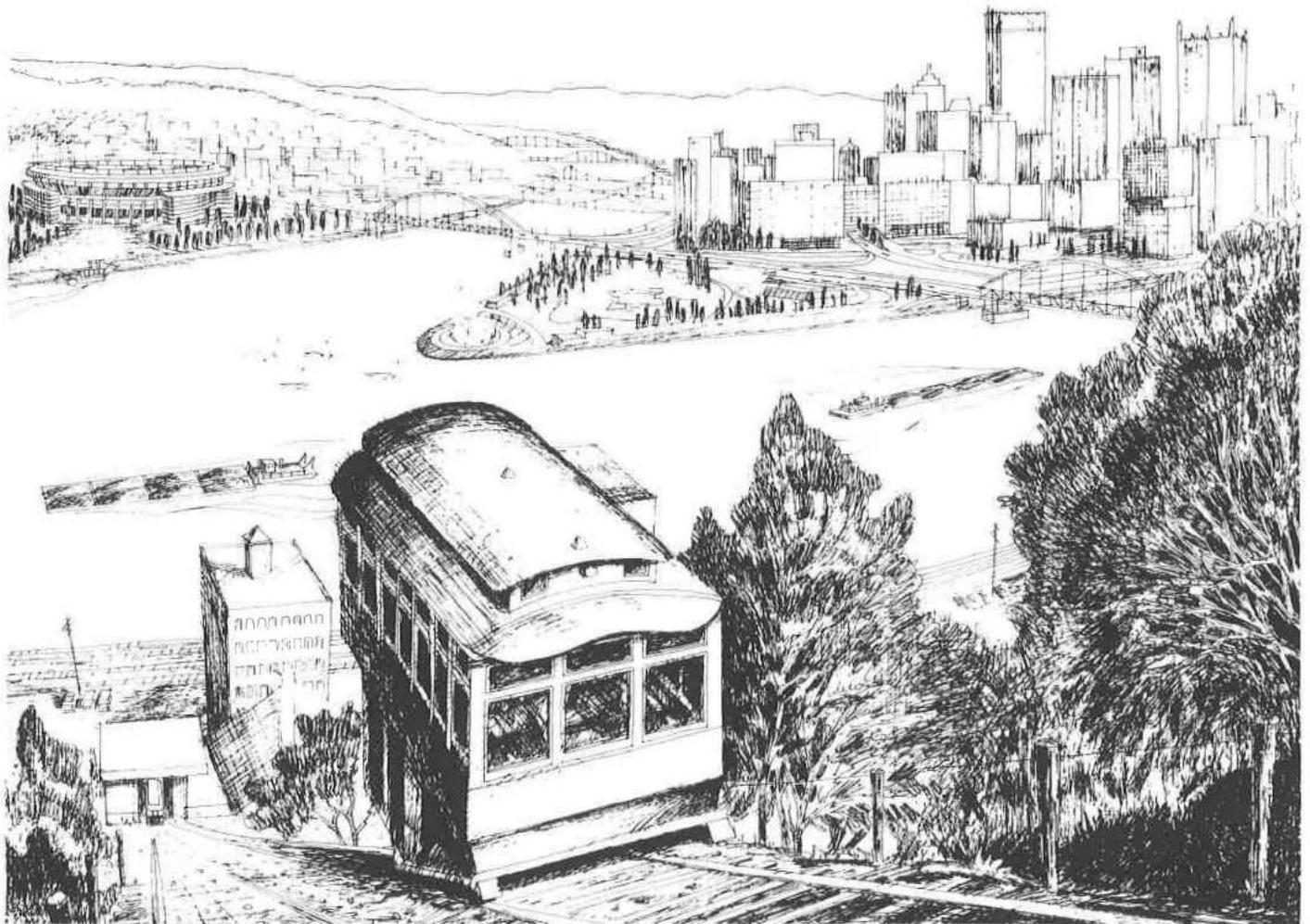
*Workshop Leaders:* Lyn Mikel Brown and Mark Tappan are research associates at the Center for the Study of Gender, Education, and Human Development at Harvard University. Lyn Brown presently is directing a four-year study of the social, personality, and epistemological development of girls ages six to eight. Mark Tappan's current research focuses on the ways in which individuals construct and reconstruct their understanding of moral authority across the life-span.

