AME'97

23rd Annual Conference of
The Association for Moral Education

Voices of Care and Justice:
Enhancing the Dialogue Among
Theorists, Researchers, and Practitioners

Emory University
Atlanta, Georgia

November 20-22, 1997

Emory University Cosponsors
Office of the Provost
Center for Ethics in Public Policy and the Professions
Institute for Women's Studies
Graduate Division of Religion
Division of Educational Studies
Candler School of Theology
Graduate Student Council
Emory Women's Center
Psychology Department

TIME	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:30 a.m.	Continuous Refreshment Bar Opens	Continuous Refreshment Bar Opens Book Exhibits Open Registration Desk Opens	Continuous Refreshment Bar Opens Book Exhibits Open Registration Desk Opens	
8:00 a.m.	PRE-CONFERENCE WORKSHOP Registration Desk Opens			BOARD MEETING
8:30 a.m.		CAROL GILLIGAN'S KOHLBERG MEMORIAL LECTURE	MAJOR SYMPOSIA 3 Concurrent Sessions	
9:00 a.m	First-half of PRE-CONFERENCE WORKSHOPS			
10:15 a.m.		Complimentary Refreshment Break	Complimentary Refreshment Break	
10:45 a.m.		CONCURRENT SESSIONS 8 symposia/panels 5 roundtables/ demonstrations	CONCURRENT SESSIONS 8 symposia/panels 5 roundtables/ demonstrations	
11:00 a.m.				BUS TOUR Reservations Required
12 noon	Complimentary Lunch for Workshop Attenders	Complimentary Lunch/ Luncheon Discussions	Complimentary Lunch/ Luncheon Discussions	
1:00 p.m.	Second-half of PRE-CONFERENCE WORKSHOPS Walking Tour of Emory	CONCURRENT SESSIONS 8 symposia/panels 5 roundtables/ demonstrations	DISTINGUISHED LECTURES ON FUTURE DIRECTIONS 3 Concurrent Sessions	
1:15 p.m.	First Bus Tour of MLK Center Departs			
2:00 p.m.	Second Bus Tour of MLK Center Departs			
2:15 p.m.		Complimentary Refreshment Break	Complimentary Refreshment Break	
2:30 p.m.		CONCURRENT SESSIONS 8 symposia/panels 5 roundtables/ demonstrations	POSTER SESSION 38 Concurrent Poster Presentations	
3:30 p.m.	PRE-CONFERENCE BOARD MEETING			
3:45 p.m.		Complimentary Refreshment Break	Complimentary Refreshment Break	
4:00 p.m.	End of PRE-CONFERENCE WORKSHOPS	CONCURRENT SESSIONS 8 symposia/panels 5 roundtables/ demonstrations	COMMUNITY MEETING	
5:00 p.m.	CONFERENCE Registration Resumes		CONFERENCE ENDS	
5:15 p.m.		Free Time		
7:00 p.m.	OPENING RECEPTION	BANQUET & AWARDS CEREMONY		
9:00 p.m.				

CITY OF ATLANTA
55 TRINITY AVENUE, S.W.
ATLANTA, GEORGIA 30335-0300
(404) 330-6100

BILL CAMPBELL
MAYOR

November 12, 1997

Greetings:

It is my pleasure to welcome members of the Association for Moral Education (AME) to the great city of Atlanta. I am honored that you have chosen Atlanta to host your 23rd annual conference.

Your theme, "The Voices of Care and Justice: Enhancing the Dialogue Among Theorists, Researchers and Practitioners," further demonstrates the importance of care and justice as it relates to enhancing ethical relations in schools, families, communities of faith and the professions.

Atlanta is a wonderful place to visit. Please take the time to discover and explore our City. Atlanta offers world-class museums, fabulous restaurants and shopping, as well as the Dr. Martin Luther King, Jr. Center, Zoo Atlanta, and The World of Coca-Cola.

Our City can be proud that the prestigious Emory University is hosting an event that opens dialogue to engage in interdisciplinary discussion between scholars and practitioners interested in the moral dimensions of educational theory and practice.

On behalf of the citizens of Atlanta, have an enjoyable and informative conference.

Sincerely,

Bill Campbell

A Letter of Welcome from the President of the Association for Moral Education

I am delighted to welcome you to the Association for Moral Education's 23rd annual conference. The conference has been planned to be both professionally stimulating and personally enjoyable, and I trust that will be your experience this year. Take advantage of the numerous sessions and the opportunities to interact informally with colleagues in the field. Renew old acquaintances and make some new friends. And enjoy the many attractions of Emory's beautiful campus and the exciting city of Atlanta.

The Association was established with the primary purpose of providing an interdisciplinary forum for people interested in the moral dimensions of educational theory and practice. This is accomplished primarily through our annual conference. This year's theme very much reflects AME's interdisciplinary mandate and our desire for meaningful dialogue and cooperation.

As you can see from perusing the program, the conference has much to offer with presenters from a wide range of disciplines and perspectives, reflecting theoretical discussions, empirical research, program evaluations, and practical workshops. To further enrich our dialogue, we are pleased to again welcome numerous participants from around the world.

The AME is governed by an Executive Board, elected from the membership, but it is your organization. We want your ideas, suggestions, feedback, and involvement. On behalf of all, I would like to acknowledge the significant contribution made by John Snarey, his Program Committee and assistants, in organizing this year's conference. This is a most demanding task with a steep learning curve and we are indebted to him and his colleagues. I suspect we could begin to express our thanks simply by participating fully in the events of the next few days.

Sincerely,

Larry Walker

Larry Walker
President

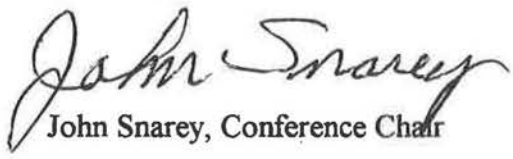
A Letter of Welcome from the Chair of AME'97

We're very pleased that you have chosen to attend AME'97, the 23rd Annual Conference of the Association for Moral Education. Some of you traveled from one of 17 different countries scattered around the world, others came from one of 41 states or provinces scattered across North America, and still others came from one of 12 different departments here at Emory. To all of you who have participated in this ingathering, we say, "Welcome!"

A primary aim for this conference is to renew and enhance the dialogue between the perspectives of care and justice. The word "dialogue" is intended to suggest the process of promoting meaningful connections that can make a difference in the study and practice of moral education. This type of conversation can be distinguished from the more common variety of academic conversation--argument. Most often, arguments claim to have answers. Dialogue begins with questions. Dialogue aims to open the conversation, while argument aims to end the conversation. Dialogue allows us to connect with others so that mutual listening can lead to more careful knowing.

We hope that one of the fruits of this conversation will be an increased understanding of, and renewed commitment to, fair and caring relations within schools, families, and communities. So please join in the conversation!

Sincerely,



John Snarey, Conference Chair

Conference Program Committee

Jane Attanucci, Wheelock College

Andrew Garrod, Dartmouth College

Russell Hanford, Emory University

Kurt Keljo, Capital University

Clark Power, University of Notre Dame

Eva Skoe, University of Tromso

Janie Ward, Simmons College

Table of Contents

Conference at a Glance 2

About the Association for Moral Education 7

Acknowledgments and Announcements 9

About AME'97 11
- Featured Speakers 12
- Events 13
- Amenities 14
- Session Formats 15

Conference Program and Abstracts
- Thursday, November 20 16
- Friday, November 21 19
- Saturday, November 22 56

Notes 83

Subject Index 86

Map of Emory Conference Center . . . . . Inside Back Cover

Wear your AME'97 Conference name tag at all times, please! It is your ticket to all conference sessions and meal functions, including the continuous refreshment bar.

Acknowledgements

As a project, AME'97 is too large for any one person or program committee. This conference is being held thanks to the altruistic dedication and faithful work of many people, and we are pleased to acknowledge their special contributions.

Local Arrangements Conference Committee

Kathryn Clark (Coordinator), Carolyn Brennan, Peter Y. Clark, Arin Connell, Bonita Davis, Katie Davis, Robin Ficklin-Alred, Richard Hayes, Cheri Lovell, Gretchen McAllister, Michelle Robbins, Gio Valiante, Deborah Joy Walder, and Amy Lapin Zeldin

Reviewers

MaryLou Arnold, Jane Attanucci, Bill Belanger, Mary Belenkey, Marvin Berkowitz, Mary Brabeck, Tom Christenson, Don Cochrane, Arin Connell, Theo Dawson, Russell Hanford, Kristine Hansen, Richard Hayes, Nobi Iwasa, Marilyn Johnston, Kurt Keljo, Monika Keller, Pat King, Dennis Krebs, Dieter Misgeld, Darcia Narvaez, Ageliki Nicolopoulou, Adam Niemczynski, Clark Power, Andrea Green Price, Donald Reed, Michelle Robbins, Dawn Schrader, Kimberly Schonert-Reichl, Eva Skoe, Monica Taylor, Steve Thoma, Deborah Joy Walder. Larry Walker, Janie Ward, and Gillian Wark

Preconference Publicity

Marvin Berkowitz and Kathy Clark

Preconference Workshops

Kimberly Schonert-Reichl and Bill Belanger

Luncheon Roundtable Discussion Groups

Kurt Keljo and Jane Attanucci

Sponsors

Specific overhead expenses were underwritten with contributions from
Office of the Provost of Emory University,
CARFAX (publisher of the *Journal of Moral Education*)

Support for Student Scholarships was provided by Emory University's
Division of Educational Studies
Graduate Division of Religion
School of Theology
Graduate Student Council
Department of Psychology

Support for the Kohlberg Memorial Lecture was provided by Emory University's
Institute for Women's Studies
Center for Ethics in Public Policy and the Professions
Emory Women's Center

Scholarship Contributions

Contributions toward our scholarship fund for presenters from developing countries were provided by the following individuals: Barbara Applebaum, Cheryl Armon, Lawrence Blum, Cary Buzzelli, Dorothy Danaher, Sandra DeAngelis Peace, Lutz Eckensberger, Michal Fedeles, Suzanne Freedman, John Gibbs, Kristine Hansen, Terry Kharyati, Kenneth Miller, Mary McCaulley, Darcia Narvaez, Fumiyuki Ohnishi, Gerri Perreault, Isaac Prilleltensky, Timothy H. Smith, Donald Reed, Alan Reiman, Anne Richards, Elizabeth Saenger, Monica Taylor, Barbara Walton

Announcements

Hospitality

AME'97 volunteers, wearing peach and green ribbons on their name tags are available to offer assistance with any special needs.

Evaluations

Your conference packets include evaluation forms for the overall conference and for individual sessions. Your input will be invaluable for future planning. Please complete an evaluation form for each session you attend, and for the overall conference, and place them in the marked boxes located throughout the conference area. Thank you!

Tours

If you signed up for the pre- or post-conference tours, please note that they will depart from the front of the Emory Conference Center Hotel at the times indicated in the program. Please gather by the hotel concierge desk in the lobby 15 minute prior to departure time.

About AME'97

Theme and Overview

The theme of AME'97 is *Voices of Care and Justice: Enhancing the Dialogue Among Theorists, Researchers, and Practitioners*. AME'97 will renew and develop the dialogue between care and justice perspectives, so that all voices may join together in a harmonious way, enhancing each and diminishing none.

Contributors will present symposia, panel discussions, roundtable discussions, poster sessions, and demonstrations. Presentations will address the importance of care and justice as they relate to enhancing ethical relations in specific contexts such as schools, families, communities of faith, and the professions. Attendees also will be able to choose from among six different pre-conference workshops designed to enhance the knowledge and skills of theorists, researchers, and practitioners.

AME'97 Featured Speakers

Kohlberg Memorial Lecture

Carol Gilligan will deliver the 1997 Kohlberg Memorial Lecture. Dr. Gilligan is the author of *In a Different Voice* (Harvard University Press, 1982). Her research has brought women's voices into psychological theory, and women's lives into research on human development, changing the "voice" of psychology and contributing to the development of a relational approach to human problems.

Dr. Gilligan did her undergraduate work in literature and history at Swarthmore College and completed her doctoral degree in clinical psychology at Harvard University. She served as Erik H. Erikson's teaching associate (1967-1969) and as Lawrence Kohlberg's research associate (1969-1971) before joining the faculty of the Harvard Graduate School of Education (1971). She now holds the Patricia Albjerg Graham Chair in gender studies at Harvard University.

With her students and later colleagues at the Graduate School of Education, Dr. Gilligan founded the Harvard Project on Women's Psychology and Girls' Development, connecting women's psychology with girls' voices, developing a voice-centered method of research, and initiating a series of prevention projects involving girls and women. In recent years, this work has focused on racial, cultural, and class differences. Her current research projects are also looking at the psychological development of young boys, in particular, on understanding and freeing those aspects of their authentic voices that they suppress to conform to cultural definitions of manhood.

Dr. Gilligan's most recent publications include *Between Voice and Silence: Women and Girls, Race and Relationship* with Jill McLean Taylor and Amy Sullivan (Harvard University Press, 1996) and *Meeting at the Crossroads: Women's Psychology and Girls' Development* with Lyn Mikel Brown (Harvard University Press, 1992; Ballantine, 1993).

Emory Distinguished Lectures

David R. Blumenthal is Jay and Leslie Cohen Professor of Judaic Studies, Department of Religion, Emory University. His research interests include contemporary Jewish theology and Holocaust studies. He teaches a course entitled "The Problem of Evil--A Social-Psychological Approach" and is the author of numerous scholarly articles and 11 books, including *Facing the Abusing God: A Theology of Protest* (Westminster/John Knox, 1993), which draws on psychotherapy with the survivors of child abuse and the Holocaust to suggest an answer to the question--where was God during the Holocaust? Professor Blumenthal is currently completing *The Banality of Good and Evil: A Social-Psychological and Theological Reflection* (Georgetown University Press), which uses social-psychological and historical research to propose an answer to the question–where was humanity during the Holocaust? He is a graduate of the University of Pennsylvania and the Jewish Theological Seminary and received his Ph.D. from Columbia University.

Frans B. M. de Waal is Charles Howard Candler Professor of Primate Behavior, Department of Psychology, Emory University. His studies of primate behavior have focused on the evolutionary roots of human moral systems–the need for social order, sympathy, justice, and peace. He is the author of *Chimpanzee Politics* (Johns Hopkins University Press, 1989) and *Peacemaking Among Primates* (Harvard University Press, 1989), among numerous publications. In his recent book, *Good Natured: The Origins of Right and Wrong in Humans and Other Animals* (Harvard University Press, 1996), Professor de Waal suggests that basic ethical behavior is not unique to humans. His educational background includes a diploma in biology from the University of Nijmegen and doctoral degrees from both the University of Groningen and the University of Utrecht, all in the Netherlands.

Vanessa Siddle Walker is Associate Professor of Education, Division of Educational Studies, Emory University. Her research interests focus on the historical and cultural influences on the teaching and learning of African-American students. She is a coeditor of *Facing Racism in American Education* (Harvard Educational Review Reprint Series, 1990) and the author of *Their Highest Potential: An African-American School Community in the Segregated South* (University of North Carolina Press, 1996). In the recent volume, Professor Walker explored the relationships between school and community, as they existed in a segregated black high school in the South, and considered the implications of those relationships in terms of the ongoing debate about how to best educate African-American children. Her educational background includes a bachelor's degree from the University of North Carolina at Chapel Hill and master's and doctoral degrees from Harvard University, where she was elected to the editorial board of the *Harvard Educational Review*.

AME'97 Events

Pre-conference Workshops

Practitioner Workshops run concurrently on Thursday, November 20, from 9:00 a.m. to 4:00 p.m in the Emory Conference Center Hotel. Certificates of participation are available from workshop presenters. Participants may use the certificates to apply for 0.6 hours of continuing education units from their respective professional associations.

Luncheon Roundtable Discussions

A special feature of the AME annual conference is the opportunity to dialogue with fellow attendees over lunch on topics of common interest. Less formal than a Roundtable Session (see description of Session Formats on page 15), the luncheon discussions are facilitated by a member with some expertise in the announced topic but who acts primarily as a discussion leader. The luncheon roundtable discussions will take place in the Lobby Dining Area (located one floor above the conference floor). The topics for this year's luncheon roundtable discussions are listed in the schedules for Friday and Saturday.

Meals and Special Events

The conference registration fee includes a **complimentary continental breakfast** and **continuous refreshment breaks**, providing a healthy variety of food items and drinks throughout each day, as well as an elaborate **buffet/grill lunch in the dining room**, plus all service charges. See the Conference Center Map on the last page for the locations of the refreshment centers and dining room. The Continuous Refreshment Bar is open daily from 7:00 a.m. - 5:00 p.m., serving drinks only from 4:00 - 5:00 p.m.

A **Welcoming Reception**, featuring hors d'oeuvres, a cash bar, and entertainment by the Beale Street Quartet, will be provided Thursday evening, beginning at 7:00 p.m. in the Lullwater Ballroom. All conferees are invited.

The **AME'97 Awards Banquet** will take place Friday evening from 7:00 p.m. - 9:30 p.m. in the Lullwater Ballroom. Pre-registration is required. A limited number of seats may still be available. The on-site cost for the Banquet is $55. For more information or to register, please see a volunteer at the AME'97 Registration/Information Table.

Book and Curriculum Fair

Please visit the Book and Curriculum Fair, located in the Break Areas adjacent to the Pine and Hickory Conference Rooms, where you also may purchase souvenir mugs with the AME logo. The following publishers and organizations are represented:

Cambridge University Press
CARFAX and *Journal of Moral Education*
Character Education Partnership
Global Concepts in Education
Harvard University Press
Moral Education Forum
Northeast Foundation for Children
Teachers College Press (Friday only)
University of Chicago Press
University Press of Kansas
University Press of New England

AME'97 Amenities

The Emory Conference Center

Surrounded by woods yet only five miles from downtown Atlanta and minutes from the center of Emory's campus, the Emory Conference Center provides over 20,000 square feet of the most inviting conference space in the Southeast, including meeting rooms, a state-of-the-art business center, health club and recreational facilities, fine dining, a garden overlook and courtyard, and warm, inviting areas to gather with friends for conversation.

For **dinner**, the ECCH Dining Room offers a buffet featuring three separate kiosks and an in-room grill for made-to-order specialty grill items. The restaurant is non-smoking with the exception of the patio. Dinner is served in the Dining Room from 6:00 p.m. - 10:00 p.m. nightly. The Club Room, which contains two billiard tables, a dart alley, and two televisions, serves light sandwiches and beverages from 4:00 p.m. - midnight nightly. Room service is available to ECCH guests from 6 a.m. until midnight.

For **alternative dining options**, try one of Atlanta's fine restaurants. Your conference packet includes a list of restraunts, including eating facilities on Emory's campus, as well as information about transportation. Check with the Hotel Concierge for more information.

Business Center

The ECCH Business Center -- located on the conference level near the Emory Amphi-theater -- offers a variety of services and supplies, including sending/receiving facsimiles, typing, copying, word processing and printing, available to conferees at their own cost.

Transportation to the Airport

Shuttle service to the Hartsfield International Airport from the Emory Conference Center and all conference hotels is provided by Atlanta Airport Shuttle. The rate is $12 one way ($20 for round trip ticket). This service is available 7 a.m. - 10:30 p.m., seven days a week. Pick up at the Conference Center is at 12 minutes past the hour. Reservations are required at least four hours in advance. It is recommended that you embark two hours prior to your airline departure time. For more information or to make reservations, call 404-524-3400, or check at the front desk of the hotel.

Automobile Rentals and Other Transportation Options

Automobile rentals may be arranged through the Emory Conference Center Concierge located in the hotel lobby. Information on other transportation options, including MARTA (Metro Atlanta Rapid Transit Authority) trains and busses and Emory University Shuttle, is available at the AME Registration/Information Table or from the Conference Center Concierge.

Guest Information Packet

If you brought guests with you who are not attending the conference, please ask for our guest packet at the AME Registration/Information Table. We have put together information regarding area attractions, shopping and transportation options which may help them enjoy sightseeing in Atlanta while you enjoy the conference. (Pick one up if you plan to stay beyond the conference for your own sightseeing.)

Session Formats

Papers will be presented in a variety of formats: Symposium, Panel, Poster, Roundtable, and Demonstration.

Symposia provide an opportunity for examining specific problems or topics from a variety of perspectives. Three papers are assigned to a symposia and each presenter takes 20 minutes to deliver his or her paper, with all three presenters then sharing a 15-minute questions-from-the-audience period at the end of the session.

Panels are symposia-like events presented in a panel discussion format, targeted at a clearly delineated issue or idea. Panel members present a commentary paper addressing central questions regarding the issue under consideration.

Poster Sessions combine the graphic display of materials with the opportunity for individualized, informal discussion of the research throughout the session. Presenters set up a display of their research, including a brief abstract of their paper, with full copies of their papers available for distribution.

Roundtables allow maximum interaction with the presenter by minimizing formal didactic presentation and providing people with similar interests an opportunity to talk with each other. A typical roundtable sessions might proceed as follows: Sessions typically begin by going around the table and allowing everyone to introduce themselves. The presenter then uses the next 15-20 minutes to present his or her paper in a seminar format. This is followed by a general discussion, which is expected to gradually evolve into a discussion of related themes and topics introduced by other roundtable attenders.

Demonstrations are roundtable-like events used to illustrate and discuss a specific technique derived from a theory or approach to moral education. Presenters typically demonstrate and explain the workings of an educational tool or teaching method. Like roundtable sessions, demonstrations are intended to be highly interactive sessions for small groups.

CONFERENCE PROGRAM

Thursday, November 20, 1997

7:00 a.m.	Continuous Refreshment Bar Opens with Continental Breakfast **Name Tag Required**
8:00 a.m.	PRE-CONFERENCE WORKSHOP Registration Desk Opens
9:00 a.m	First Session of PRE-CONFERENCE WORKSHOPS Begins
12:00 noon	Complimentary Lunch for Workshop Attenders **Name Tag Required**
1:00 p.m.	Second Session of PRE-CONFERENCE WORKSHOPS Begins Tours Depart: Emory Campus (1:00), MLK Center (1:15)
2:00 p.m.	Second Bus Tour of MLK Center Departs
3:00 p.m.	PRE-CONFERENCE BOARD MEETING at 3:30 p.m.
4:00 p.m.	End of PRE-CONFERENCE WORKSHOPS
5:00 p.m.	CONFERENCE Registration Resumes
7:00 p.m. 'til 9:00 p.m.	OPENING RECEPTION featuring the Beale Street Quartet

Pre-Conference Workshops: Descriptions and Locations

Thursday, 9:00-12:00 a.m., 1:00-4:00 p.m.

1106 Workshop A in Dogwood Room

The Sociomoral Atmosphere of Justice and Caring in Constructivist Education

Rheta DeVries, University of Northern Iowa, IA

Betty Zan, University of Northern Iowa, IA

The first principle of constructivist education is to establish a sociomoral atmosphere in which mutual respect is continually practiced. Drawing on Piaget's theory of two kinds of morality parallel with two kinds of adult-child relationships, practical educational implications are proposed. A relationship of affection and mutual respect is the foundation of the sociomoral atmosphere that promotes children's intellectual, emotional, and moral development. Videotapes illustrate specific principles of teaching for rule making, social and moral discussion, and conflict resolution with young children (ages 4-7 years).