Beautiful Pittsburgh, the nation's "MOST LIVABLE CITY" as designated by Rand McNally, is an exciting place for our 1988 Conference. Over the past four decades many dramatic physical and environmental changes have been made in our city, cleansing the sky and changing our image.

Pittsburgh is the third largest headquarters of Fortune 500 corporations. We have more than 30 universities and colleges including the University of Pittsburgh, Carnegie Mellon University, Duquesne University, and Chatham College.

Enjoy the ease of the new subway and the spectacular view from Mt. Washington, just a cable car ride up the mountain from our hotel. We know your visit will be memorable.

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**University of Pittsburgh**

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**School of Education**

1988 Conference

Association for Moral Education

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Pittsburgh, PA 15260

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## 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 (*Thorildsen*)

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**

**Auditorium**

#### **From Judgment to Action**

Moderator: Dwight Boyd

#### **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-awakeness" 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 Bernadino

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 Sprinthall - North Carolina State University

Lois Thies-Sprinthall - 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

Alan Berman

Steven Berman

(All are affiliated with Florida International University)

Jamie Wanderman

Ervin Briones

William Kurtines

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**

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.

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

## DISSERTATION AWARD

Each year since 1983, the Association has recognized a recent doctoral graduate for outstanding research and scholarship in moral education.

- 1983**      **John Snarey, Ed.D., Harvard University**  
The Social and Moral Development of Kibbutz Founders and Sabras: A Cross-Sectional and Longitudinal Cross-Cultural Study.
- 1984**      **Cheryl Armon, Ed.D., Harvard University**  
Ideas of the Good Life: A Longitudinal/Cross-Sectional Study of Evaluative Reasoning in Children and Adults.
- 1985**      **Gil Noam, Ed.D., Harvard University**  
Stage, Phase and Style: Developmental Dynamics of Self and Morality.
- 1986**      **Stephen Joseph Thoma, Ph.D., University of Minnesota**  
Improving the Relationship Between Moral Judgment and External Criteria: The Utilizer and Non-Utilizer Dimension.
- 1987**      **Jyotsna Vasudev, Ph.D., University of Pittsburgh**  
A Study of Moral Reasoning at Different Life Stages in India.
- 1988**      **Deborah Deemer, Ph.D., University of Minnesota**  
Moral Judgment and Life Experience.
- 1989**      **Dawn Ellen Schrader, Ed.D., Harvard University**  
Exploring Metacognition: A Description of Levels of Metacognition and Their Relationship to Moral Judgment.
- 1990**      **Kathleen Chafey, Ph.D., University of Minnesota**  
An Exploration of the Linkages Among Selected Components of Moral Behavior.
- 1991**      **Marilyn Sterner Keat, Ph.D., The Pennsylvania State University**  
Moral Education: Toward New Foundations in the Hermeneutic Synthesis of Aristotle and Kant.
- 1992<sup>3</sup>**      **Marion Mason, Ph.D., The Ohio State University**  
The Role of Expanded Social Participation in the Transition from Stage 3 to Stage 4 Moral Judgment in Late Adolescence and Adulthood.

### **Honorable Mention**

**Virginia Rettinger-Claremont Graduate School**

Hearing Children's Moral and Political Voices: Choice and the Urgency to Act

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THE LAWRENCE KOHLBERG  
MEMORIAL LECTURES



Professor Lawrence Kohlberg  
October 25, 1927 - January 17, 1987

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Your donation will provide funding for The Lawrence Kohlberg Memorial Lecture, which will continue to explore the development of moral reasoning, held annually at the Association for Moral Education Conference.

Please make donations payable to:  
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