1107 Workshop B in Basswood Room

The Ethic of Care Interview: Administration and Scoring

Eva E. Skoe, University of Tromso, Norway

In this workshop instructions and training will be given in how to administer and score an increasingly used care-based moral reasoning measure, the Ethic of Care Interview (ECI), which is based on Gilligan's (1982) developmental theory. The ECI consists of a real-life conflict generated by the participant as well as three standardized interpersonal dilemmas. The levels of care move from an initial perspective of self-concern, through a questioning of this as a sole criterion, to primarily other-concern, through a similar questioning of this as a sole criterion, to a final perspective of balanced self-and-other concern (Skoe & Marcia, 1991; Skoe & Diessner, 1994). Training includes observation of the interview and scoring from sample protocols. There will be opportunity for participants' active involvement.

1110 Workshop C in Pine Room

Faculty Development as Moral Development

Betty Smith Franklin, Goucher College, MA

Richard Pringle, Goucher College, MA

Jane Attanucci, Wheelock College, MA

Participants will be invited to explore models of faculty development which recognize the complexity of adult moral development. Working within the modes of care and justice, the workshop will give special attention to conflicting notions of individual and relational competence which result in conflicting expectations for faculty development. As a case study, participants will explore the transformations Jane Tompkins describes in *A Life in School: What the Teacher Learned.* Our goal is to honor what we know about relational ethics, and consider ways that our ethical commitments might be made evident in our work settings in the area of faculty development.

1111 Workshop F in Elm Room

Social Role-Taking: Programs Designed To Promote Genuine Character Development

Norman A. Sprinthall, North Carolina State University, NC
Lois Thies-Sprinthall, North Carolina State University, NC

The workshop will introduce methods for cognitive stage growth through carefully designed experiences in peer-helping such as peer counseling and tutoring. The participants will have direct experience in aspects of the five requisite conditions for growth: 1) Role-taking, 2) Reflection, 3) Balance, 4) Continuity and 5) An Atmosphere of Support and Challenge. A brief rationale and research findings will be followed by examples of programs for adolescents, college students, and adult volunteers. The importance of selected role-taking experiences within the zone of proximal growth will be stressed to avoid miseducative experiences and to insure growth that comprehends justice and caring.

1112 Workshop H in Birch Room

Educating for Care: Goals and Strategies

Timothy E. O'Connell, Loyola University at Chicago, IL

It is popular to talk of the need for "character education." But often people are clear about neither the goal of such education nor the strategies that will achieve it. Specifying character education as "education for care," the session will develop the vision of a goal that involves personal transformation of both consciousness and commitment. The search for strategies will be grounded in a broad selection of research findings. In general, two strategic arenas will be emphasized: experiential and imaginative. The session will assist participants in generating concrete options and prospective activities suited to their situations.

1113 Workshop J in Hickory Room

Character Education for a Global Citizenry: Theory in Practice

Terry Kharyati, D'Arcy McGee High School at Hull, Canada

This session is oriented towards practitioners who would like to engage in lessons designed to enrich a student's mental, social, and natural environments. The philosophical foundations for each lesson will be discussed. A hands-on student-centered approach is used for each lesson in order to develop and nurture in students and teachers: 1) a real sense of personal accountability for one's own language and action; 2) a language and vocabulary of peace and reconciliation; 3) techniques and skills for anger and stress management; 4) methods of identifying and analyzing injustice, violence, discrimination, and pollution (mental and environmental) in everyday experience and in the media. These areas form the fundamental basis for a responsible global citizen. In conclusion, a synthesis of Global Education lessons, an extensive bibliography, and background theoretical reading will be shared with each participant.

Friday, November 21, 1997

7:00 a.m. 7:30 a.m.	Continuous Refreshment Bar Opens — **Name Tag Required** Registration Desk and Book Exhibits Open
8:30 a.m.	I. KOHLBERG MEMORIAL LECTURE
10:15 a.m.	Complimentary Refreshment Break
10:45 a.m.	II. CONCURRENT SESSIONS Eight symposia/panels and five roundtables/demonstrations
12:00 noon	Complimentary Lunch/Luncheon Discussions **Name Tag Required**
1:00 p.m.	III. CONCURRENT SESSIONS Eight symposia/panels and five roundtables/demonstrations
2:15 p.m. 2:30 p.m. 3:45 p.m.	Complimentary Refreshment Break IV. CONCURRENT SESSIONS Eight symposia/panels and five roundtables/demonstrations Complimentary Refreshment Break
4:00 p.m.	V. CONCURRENT SESSIONS Eight symposia/panels and five roundtables/demonstrations
5:15 p.m.	Free Time
7:00 p.m. 'til 9:30 p.m.	BANQUET & AWARDS CEREMONY

Session Descriptions and Locations
Friday, 8:30-10:15 a.m.

2101 Keynote Address in Lullwater Ballroom

Remembering Larry: The 1997 Kohlberg Memorial Lecture
Carol Gilligan, Harvard University, MA

Complimentary Refreshment Break
10:15-10:45 a.m.

Concurrent Symposia/Panels/Roundtables
10:45-12:00 a.m.

2201 Symposium in Salon I

Connected Advances in the Study of Care: Social Class, Classrooms, and Chance
Chair: Janie Ward, Simmons College, MA

Paper 1.

Anger, Ambivalence, and Longing: White Femininities and Working-Class Girls
Lyn Mikel Brown, Colby College, ME

This paper explores the ways in which sixth, seventh, and eighth grade white adolescents from working-class families understand, express, and react to dominant cultural definitions of femininity. *The Listening Guide* was used to interpret data gathered over the course of a year from videotaped focus groups and individual interviews. This identified and underscored the contradictory nature of what constitutes appropriately feminine discourse and behavior for these girls. The girls' ambivalent relationship with middle-class propriety--their anger, their longing and, in some cases, their resistance to the dominant cultural ideologies of femininity--was then examined.

Paper 2.

Chance, Morality, and Development: When We Care Equally About Two Things
Nona Lyons, University of Southern Maine, ME

This paper takes up a little-discussed subject in the field of ethical or moral development, that is, the role of chance, defined here by Martha Nussbaum (1986;1990) as an event in an individual's life experiences over which he or she may not have control. These events can, Nussbaum suggests, be a powerful component of one's ethical development, especially if they involve things one cares deeply about. This paper addresses this subject through the real life experiences of people reported in two research projects, one involving adolescents and the other a study of the ethical dimensions of teachers' work and experience (Lyons, 1990A and 1990B). Using examples drawn from research, this paper then explores just how chance may be at work in people's lives and how it may figure in their moral and ethical development.

Paper 3.

Teacher Thinking about Classroom Relationships: A Collaborative Inquiry

D. Kay Johnston, Colgate University, NY

This discussion will examine how teachers working in a collaborative research project describe their work at building relationships in their classroom. The idea of students in relationship to each other is informed by the work in moral development that describes an ethic of care and by the idea that individuals have multiple shifting identities. Thus, this on-going project investigates whether ideas of moral orientations help teachers explicitly describe a language of classroom relationships.

2202 Symposium in Salon II

Interpretive Implications of Gender, Religion, and Ethnicity

Chair: Tom Christenson, Capital University, OH

Paper 1.

Ethnicity, Identity, and Community: Beyond Care and Justice

Larry Blum, Columbia University, NY

Disputes about the alleged divisiveness of ethnic communities on campuses pay too little attention to the moral character of those communities. I argue that there are four distinct types of ethnic identification that individual students bring to or take on at college. Three of these involve a form of group identification that is neither care nor justice, but still generates moral responsibilities. The fourth is justice-based, yet not in a fully Kohlbergian sense. There are three kinds of campus ethnic groupings, however, only one of which involves caring in the fully Noddingsian/Gilliganian sense. Yet even the caring ethnic community encompasses a notion of collectivity not captured by either care or justice.

Paper 2.

Reorienting Moral Psychology by Taking Culture and Religion Seriously

Trey Buchanan, Wheaton College, IL

This paper argues for a reorientation of the theoretical basis of moral psychology. Instead of a limited focus on the individual development of reasoning concerning a small number of ethical principles, the focus should be substantively broadened by taking cultural and religious concerns seriously. These concerns, respectively, call for a focus on culture as an important source of variation in moral experience (expressed in reasoning, discourse, and action) and the acknowledgment of the reality of the moral claims of religion in many individuals' lives (expressed in scriptural, doctrinal, and communal ways).

Paper 3.

Interpretative Moral Stances: Implications of Gender, Dilemma, and Presentation Context

Mike Boyes, University of Calgary, AB, Canada
Kate Diskin, University of Calgary, AB, Canada
Denise Fillion, University of Calgary, AB, Canada
Steve Kaczkowski, University of Calgary, AB, Canada

This paper reports upon an ongoing program of research into the various contexts that influence the interpretive stances people adopt as they consider moral dilemmas. Reported

personal dilemmas and responses to adapted versions of the Heinz dilemma of 84 university students were coded for justice and care. It was found that the moral orientation that was adopted in formulating a response varied by gender, dilemma features, and by the order in which the personal and hypothetical dilemma responses were collected. The results support a discussion of how moral orientation may be best understood as due not to situational or personal variation but rather to the discursive adoption of what are seen to be conversationally appropriate interpretive moral stances.

2203 Panel in Salon III

Youth Development in Character: The Vocation of Caring

Chair: Doug Magnuson, College of St. Catherine, MN

Panelists: Michael Baizerman, University of Minnesota, MN

Norman A. Sprinthall, North Carolina State University, NC

This panel will discuss data and theory from the Project on Vocation, Work, and Youth Development. These data are drawn from interviews with youth that focused on stories about their life experiences in a wide variety of settings. Stories about their "moral encounters" are interpreted from the standpoint of "vocation" (calling). Practical implications of this existential interpretation of moral development will be discussed, including how character is formed, the implications for understanding individual differences in moral development, the link between this perspective and classic stage theories of moral development, and the influences on youth of informal and formal environments and relationships. The first segment of this session is directed to stories about moral encounters and moral transformation regarding "universal" moral issues. Care and justice are examples of these. The second segment describes stories of youth's encounters with "moral particulars," that is, in considering my responsibility in my situation. A character, or "having character," results from these choices, and this is the existential experience of "authenticity." In the third and final segment, we will discuss the implications of this data for understanding individual differences, the link between this framework and youth understood as a developmental stage, and the influences on moral development of informal and formal environments and relationships.

2204 Demonstration in Salon IV

Promoting Fairness and Cooperation: Outward Bound

Daniel Vokey, OISE at the University of Toronto, Ontario

This demonstration will begin with an overview of Outward Bound's history, educational objectives, philosophical assumptions, and key principles of course design. It will then use slides and/or video-clips to illustrate adaptation of Outward Bound activities for a one-day program involving secondary school students. Finally, it will invite those attending to participate in a 10-minute activity suitable both to initiating discussion on, and to demonstrating the value of, cooperation, followed by questions and answers. The demonstration will focus on what distinguishes Outward Bound's experiential approach to promoting fairness (justice) and cooperation (caring) among course participants.

2205 Demonstration in Salon V

Listening to Children's Urgent Voices of Care and Justice

Elizabeth Baird Saenger, Ethical Culture Fieldston Schools, NY

This session will demonstrate specific techniques which have proven most effective in eliciting children's voices of justice and care. The presenter's experience of teaching ethics to children 7-12 yrs old is extensive. Her basic approach is to read aloud and discuss particular (unfamiliar) children's literature. Ways to structure ethical questions for children's understanding will be presented, with special concern for their commitment to practicing justice and care. Annotated bibliographies will be provided. In addition, approaches for other activities such as ethics plays, pictures, writing, debates, and service projects will be explained. The orientation is a multicultural one.

2206 Panel in Dogwood Room

Citizenship Education in a Pluralistic Society: The Trip from Multicultural Education to Moral Education

Chair: Donald Biggs, University of Albany, NY
Panelists: Robert Colesante, Siena College, NY
Joshua Smith, University of Albany, NY
Marissa Echevarria, University of Albany, NY
Chin Cheng Kao, University of Albany, NY
Marvin Berkowitz, Marquette University, WI

The presentation contrasts two approaches to teaching about citizenship in a pluralistic society. The goal of the first is to foster concern for the welfare of other citizens by improving the students' "narrative understanding" of individual differences among citizens and by providing opportunities to examine the concept of social responsibility in a pluralistic society. The goal of the second course is to foster an appreciation for justice and fairness in a pluralistic society and to provide opportunities for students to learn democratic skills needed to develop and implement rules for social morality that are fair and just to all citizens. Data on the effects of the courses on political tolerance and support for democratic norms are discussed.

2207 Symposium in Basswood Room

Impact of Poverty and Oppression on Black Children's Moral Voice: South African and North American Perspectives

Chair: Kurt Keljo, Capital University, OH

Paper 1.

Societal Complexity and Moral Orientation A South African Perspective

Angina Parekh, University of Durban at Westville, South Africa

This paper has two aims: to explore the relevance and applicability of Kohlberg's theory of moral development within a unique research context and to examine differences in moral orientation between black and white South Africans. Kohlberg's standard moral dilemmas were administered to 81 participants from four different age groups. The responses were scored by two different methods: 1) using Kohlberg's Standard Issue Scoring Manual to focus primarily on age and race differences in moral orientation, and 2) using discourse analysis to understand the construction and justification of moral choices from the

perspective of the participant's own lived experiences and cultural and social realities. The results revealed that black participants were found to differ from their white counterparts in the construction and justification of moral choices. The results are discussed in the context of cultural diversity and the South African political system.

Paper 2.

Understanding the Impact of Threatening Environments on South African Children

Debo Akande, University of the Western Cape, South Africa

South African children grow up in environments that are threatening to their well-being as a result of abject poverty, prolonged violence, and political assassinations. This paper offers a framework for the analysis and evaluation of actions taken on behalf of children upon their environment, by looking at the complex issue of defining suitable child development outcomes for intervention programs. The concept of childhood varies across socioeconomic status and racial groupings, resulting in different expectations and demands for children's development. The paper further scrutinizes the moral conditions that threaten children's development: poverty and prejudice. Implications for policy making are briefly discussed.

Paper 3.

Moral Dilemmas of Children Living in America's Inner-Cities

Jennifer E. Obidah, Emory University, GA

I present some of the moral dilemmas of my former African-American students from the middle school in Northern California where I taught for three years. Using observations, taped interviews, and rap music, I present scenarios from the lives of these youths. The following issues are covered in these scenarios: witnessing a violent act, selling drugs, and gang membership. After a brief discussion of current educational policies on violence, drugs, and gangs, I conclude with suggestions for more appropriate actions by educators to address the dilemmas in their students' lives.

2208 Symposium in Mountain Laurel Room

Politics and Multiculturalism: African, British, and North American Perspectives

Chair: Darcia Narvaez, University of Minnesota, MN

Paper 1.

Marginalizing the Voices of Care and Justice?

Bruce Carrington, University of Newcastle, England
Geoffrey Short, University of Hertfordshire, England

Although the New Right is no longer dominant in British politics, its legacy remains. In the field of educational policy, for example, it has been able to impose its own Anglocentric construction of nationhood and assimilationist agenda on the National Curriculum. This paper begins with a critique of the New Right's position on multicultural and anti-racist education. It then moves on to consider the findings of an on-going study of 8- to 13-year-olds' constructions of "Britishness." Drawing upon data from more than 300 interviews, it is shown that neo-conservative notions of national identity seem to have had little or no impact on the young. The paper concludes by exploring the policy implications of the research.

Paper 2.

Care, Justice and "Ubuntu": An African Perspective on Transforming Political Systems

J. Theo Bekker, University of Pretoria, South Africa

Justice and care are important concepts in transforming political societies. Politics is not just power, political decision-making, rules and regulations. At a moral level, when political societies are transformed, a new realization comes to the fore -- or an old realization is reaffirmed -- that in a democracy, ordinary people (in Africa the powerless and the poor) have a right to be heard, to participate in the decisions concerning their lives, and to have their values and preferences respected. "Ubuntu" as a theory of moral development is evaluated and compared in the context of care and justice.

Paper 3.

Lessons from Kohlberg for Multicultural Teacher Educators

Gretchen McAllister, Emory University, GA

The process of achieving cultural sensitivity is similar in many respects to moral development as outlined by Kohlberg. Those processes share some strategies for fostering development, such as providing role-taking opportunities and creating a moral atmosphere. To better understand how individuals can be helped to move from one stage of intercultural sensitivity to another, teacher educators should better understand how individuals move from one moral development level to another. Understanding of Kohlberg's theoretical perspectives will enrich understandings of the development of cultural sensitivity.

2209 Symposium in Azalea Room

New Cross-Cultural Perspectives on the Voice of Justice: Kohlberg in India, Japan, and Korea

Chair: Monika Keller, Max Planck Institute, Germany

Paper 1.

Arjuna's Dilemma: Can Voices of Justice Speak to Hindu Morality?

Sunil Bhatia, Clark University, MA

This paper seeks to discern the universalistic assumptions behind Kohlberg's moral theory by evaluating it from the standpoint of Hinduism's theory of morality. In Kohlberg's view, post-conventional thinking represents the "ideal" or the most advanced stage of moral development. In contrast, Hinduism's highest moral ideals are represented by reconciling the apparent opposition between social duty (dharma) and individual liberation (moksha). This paper concludes by examining the conflicting voices which have emerged in postcolonial India as western theories of "justice reasoning" struggle to calibrate themselves to traditional theories of morality and identity.

Paper 2.

Is Stage 4 Really Higher than Stage 3?

Nobumichi Iwasa, Reitaku University & Institute of Moralogy, Japan

When presented with contrasting descriptions of reasoning of "the interpersonal concordance orientation" and "law and social order maintaining orientation" without any prior explanation of moral developmental theory, the majority of Japanese college students chose the former as higher than the latter. The most natural explanation of this rather unexpected result may be that most of the students themselves actually belong to Stage 3. However, the reasons some of the students provided suggest that they have some skeptical attitudes toward Stage 4 reasoning, perhaps due to the self-centered and unfaithful conduct of people who are highly capable of reasoning at Stage 4, as reported daily by the various media. The implication of this perspective is discussed in connection with the role of moral judgment in the total picture of human morality.

Paper 3.

The Morality of Filial Piety in the East

Seung-Mi Lee, Seoul National University, Korea

What is the true reason for moral regression? This study investigated the effects of the dilemma discussion about the public policy issue, "Nuclear Energy and Disposal of Nuclear Waste," a hot issue in Korea for the past 6-7 years. High-school students (11th grade) were interviewed about moral dilemmas to determine 1) the effect of dilemma discussion with real life dilemmas, and 2) attitude changes toward public policy issues. An unexpected finding was that some members of the control group regressed in their level of moral reasoning. The experimental group progressed as expected. The dilemma story used in the post-test included the values of filial duty (care and responsibility of the parents and family) and the rights of citizens. In the post-test, 45% of the control group said that filial duty is more important than the rights of citizens. Familism and filial piety characterize the Korean culture and tradition.

2210 Roundtable in Pine Room

Woman to Woman: The Stories We Tell

Deborah K. Deemer, University of Northern Iowa, IA

Eighteen women discussed salient and important aspects of their lives, uncovering stories of use to girls and women. After central themes are identified, the paper turns to a focus on stories of physical abuse and sexual violation. Cultural narratives that support feelings of blame and guilt are identified. Diverse experiences and divergent views on social change are explored. Consistent with the philosophical and ethical stance taken by Gatens (1995), the text works to retain the expression of both shared and divergent perspectives to address the complexity of issues that surround the lives of women.

2212 Roundtable in Birch Room

Cultivating Moral Relationships in Medicine: Empathy, Identity, and the Moral Imagination

Kelly A. Edwards, University of Washington, WA

For physician and patient alike, the creation of a therapeutic relationship depends on how they stand in relation, one with the other. This paper explores the roles that

self-understanding and moral imagination can play in facilitating connections between individuals. It argues for an ideal moral stance of mutuality and demonstrates through cases that this relationship is possible even with those in an inherently unbalanced power relationship such as physicians and patients, or teachers and students. Creating the space to develop and practice these capacities is a challenge for those involved in all types of professional education.

2213 Roundtable in Hickory Room

Freire's Pedagogy in Teacher Education: Compassionate Criticality, Moral Agency
Richard C. Pipan, Oakland University, MI

The predominant characteristics of contemporary curricula for K-12 teacher education are disciplinary content focus, behavioral management techniques, instructional technology, testing and assessment, and field-based internships. University affirmative action programs are being challenged with increasing vigor by politically conservative litigants. Three decades since the publication of *Pedagogy of the Oppressed*, Paulo Freire's theories and practice of emancipatory education, democratic participation, and literacy help to illuminate the present crisis in education. In memorium, this presentation will acknowledge Freire's contribution to compassionate criticality and moral agency in education.

Complimentary Lunch
(in Dining Room or Lobby Area)
Friday, 12:00-1:00 p.m

Luncheon Roundtable Discussions in the Lobby Area

1. **Feminist Critiques of Care: Should We Reconceptualize Care, Can We, & How?**
   Barbara Applebaum
2. **Moral Development/Education in Higher Education**
   Patricia King
3. **The Moral Climate of Day Care: Are the Rules Too Rigid?**
   Anastasia Galanopoulis
4. **Moral Decision-Making: Motivational, Emotional and Cultural Aspects**
   Monika Keller
5. **Moral Education and Christianity**
   Don Reed
6. **The Impact of "Narrative Ethics" on Moral Education**
   Howard Radest
7. **Applying What We Know About Moral Development to Professional Preparation Programs: Do We Care; Is It Fair?**
   Richard Hayes and Pamela Paisley
8. **Power and Voice: Representing Women's Perspectives in Academia**
   Deborah Deemer

Concurrent Symposia/Panels/Roundtables
Friday, 1:00-2:15 p.m.

2301 Symposium in Salon I

The Ethic of Care Interview: Latest Research Findings

Chair: Eva E. Skoe, University of Tromso, Norway

Paper 1.

The Ethic of Care: Issues in Moral Development

Eva E. Skoe, University of Tromso, Norway

Gilligan has proposed that there are two moral orientations: justice and care. The orientations are commonly assumed to be gender related, with an ethic of justice characterizing the moral voice of men and an ethic of care the moral voice of women. This paper presents an overview of existing studies employing an increasingly used measure of care-oriented moral reasoning, the Ethic of Care Interview, based on Gilligan's (1982) developmental theory. Research suggests that other variables (such as generational differences, cultural background, and stage in life) must also be considered to understand differences in moral development. Findings indicate that variations in care levels have implications for personal adaptation across the life cycle for both men and women.

Paper 2.

Do Moral and Ego Development Follow the Same Path?

Anna von der Lippe, University of Oslo, Norway

The relations among two kinds of moral development, justice (measured by Rest's Defining Issues Test) and care ethics (Skoe's Ethic of Care Interview), and ego development (Loevinger's Washington University Sentence Completion Test) were studied in a Norwegian sample of 83 men and 80 women (aged 15-65). Although both care and justice ethics were positively related to ego development, the relationship between care and ego development was considerably stronger than the one between justice and ego development, especially for women. Different correlates of the two types of ethics suggested different developmental paths for the two moral constructs. The findings are discussed in light of theory and previous research.

Paper 3.

To Have and Have Not: Procreative Choice and the Ethic of Care

Joyce Nicholls-Goudsmid, Howe Sound Community Health Center, Vancouver, BC, Canada

This study looked primarily at the relationship between women's decisions about whether or not ever to have children and care reasoning as measured with Skoe's Ethic of Care Interview (ECI). The results indicated that women who had chosen to have children were more likely to be other-oriented, while women who had chosen not to have children were more likely to be self- or self-and-other oriented. The ECI did not appear to be related to the timing of the procreative choice. The data raised some interesting questions about the relationship of ECI level to the life experience of the participants.

Paper 4.

Family Correlates of Ethic of Care Reasoning in Adolescence

Michael W. Pratt, Wilfrid Laurier University, Waterloo, ON, Canada

Family factors associated with reasoning about care issues among mid-adolescents were studied. Care reasoning was measured for 35 adolescents (aged 14-18) using Skoe's Ethic of Care Interview (ECI). Higher levels of reasoning about care were associated positively with child age, Kohlberg's justice stage levels, and children's valuing of kindness and care as a quality for the self. However, there were no gender differences in ECI level among these adolescents. More advanced ECI reasoning for adolescents of both genders was predicted by parents' emphasis on kindness goals for their child, by their greater use of autonomy-granting practices, and by a more authoritative child-rearing style.

2302 Symposium in Salon II

Ethic of Care in Focus: Caregivers and Nursing Ethics

Chair: Kathy Kinlaw, Emory University, GA

Paper 1.

Success on Nursing Board Exams: Justice and Care-Related Predictors

Steven P. McNeel, Bethel College, MN

Sandra L. Granstrom, Bethel College, MN

In the nursing profession, the state board exam serves as an entry level screen for nursing practice. This study examined predictors of success on this exam, e.g., grade point averages, critical thinking, DIT principled reasoning, and some care-related measures (Buberian Religiosity and particular subscales on the California Critical Thinking Dispositions Inventory). These variables are used as predictors of the subsequent state nursing board scores of five classes of graduating senior nursing students. The discussion develops implications of these data and considers the need for both justice and care orientations in nursing practice.

Paper 2.

Models of Care: Enhancing Principled Reasoning for Nurses

Esther Graber Bankert, SUNY Institute of Technology, NY

Immediate and enduring effects of care models on principled reasoning were examined among 110 RN baccalaureate students. Pre-test findings suggested that less experienced and more experienced nurses performed similarly on principled reasoning. Post-instruction results showed that instruction in care models and traditional ethics for resolving dilemmas improved principled reasoning across all intervention groups. A 2x3x3 repeated measures ANCOVA yielded a significant level by intervention interaction and significant effect for time. Post-hoc comparisons indicated less experienced nurses showed significantly greater improvement in principled reasoning ($p < .05$) after instruction in care models than more experienced nurses. All effects of intervention dissipated after two months.

Paper 3.

Ethical Sensitivity in Clinical Practice: A Study Comparing Novice and Experienced Social Workers

Ann Fleck-Henderson, Simmons College, MA

This paper reports a small study of clinicians' ethical sensitivity. Sixteen novice and 16 experienced social workers, matched for age, responded to two stimulus tapes. Each tape portrayed a client with compelling concerns who alludes also to risk to a third party. Transcribed responses were coded for recognition of important elements and for articulation of issues once third-party risk was recognized. Respondents also completed the Defining Issues Test, a measure of moral judgment strategies. Issues in conceptualizing ethical sensitivity will be addressed as well as findings about the role of experience. Implications for clinical education will be suggested.

2303 Symposium in Salon III

Teachers as Exemplars: Moral Education and Teacher Practices

Chair: Deborah Walder, Emory University, GA

Paper 1.

Teaching Morality by Example: Where Care and Justice Meet

J. Mark Halstead, University of Plymouth, England

While lip service is paid to teaching by example by moral educators of all persuasions, little systematic research has been carried out to clarify the concept or to explore its ethical and practical implications and potential. Clearly, children learn by imitation, and certain dispositions like trust, respect, care, and perhaps even justice, are best learned by example. Teachers are uniquely placed to influence the moral development of their students by what they do. But the notion of teaching by example is riddled with conceptual difficulties, some of which this paper seeks to explore. For example, if such teaching is unplanned, how can teachers be called to account for what they do? Should teachers be in some sense better people if they are to set a suitable example to students? What implications does this have for teacher training?

Paper 2.

The Moral Centrality of the Person in Teaching

David T. Hansen, University of Illinois at Chicago, IL

This study examines three related concepts that recent scholars have employed to study the moral dimensions of teaching: the teacher's manner, the teacher's style, and the teacher's tact. The meaning ascribed to the concepts varies, depending in part on the focus of the research and the investigator's overarching view of the moral. Some scholars employ one or another of the concepts to spotlight the teacher's moral reasoning as he or she addresses the often conflicting, ambiguous demands that accompany classroom work. Other scholars use one or another of the concepts to highlight the centrality of the teacher's character or virtue. This paper analyzes the three concepts, identifies similarities and differences between them, and shows how the research that has used these concepts illuminates the fact that to understand teaching as a moral endeavor, we need to harmonize all three.

Paper 3.

Teachers' & Students' Beliefs about Truth & Caring in the Teaching Conversation

Frank Pajares, Emory University, GA
Laura Graham, Emory University, GA

Two studies illustrate the concern that teachers' instructional beliefs are often informed by formalist thinking related to truth and caring in the teaching conversation. Middle school teachers and students were asked to provide appropriate responses to a student's request for academic feedback. Teachers' instructional strategies were guided by formalist beliefs. Truth and critical feedback were sacrificed in favor of caring, which was interpreted as helping the child to feel good about himself independent of the work's merits. Students called out for honesty and for instruction and interpreted caring as receiving academic help. They argued that their teachers need not surrender truth, criticism, or instruction to express care and concern. Findings are interpreted within frameworks provided by Cavell's criteria for reciprocal conversation and Habermas's conception of the ideal speech act.

2304 Symposium in Salon IV

Early Childhood Studies of Gender Socialization and Moral Development

Chair: Michelle Robbins, Emory University, GA

Paper 1.

"Share with your brother!" "No. It's mine!": Moral Orientation during Sibling Conflicts

Susan Lollis, University of Guelph, ON, Canada

Gilligan's (1982, 1987) hypothesis regarding the origin of gender differences in moral orientation was investigated in 40 dual-parent families with two children when the children were 2 and 4 years old and again when the children were 4 and 6 years old. Three issues were of particular interest: gender differences in the moral orientation of the parents, gender differences in the moral orientation of the children, and gender differences in the socialization of moral orientation of the children. Data consisted of transcripts of family interaction during sibling property conflict. Verbal comments made by parents and children were coded for care and justice orientations. Support for Gilligan's hypothesis was partial.

Paper 2.

Developmental Origins of Gender-Related Moral Orientations

Ageliki Nicolopoulou, Lehigh University, PA

Systematic interpretive analysis of preschool children's spontaneous storytelling reveals some key developmental foundations for the emergence of differing moral orientations in men and women. Boys and girls develop and elaborate two distinctive narrative styles that express different images of social relations and of the self. Girls' stories portray a socially embedded and interdependent self, located in stable and harmonious networks of social relations; boys' stories portray an essentially isolated and conflictual self, with plots dominated by conflict, violence, and disruption. A morality of justice and abstract rules constitutes a response to the vision of the social world conveyed in the boys' stories; whereas the world-view informing the girls' stories leads naturally toward a morality of care. Some practical implications are discussed.

Paper 3.

Moral Habituation in a Caring Relationship *Sui Generis*

Ben Spiecker, Vrije University, The Netherlands
Jan Steutel, Vrije University, The Netherlands

In philosophy of education, relatively little attention is given to moral training and habituation in early childhood. In this paper the relation between parental care and early moral training is analyzed. After commenting on Aristotle's view on habituation and the development of virtues, it is argued that the concepts of training, habituation, and moral habits should be analyzed in their specific context, namely, the caring relationship between caretaker and the young child. Given the specific characteristics of this dyadic relationship, early moral training and habituation no longer can be interpreted as non-cognitive practices.

2305 Symposium in Salon V

Challenges to Care and Moral Education: Examples from Great Britain and the United States

Chair: Don Cochrane, University of Saskatchewan, SK, Canada

Paper 1.

The Struggle to Care: Analyzing Middle School Reform Through a Relational Frame

Steve Ryan, University of California at Los Angeles, CA
Diane Friedlaender, University of California at Los Angeles, CA

Middle school reform challenges schools to address both the academic and humanistic needs of young adolescents. Calls for reform in the middle grades, as embodied by the Carnegie Corporation's *Turning Points* advocates the adoption of schooling practices which nurture student growth by strengthening interpersonal relationships. We used four constructs of care--human growth, empathy, responsibility, and continuity--to analyze the activities, programs, and individual practices undertaken by 16 middle schools actively engaged in middle school reform. Our findings indicate that although these schools faced many tensions as they attempted to become more caring, their efforts to alter relational norms at the community, school, and classroom level were essential components of their reform efforts.

Paper 2.

The Politics of Values and the Value of Politics

James C. Conroy, St. Andrew's College, Scotland

Like many economically developed countries, Britain finds itself between Scylla and Charybidis in wishing to promote "some" public notion of a moral community while at the same time avariciously supporting the "rights" of the free-market to determine the nature of social, economic and political choice. Using the work of Isaiah Berlin, Edward Sampson and others, this paper analyzes some of the tensions and contradictions which arise in the consequent attempt to address public morality through education while eschewing any treatment of those considerations within the political economy which may give rise to conditions of immorality. At the same time, it suggests an alternative educational strategy.

Paper 3

On the Inconsistency of a Moral Message

Alexander Sidorkin, University of Washington, WA

This paper argues that the consistency of moral message may lead to confusion and demoralization, that an inconsistent moral message (a double message) does not necessarily lead to confusion and demoralization, and that any truly educational moral message is intrinsically inconsistent and ambivalent, although not all inconsistent moral messages are truly educational. Based on Bakhtins concept of polyphony, moral consciousness is defined as capable of hearing a multitude of contradicting voices simultaneously. There is no eventual synthesis of contradicting voices. However, there are moments of transcendence, when a crisis-like situation brings all voices together into one open space of dialogue.

2307 Demonstration in Basswood Room

Relational Teaching: A Demonstration

Betty Smith Franklin, Goucher College, MD

Rick Pringle, Goucher College, MD

We invite you to witness and explore the models of relational teaching that have become our practice. We have learned to honor what we know about relational ethics in our work settings with our students and colleagues with incredible results. We will demonstrate both classroom teaching and conferences, and reflect on the themes that have emerged as central to our work.

2308 Symposium in Mountain Laurel Room

In a Different Method: Using Real World Dilemmas in Research

Chair: Andrew Garrod, Dartmouth University, NH

Paper 1.

Judgments About Real-Life Interpersonal Moral Conflicts

Dennis L. Krebs, Simon Fraser University, BC, Canada

Kathy L. Denton, Simon Fraser University, BC, Canada

Philip Laird, Trinity Western University, BC, Canada

Gillian Wark, Simon Fraser University, BC, Canada

This paper reports and discusses the results of research whose goal was to examine the ability of Kohlberg's cognitive-developmental model to explain the moral judgments of opposite sex partners involved in real-life interpersonal moral conflicts. On an anonymous questionnaire, each of 42 partners independently described and made judgments about the most recent moral conflict they had experienced or were experiencing together. Participants then took Kohlberg's test of moral development and Joffe and Naditch's test of coping and defending. Prescriptive, or deontic, judgments on Kohlberg's test and real-life dilemmas were scored for level of moral maturity and care/justice moral orientation. Evaluative, or aretaic, judgments on the real-life dilemmas were scored for the extent to which they favored self or partner.

Paper 2.

Diarized Everyday Moral Dilemmas: Care, Justice, and Other Content Analyses

Kristine L. Hansen, University of Winnipeg, MB, Canada
Michelle Diawol, University of Winnipeg, MB, Canada

Increasingly, researchers are examining moral reasoning characteristics using real life dilemmas (RLDs), which are conventionally elicited and allow participants free choice of content. We know little about selection biases and still less about the pool of experiences from which these RLDs are drawn. This study compared young adults' conventionally elicited RLDs to RLDs recorded in diaries as they occurred. Gender differences and/or RLD type differences were found for care/justice orientation, relational/non-relational content, decision considerations, and topic (e.g., relationship maintenance). Gender differences varied by RLD type. Implications for assessing gender and other reasoning differences will be discussed.

Paper 3.

In a Different Method: Examining A Real World Affirmative Action Dilemma

Elizabeth C. Vozzola, Saint Joseph College, CT

My prior research has examined moral reasoning about affirmative action using hypothetical dilemmas in a DIT-like measure under the standard "justice" paradigm. Results suggested relationships between moral reasoning and affirmative action hiring decisions, yet questions remained about decision making in real world settings. In this study, members of a university department facing an affirmative action dilemma compared their actual considerations to those used in a hypothetical dilemma measure. During semi-structured interviews based on the prevailing method of Gilligan's "care" paradigm, faculty discussed at length the moral and practical issues they faced, revealing the presence of emotionally powerful stories about prejudice and preference that filtered both their interpretations of events and eventual decisions.

2309 Symposium in Azalea Room

The Voice of Forgiveness

Chair: Clark Power, University of Notre Dame, IN

Paper 1.

Forgiveness, Repentance, and Reparation in Civic Life

Sharon Lamb, St. Michael's College at Colchester, VT

This presentation looks at the ethic of care as it applies to civic life, and in particular, to the justice system. Rather than beginning with conceptions of the "good," it aims at applying Gilligan's theories of "care" to the "bad" and asks in what ways criminals have offended the moral community and how we can support reentry of the criminal into the moral community. The author, who has written on the subject in reference to sexual offenders, gives particular attention to crimes that are gender-related, and takes a communitarian perspective to examine the roles of forgiveness, repentance, and reparation in dealing with criminal offenders.

Paper 2.

A Voice of Forgiveness: One Incest Survivor's Experience Forgiving Her Father

Suzanne Freedman, University of Northern Iowa, IA

Forgiveness is not something that most incest survivors or those who write about incest think about or deem worthy. If forgiveness is mentioned in the context of incest it is usually misunderstood and advised against. However, the concept of person-to-person forgiveness has become more popular in the past 10 years as illustrated in the multitude of books and articles written on the topic. The purpose of this paper is to describe one woman's participation in an educational intervention for incest survivors, using forgiveness as the goal, and the consequences that forgiving has had on this woman's life.

Paper 3.

Self-Forgiveness

Júlio Rique, University of Wisconsin at Madison, WI
Robert D. Enright, University of Wisconsin at Madison, WI

This work is an analysis of the moral development of forgiveness within psychology. Forgiveness as a theory and a research topic in moral psychology was introduced in the late 1980s by Robert D. Enright and the Human Development Study Group of the University of Wisconsin-Madison. Some of the questions debated by the Human Development Study Group will be addressed and implications for researchers, teachers, and helping professionals will be discussed. For example: 1) What is self-forgiveness? 2) How is self-forgiveness different from forgiving another person? 3) What are some of the philosophical objections against self-forgiveness? 4) How does one go about the process of self-forgiveness? 5) Should self-forgiveness work in conjunction with seeking forgiveness from others?

2310 Roundtable in Pine Room

Primary Prevention: Different Voices, New Directions

Norman A. Sprinthall, North Carolina State University, NC
Tim Hatfield, Winona State University, MN
Charlotte Speltz, Winona State University, MN

This session addresses the need to recommit to primary prevention in the schools, presents recent examples of primary prevention work with individuals and with school buildings as systems, and involves participants in a dialogue to add their own voices to the ongoing discussion. Recent work to be presented addresses the importance of identifying students' resiliencies as a means of promoting their growth and development, as well as a study to help schools explore the key issues and principles essential to undergirding schools' efforts to serve all students.

2311 Roundtable in Elm Room

The Use of "Life Stories" in the Preparation of Educators

Judith G. Lister, Keene State College, NH

This session addresses an approach to preparing educators to be just and caring in their work with students and families. It describes an educational model that is based on the use of "life stories" as an instructional strategy. In this model, students listen closely to individuals as they recall true life experiences and then draw connections to their own

beliefs, biases, and attitudes. Through careful facilitation, they are encouraged to understand the enterprise of teaching and learning through a more comprehensive understanding of self and others.

2312 Roundtable in Birch Room

The Work and Family Dilemma: Justice and Care Perspectives

Karey Harwood, Emory University, GA

This session discusses some current American attitudes toward work and family in light of recent trends in the American workforce and in light of research about the impact of employment on motherhood and families. The particular dilemma of how to best balance work and family is considered from both the justice and care models of moral reasoning. The author contends that a greater application of justice reasoning to the home and care reasoning to the workplace could lead to better balance and less division between the two "spheres" of work and family. Equal sharing of household duties among men and women is discussed, as is employer support of family-friendly policies. It is also argued that the work/family dilemma be approached with careful attention to both self (mother or father) and other (child or children).

2313 Roundtable in Hickory Room

Age and Sequence in Interpersonal Development: Friendship Reasoning

Nancy Nordmann, National-Louis University, IL

This presentation will provide two expressions of an initial stage of interpersonal developmental reasoning regarding friendship offered by a kindergarten female and a college male. Friendship has been viewed by Keller and Edelstein (1993) as an emotionally meaningful relationship in which moral rules acquire a significance. Selman (1990) focuses on social cognition and its development in the context of close and meaningful relationships from early childhood through adolescence with implications for health in social and emotional growth. This presentation assumes and provides an example of a relationship between timely sequential accomplishment of social-cognitive reasoning development in the realm of friendship with its significance for moral development and the diagnosis and prognosis for healthy interpersonal and personal growth.

Complimentary Refreshment Break
Friday, 2:15-2:30 p.m.

Concurrent Symposia/Panels/Roundtables
Friday, 2:30-3:45 p.m.

2401 Syposium in Salon I

College Students' Reasoning about Moral Dilemmas: Diversity, Difference, Responsibility

Chair: Darcia Narvaez, University of Minnesota, MN

Paper 1.

Listening to the Voices of College Students on Issues of Difference

Victoria L. Guthrie, Ohio University, OH
Patricia M. King, Bowling Green State University, OH

How do college students describe the impact of college on their attitudes toward diversity? How do they reason about the moral and intellectual dimensions of issues of difference? What college experiences do they perceive as having significantly influenced their thinking on tolerance-related issues? This presentation will examine the results of a study (Guthrie, 1996) that explored why some college students are more tolerant than others of diversity, including their concepts of tolerance and cultural stereotypes as they apply to racial diversity and sexual orientation. Findings related to care and justice voices in the moral discourse regarding issues of tolerance will also be addressed.

Paper 2.

Justice and Caring: College Students' Moral Dilemmas and Their Resolutions

Dawn E. Schrader, Cornell University, NY

The dichotomization of justice and care perspectives has been necessary for articulating various aspects of the moral arena. Recent empirical and theoretical work (Noddings, Strike and Katz, in press) suggests this dichotomy is no longer productive nor empirically justifiable. This presentation addresses how college students experience moral problems by reporting on a study of 65 college students' conceptions of moral conflicts. Selected case studies are used to demonstrate the need for developing a dialectical theory and methodology for understanding and interpreting moral dilemmas, and developing theoretical conceptualizations of how exemplary moral behavior may be developed from an integrated psychological approach to morality.

Paper 3

Gender Differences in College Students' Reasoning about the Care of Elderly Parents

Carolyn Hildebrandt, University of Northern Iowa, IA
Denise L. Allumbaugh, Iowa State University, IA

Gender differences in college students' reasoning about the care of elderly parents were examined. Subjects were individually interviewed about two hypothetical dilemmas in which a son or a daughter is pressured by siblings to take care of ailing parents. No gender differences were found in reasoning about the son's dilemma--the majority of both males and females used justice reasoning; the others used a mixture of justice and care reasoning. In the daughter's dilemma, males showed a greater tendency to use care reasoning than females. The implications of these findings for gender differences in moral reasoning are discussed.

2402 Sympsosium in Salon II

Social Location and Moral Responsibility in Educational Methodology

Chair: Don Cochrane, University of Saskatchewan, SK, Canada

Paper 1.

The Morality of Not Considering Social Location in Moral Education

Dwight Boyd, OISE at the University of Toronto, ON, Canada

This paper argues philosophically that ignoring one's social location in theorizing and constructing moral education should be considered morally suspect. It stresses the relevance of understanding ourselves and our educational intentions within systemic forms of group relations. As an example, the care and justice debate will be interpreted in these terms.

Paper 2.

"I Don't Like the Person I've Become": Curriculum as Moral Action

Dwight L. Rogers, University of North Carolina at Chapel Hill, NC
Mary Kay Delaney, University of North Carolina at Chapel Hill, NC

Qualitative data gathered from first-year teachers suggest that state-mandated curriculum standards contribute to the construction of a teaching context in which moral dilemmas are personally felt by teachers and which deeply impact them and their students. While these standards were originally adopted in the name of justice to ensure all students equal access to subject matter, they appear to create a separation between the public (approved) curriculum and the private (personal) understandings of the teachers and disrupt the formation and development of student-teacher relationships. Our findings show that by pitting justice concerns for educational equity against care concerns for responsive teaching, the quality of student learning of subject matter, social skills, and knowledge of self suffers.

2403 Symposium in Salon III

Ethics of Autonomy, Community, and Divinity: Theory, Research, and Critiques
Chair: Lene A. Jensen, University of Missouri, MO

Paper 1.

Ethics of Autonomy, Community, and Divinity: Theory, Research, and Critiques
Lene A. Jensen, University of California at Berkeley, California
Jonathan Haidt, University of California at Berkeley, California
The aim of this symposium is to use a presentation of the Ethics of Autonomy, Community, and Divinity (Shweder) as context for a dialogue across different approaches to moral psychology. First, we will define the three ethics in detail, and give an account of the conceptual issues and empirical research that led to their formulation. Next, we will summarize the findings of recent research using the three ethics, and provide a brief overview of research in progress. Finally, we will discuss similarities and differences between the present approach and those of Kohlberg and Gilligan.

Paper 2.

Comments on Theory, Research, and Critiques
John C. Gibbs, Ohio State University, OH
Mark B. Tappan, Colby College, ME
The presentation will be followed by discussions from two scholars who have worked extensively with Kohlberg's and Gilligan's approaches.

2404 Symposium in Salon IV

Education for Democracy: The Brazilian and American Experience
Chair: Lutz H. Eckensberger, University of the Saarland, Germany
Organizers: Clary Milnitsky, Federal University of Rio Grande do Sul, Brazil
William Kurtines, Florida International University, FL

Paper 1.

Making Life Choices: Encouraging Critical Thinking and Discussion in Brazilian School Contexts
Clary Milnitsky, Leticia Fontana, Maria Lucia P. Muller, Cibele Sanchez Silva, and Eul lia Menezes, Federal University of Rio Grande do Sul, Brazil
The Making Life Choices Program project in Brazil is being conducted as part of an ongoing program of research (Milnitsky) that started first in 1995, after a discussion of the possibility of collaborative work between Dr. Milnitsky's team (Brazil) and Dr. Kurtines' team (USA). Dr. Kurtines was implementing a similar project with low income inner city high school students in Miami, FL, USA. The opportunity to emphasize critical thinking and critical discussion/problem solving skills as a core curriculum, or as a special space for dialogue in Brazilian school settings, made this project one of singular importance to us.

Paper 2.

Developing Interventions for Children and Adolescents Addicted to Drugs as Part of the Brazilian Project for Making Life Choices

Cristina F. Giovana, Cibele Sanches Silva, Roberto Marcio, and Clary Milnitsky, Federal University of Rio Grande do Sul, Brazil

In this paper we emphasize the new work that we have been doing on the "character of use and abuse of drugs by adolescents." This paper will present the detailed results of the ethnographic study conducted as part of our initial efforts to develop and refine a culturally appropriate adaption of the Life Choices intervention for use with our Brazilian adolescents. The ethnographic study utilized field observations, teachers' individual interviews, and anonymous questionnaires with students and teachers. Data were collected from one class for each the three high-school grades in Brazil (first, second and third). The classes had an average of 32 students. In addition, a sample of 32 teachers were individually interviewed. The three areas of culturally relevant content in the domain of personal life choice and individual change that we identified in the ethnographic study included (1) drop-out prevention, (2) career choice, and (3) drug education. The area of culturally relevant content in the domain of group problem solving and decision making and institutional change that we identified in the ethnographic study focused primarily on a critical evaluation and discussion about the values underlying the use and addiction to drugs and the role of the school system in moderating such behavior.

Paper 3.

Making Life Choices: Encouraging Critical Thinking and Discussion in American High Schools

Laura Ferrer Wreder, Carolyn Cass Lorente, Ervin Briones, Janene L. Bussell, Steven Berman, Ondina Arrufat, Kari Schlessinger, and William Kurtines, Florida International University, FL

The Making Life Choices Program project in the United States is being conducted as part of an ongoing program of research (Ferrer, 1996; Lorente, 1996; Wolf, 1996) with high school students in Miami, Florida, USA. The public school where the intervention is being tested is an alternative high school (aimed at drop out prevention) that is part of the Dade County School system, the third largest school system in the United States. The intervention is being conducted as part of the character education program that was adopted by the school board in 1994. Democracy and Moral Education in the United States will be described.

Paper 4.

Building Better Relationships Between Programs Fostering Interpersonal Development among American High School Adolescents

Carolyn Cass Lorente, Laura Ferrer, Alan Berman, Janene Bussell, Melissa Adams, Seth Schwartz, and William Kurtines, Florida International University, FL

In addition to the Making Life Choices Program, we have also begun to implement the Building Better Relationships Program as part of our intervention efforts with our high school population. The Building Better Relationships Program project in the United States is being conducted as part of the same ongoing program of research as the Making Life Choices Program (Ferrer, 1996; Lorente, 1996; Wolf, 1996). This intervention focuses

on relationship issues. There is a growing empirical literature that indicates that high risk youth often have difficulty with interpersonal relationships, and that relationship issues are related to negative developmental outcomes.

2405 Symposium in Salon V

Morality and Religion: Childhood, Adolescence, and Adulthood

Chair: James Fowler, Emory University, GA

Paper 1.

Faith Development and Religious Caretaking in Early Childhood: An Attachment Approach to the Transition from Family to Kindergarten

Siebren Miedema, Free University Amsterdam, The Netherlands

Simone A. de Roos, Free University Amsterdam, The Netherlands

Internationally, the topic of religious education and faith development is getting more and more attention. However, neither in theology nor in pedagogy has much research been done dealing with faith development of children in the early childhood age who are in the transition from family to kindergarten. In our presentation we will sketch the outlines of an attachment theoretical approach dealing precisely with this particular transition. We will show that the core concepts of the attachment theory form excellent clues to link with the process of faith development.

Paper 2.

Theology as Hindrance and Hope: Inquiries Into Loss of Voice

Melissa Wiginton, Emory University, GA

This paper puts the scholarship of girls' adolescent development in conversation with the discipline of theology, first by investigating the ways in which traditional theological doctrines contribute to the suppression of girls' voices and then by exploring the methodology and constructions of feminist theology as liberative for girls' development. This dialogue draws on the work of psychologists Carol Gilligan, Lyn Mikel Brown, Jill McLean Taylor, Deborah Tolman, and Lori Stern and the work of feminist theologians Rebecca Chopp, Catherine Keller, Rosemary Radford Ruether, and Elisabeth Schussler-Fiorenza. Emphasizing the importance of standing within the experience of adolescent girls to critique and inform theoretical movement suggests possibilities for dimensions of moral theory and educational practices.

Paper 3.

Religion and Universal Morality: The Inherent Contradiction

Eugen Schoenfeld, Georgia State University, GA

The advocates of both Protestant and Catholic churches failed to take a moral stand during the Hitler regime. To have taken a moral stand would have required that religion's ideology, that is, their theology, to reflect a prophetic orientation rather than a priestly orientation. This paper proposes that the latter is the basis of religious organization, the church which is founded on self-interest.

2406 Symposium in Dogwood Room

Jury Decision Making and Moral Reasoning

Chair: Marvin Berkowitz, Marquette University, WI

Paper 1.

Justice and Care Perspectives in Attitudes Towards Jury Nullification

Morris Jenkins, Pennsylvania State University at Abington, PA
Gary Calore, Pennsylvania State University at Abington, PA

Jury nullification is commonly understood as the refusal of a jury to apply or follow the law in their determination of a verdict in a trial. We examine survey, mock jury and focus group data to analyze attitudes toward jury nullification based on gender, race, and ethnicity. Preliminary analyses of data show that the most common means of justifying acquittal arises within an ethic of caring. We examine the factual basis of the trend towards nullification and its moral justifiability.

Paper 2.

The Impact of Autonomous Thought on Juror Decision-Making

Philip Laird, Trinity Western University, BC, Canada
Dennis Krebs, Simon Fraser University, BC, Canada
Gillian Wark, Simon Fraser University, BC, Canada

Ninety-five university students and members of the general community viewed and made legal judgments about a mock-trial modeled after Kohlberg's Dr. Jefferson dilemma. Participants also completed Gibbs' Sociomoral Reflection Measure (SRM). Autonomous reasoners were more likely than heteronomous reasoners to advocate acquittal. Participants who endorsed one or more balancing judgments were much more likely to find the defendant not guilty than participants who did not endorse a balancing judgment. Results are discussed in terms of the impact of autonomous moral thought on decision-making in legally relevant situations, especially those situations in which the potential for jury nullification is apparent.

Paper 3.

The Effect of a Truth/Lie Discussion on Children's Accuracy and Competence

Mary Lyn Huffman, University of the South, TN
Amye Warren, University of Tennessee at Chattanooga, TN
Susan Frazier, University of Tennessee at Chattanooga, TN

A commonly used technique to strengthen a child's competency in a forensic interview is to ask a child to distinguish between truth-telling and lying. The first study determined characteristics of truth/lie discussions in actual abuse transcripts. The second study empirically compared the effect on children's accuracy of a standard lie discussion and a more extensive truth/lie discussion incorporating the child's moral reasoning. The final study determined whether a child's extended definition of a truth and a lie made them seem more accurate in the eyes of potential jurors. The findings of these three studies have serious implications for incorporating children's moral judgments into forensic interviews.

2407 Panel in Basswood Room

Developing a Just Community Approach in an Urban High School: The Early Years

Chair: Don Biggs, University of Albany, NY

Panelists: Joshua Smith, University of Albany, NY

Kim Campbell, University of Albany, NY

Robert Colesante, Seina College, NY

Clark Power, University of Notre Dame, IN

James Fleming, University of Albany, NY

The panel provides a case-study description of the efforts to develop and implement a Just Community program in an urban high school in northeastern New York. The goal of the program was to increase a sense of community by providing opportunities for students to identify and resolve "fairness" issues in the school before they escalated and became sources of conflict. Safety issues were seen as community problems in social living that often involved care and justice concerns. Students who felt that they were being treated unfairly and students who felt that the school community was bureaucratized and uncaring were more apt to feel alienated from the school community and were less willing to endorse collective norms regarding school safety.

2408 Symposium in Mountain Laurel Room

Moral Character Education: Both Care and Justice

Chair: Roderic Owen, Mary Baldwin College, VA

Paper 1.

Moral Content in Character Education: A Non-Relativistic Possibility

Terrance D. Olson, Brigham Young University, UT

This presentation will show how moral content can be addressed in character education and will discuss implications for cross-cultural harmony. Citizenship and character education programs seem an impossible undertaking when diversity and pluralism are deemed fundamental. Past attempts to address values and ethics frequently have ended up being relativistic, have substituted descriptions of processes for substantive discussions of moral content, and have rendered concepts such as justice and compassion less powerful than evidenced in personal experience. An approach which makes the moral domain fundamental to human experience, and which assumes humans are basically relational beings, avoids the relativistic and simultaneously avoids moral prescriptions.

Paper 2

Moral Education for Contemporary Democracy

Victor Leonard Worsfold, University of Texas at Dallas, TX

This paper argues that teaching democracy, democratically, requires an integration of the care and justice perspectives presently outlined in the moral education literature, and that the accounts of the best practice in attempts to teach democracy democratically can be construed as attempting this integration. The kind of moral education embedded here is one of collaboration in which teachers are collaboration's catalysts. If the moral education is successful, students will come to learn that they are valuable by being valued by their peers and their teachers. Ultimately, students will gain the self-respect necessary to their participation in the democratic community.

Paper 3.

The Strengths and Weaknesses of Character Education

Beong Wan Chu, Seoul National University, Korea

We are witnessing a resurgence of the character education approach to moral education in the U.S. This paper offers an analysis of the strengths and weaknesses of character education in the U.S. For an analysis of character education, this paper focuses on the following four major questions: 1) What are the goals of character education? 2) What kinds of curricula are needed for character education? 3) What are the methodologies for character education? 4) What are the teachers' roles for character education? This paper then points out the theoretical and practical strengths and weaknesses entailed in character education.

2409 Symposium in Azalea Room

Chair: Russell Hanford, Emory University, GA

Understanding Delinquent and Nondelinquent Adolescents

Paper 1.

Prosocial Moral Reasoning, Empathy, and Perspective-Taking Among Delinquents and Nondelinquents

Cory Lynn Elaschuk, University of British Columbia, BC, Canada
Kimberly Schonert-Reichl, University of British Columbia, BC, Canada

Differences in prosocial moral reasoning, empathy, and perspective-taking were examined in a sample of 40 delinquent and 40 nondelinquent youth. All adolescents were individually interviewed on (a) an objective pencil-and- paper measure of prosocial moral judgment, (b) the subscales of empathy and perspective-taking from the Interpersonal Reactivity Index, and (c) a measure of self-reported delinquency. Results revealed significant differences between delinquents and nondelinquents on all measures. With regard to prosocial moral reasoning, delinquents scored higher than nondelinquents on hedonistic reasoning and nondelinquents scored higher than delinquents on internalized reasoning. Significant correlations were found among prosocial moral reasoning, empathy, perspective-taking, and self-reported delinquency.

Paper 2.

Adolescents' Critiques of Exclusionary Behaviors

Theresa A. Thorkildsen, University of Illinois at Chicago, IL
Alison Corsino, University of Illinois at Chicago, IL
Deborah Reese, University of Illinois at Chicago, IL

People regularly ignore, alienate, and otherwise harm one another by intentionally withholding information or relying on physical isolation in a way that perpetuates feelings of exclusion in school. It would be dangerous, however, to assume that all forms of exclusion are harmful: exclusionary practices can also create feelings of protection and safety. To begin exploring the effects of exclusion on the lives of adolescents, we conducted a survey to discern how often students perceive exclusionary practices; how seriously they disapprove of such practices; and whether such practices undermine their

academic achievement, relationships with one another, and relationships with school personnel.

2410 Roundtable in Pine Room

Case-Based Strategies for Teaching Ethics in a Professional Domain

Matthew Keefer, University of Missouri at St. Louis, MO
Kevin Ashley, University of Pittsburgh, PA

The objective of this presentation is to introduce our approach to studying the cognitive processes that support students in improving practical ethical reasoning in a professional domain, and to connect the strategies and methods to be used in this study to our previous work and other research in the field of psychology of moral reasoning. The significance of this study lies in furthering our understanding of the case-based pedagogical strategy widely used in practical ethical instruction and in seeking comparision and links to more traditional approaches for studying reasoning with moral dilemmas.

2411 Roundtable in Elm Room

Moral Dilemmas of Liberian Women in Atlanta: Finding Their Voices

Yar Donlah Gonway Bratcher, Liberia and Emory University, GA

A variety of factors impinge on Liberian women's growth and development. Recognizing these factors, while acknowledging women as active meaning makers of their experiences and reality, this descriptive study explores, among others, the following research questions: 1) How are the ideological beliefs and practices within Liberian society and family, which impact the moral development of Liberian women, being reworked in the United States? 2) What are the major psychological problems and moral issues faced by Liberian adolescent girls in the United States? 3) How do Liberian women living in the United States make use of an ethic of care and an ethic of justice to make sense of the conflicts between their roles as wives, mothers, and workers?

2412 Roundtable in Birch Room

The Development of Moral Reasoning During Vocational Education

Klaus Beck, Johannes Gutenberg University of Mainz, Germany

Transition from school to work can be conceptualized as a "status passage." Some special features of this passage are discussed from the perspective of moral development. A distinction is made between market situations and team situations. It is argued that the moral qualifications needed to master these situations differ. Data from a longitudinal study are reported, which show differences in moral judgments of apprentices and contain information on moral atmosphere. The relation between these dimensions and moral judgment competence is analyzed as well as whether or not the findings are compatible with Kohlberg's theory.

2413 Roundtable in Hickory Room

Moral Development in the Information Age: Computers and Ethics
Nancy Willard, University of Oregon, OR
Families and schools must assume a leadership role in preparing youth for success in the emerging information and technology age. This preparation includes an understanding of laws and standards that society has agreed upon for governing behavior, the ability to engage in moral reasoning and decision-making, especially when there are conflicts in values, and the moral control to engage in appropriate and ethical behavior in situations in which there is freedom to do otherwise. This presentation will discuss research findings from the field of moral development that may provide insight into the ethical use of the Internet and other information technologies.

Complimentary Refreshment Break
Friday, 3:45-4:00 p.m.

Concurrent Symposia/Panels/Roundtables
Friday, 4:00-5:15 p.m.

2501 Symposium in Salon I

Educating for Care and Justice: Reflections on Language, Culture, and Power
Chair: Mark Tappan, Colby College, ME

Paper 1.
Sociocultural Psychology and Caring Pedagogy: An integrative dialogue
Mark Tappan, Colby College, ME
Nel Noddings has articulated an approach to moral education that highlights the centrality of care and caring in human life. To care and to be cared for are fundamental human needs; we need to care for others in order to live a full and fulfilling life, and we need care from others in order to survive. While Noddings has devoted significant attention to pedagogy, she has not articulated the psychological assumptions that undergird her educational ideas. There is an educational/developmental psychology that is quite compatible with Noddings' conception of a caring pedagogy--the work of Lev Vygotsky. My aim in this paper is to bring Noddings and Vygotsky into dialogue.

Paper 2.
Finding the Hidden Voices in Classroom Discourse: Listening for Care and Justice
Cary Buzzelli, Indiana University, IN
The purpose of this paper is to examine how care and justice orientations are expressed in the dialogues between teachers and children during learning activities. I propose a way of looking more deeply into classroom discourse to uncover the ways that teachers express a care orientation to children through dialogue, and how such dialogues may influence children's sensibilities toward caring for others, as well as for the creation, sharing and pursuit of knowledge. Care and justice are expressed in a number of overt ways, many of which are not obvious or conscious.

Paper 3.

Morality, Culture, Power: Developing a Language of Morality for Teaching Across Cultures

Bill Johnston, Indiana University, IN

This paper describes the dialogical processes through which a group of ESL (English as a Second Language) teachers involved in a collaborative action research project came to common understandings of caring and of moral action in the classroom. The paper describes the way these understandings were constructed over the course of meetings of the research group. It then outlines the theoretical framework that emerged from these discussions; and it gives examples of how the group came to see moral action as inextricably bound up with questions of language, power, and culture. Data for the paper come from transcripts of meetings of the research group and from the database of the project itself: classroom transcripts, observers' notes, teachers' journals, and found data from three ESL classrooms.

Paper 4.

Marginality and Caring Pedagogy: A Postcolonial Perspective

Ram Mahalingam, University of Pittsburgh, PA

This paper will address the need to emphasize care pedagogy in multicultural education. Using a postcolonial/postmodern framework, my paper will expand on the need to understand the central role of power differential and the lived experience of marginalization of various cultural and ethnic groups in an educational discourse. Using examples of the narratives of Tamil women from my work in India, I propose that understanding "marginalization" from a critical postcolonial perspective would help us to develop a care pedagogy for a multicultural setting such as USA. In the process, the paper attempts to contribute to the growing body of literature on caring pedagogy, as proposed by Noddings, in two significant ways. First, it foregrounds the role of power and marginalization in moral development. Second, it argues that we have to go beyond "empathy" and develop an "enlarged mentality" (Benhabib, 1990) that recognizes social survival as a legitimate organizer of our thinking and ethical orientation instead of trivializing it as "instrumental."

2502 Symposium in Salon II

Natural Environment and Moral Development

Chair: Don Cochrane, University of Saskatchewan, SK, Canada

Paper 1.

Moral Judgments in the Context of Ecological and Economical Value Orientations: The Case of a Coal-Fueled Power Station

Lutz H. Eckensberger (with Heiko Breit and Thomas Doering), University of the Saarland, Germany

This contribution analyses moral judgments implied in the tension between economic and ecological orientations in real life contexts. Moral judgments are defined by three approaches which increase in the amount of contextualization. They are defined (a) by the decontextualized Heinz-Dilemma, (b) by a contextualized (fictitious) dilemma that refers to the construction of a real power plant, and (c) by "types" of moral orientations, derived

from biographical interviews. With an increase in contextualization, there is an increase in non-moral dimensions such as (a) propositional knowledge (i.e., technical, economic, historical aspects of the case), (b) motivational factors, (c) control theories, and (d) emotional involvement in the problem.

Paper 2.

Care of the Earth: Environmental Education as Moral Education

Kurt Keljo, Capital University, OH

This paper examines environmental education as a form of moral education by exploring moral and developmental dimensions of a model of environmental education employed in Finland and other Nordic countries. This model engages students in examining environmental issues from the perspectives of different interest groups. The paper maintains that this approach is consonant with a developmental perspective, contrasting the approach with other kinds of models.

Paper 3.

Wisdom and the Care of the Earth: The Role of Wonder, Awe, and Reverence

Don Cochrane, University of Saskatchewan, SK, Canada

Psychology and philosophy have neglected "wonder," "awe," and "reverence"; only theology has recognized their importance. I will argue that a secular version of these concepts is possible (and from the point of view of wisdom, desirable), that they are the "proper" response to the natural world (contrary to the message that emanates from most high school and university biology classes), and that the concepts are developmentally linked.

2503 Symposium in Salon III

Educating for Care and Justice: Interventions in South Africa, the United States, and Mexico

Chair: Jean Baker, University of Georgia, GA

Paper 1.

An Ethic of Care in an African-American Context

Gretchen McAllister, Emory University, GA

The Study Hall after-school program serves low-income, African-American, urban children, and embeds its academic program in a caring and nurturing environment. This qualitative study of The Study Hall program revealed several features that support and expand our understanding of an ethic of care in programs servicing low-income African American populations. Some of these features include the role of culture in interpreting care, the historical legacy of providing a caring academic program, and the interdependent relationship between academics and an ethic of care.

Paper 2.

Encouraging Black Students to Critique Black Protest Literature with a White Lecturer

Rose-Marie Veronica McCabe, University of the North, South Africa

During the years of Apartheid in South Africa, black students were taught in a certain voice. The time has come for a different voice. For the past seven years I have been teaching courses in African literature to black tertiary students and have found them restrained and embarrassed, especially when asked to critique African protest literature. On the one hand, this could be because they are naturally polite and reserved, but on the other hand, it could be because they are afraid that they will be penalized for daring to criticize their lecturer. Whatever the reason, I believe that a new voice is called for.

Paper 3.

Moral Competency and Learning Environments: A Study in Mexico

Maria Cristina Moreno, University of Monterrey, Mexico

This paper describes an intervention conducted with 62 college students in a Mexican university setting. The program was directed to students from the fields of the arts, business, engineering and health (psychology and medicine). Results from Lind's Moral Judgment Test are analyzed in relation to different fields of study and opportunities for role taking and guided reflection.

2504 Symposium in Salon IV

Moral Agency

Chair: Ageliki Nicolopoulou, Lehigh University, PA

Paper 1.

Care from the Perspective of Buddhist Moral Psychology

Heesoon Bai, Simon Fraser University, BC, Canada

Care and justice are conceptualized as complementary when care characterizes moral agency and justice characterizes "moral emergency." Care as moral agency is proposed in the strongest terms of understanding and practice in the Buddhist tradition, grounded in the epistemology of nonduality. Both theory and practice of nonduality are discussed and applied to the examination of care.

Paper 2.

Agency and Social Relatedness: Voices Which Facilitate Moral-Political Awareness

Mary Jo V. Pugh, Catholic University of America, DC
Alison Ruth, Catholic University of America, DC

This study examines community service as a context that provides youth opportunities to develop moral-political awareness. We argue that service offers youth opportunities to make a difference in the lives of others (agency), and develop relationships with individuals they serve (social relatedness). Opportunities for agency and relatedness then facilitate moral-political awareness and identity development. Research suggests that males and females focus differentially on themes of individuality or rights (agency) and connectedness or responsibility (relatedness) in moral development (Gilligan, 1982).

Hence, analyses will consider gender as a variable that mediates the process by which youth make meaning of their service experiences.

Paper 3.

Agency in Childhood and Adolescence: Development, Research and Practice

Phyllis Curtis-Tweed, Harvard University, MA

Agency is a function of the interface of the individual's awareness of options in context, self-empowerment to access options, and behavior to actualize perceived potentials. Agentic behavior resides in the individual's awareness of self as an active agent that can make choices even though the outcomes may be positive or negative in social and moral terms. This paper presents a conceptualization of agency that is inclusive of the transactions between self, contexts for life experience, perceptions, and resultant behaviors. Case examples will illustrate the usefulness of this perspective for research and interventions that enhance agency in children and adolescents.

2505 Symposium in Salon V

Caring Practices in Schools: Perspectives from Great Britain and the United States

Chair: Kelly Turney, Emory University, GA

Paper 1.

Care and Justice in English Primary and Secondary School Practice

Monica J. Taylor, National Foundation for Educational Research in England and Wales, England

This presentation will consider how the themes and voices of care and justice are dealt with in contemporary school policy and practice. Traditionally, English schools claimed to address themes of care and justice in the formal curriculum, in extracurricular activities, in teaching and learning relationships, and in the life of the school. Through a nationally representative survey and case study research in primary and secondary schools, we are examining current provisions and practice as a basis for renewed national policy making and guidelines. A particular focus is on citizenship, where issues of care and justice come together and need to be reconciled.

Paper 2.

The Nahshon School: Portrait of a Caring Community

Carol K. Ingall, Jewish Theological Seminary of America, NY

The researcher relies on ethnography, artifactual evidence, and interviews to create a portrait of the Nahshon School (pseud.), an independent Jewish school committed to nurturing self-esteem while teaching responsibility to others. What emerges is a model for building any school community through assiduous communication of a moral vision, cultivation of school and classroom rituals, a dynamic, teacher-created curriculum, and a powerful array of role models and heroes. The portrait also includes how the school evaluates its progress and the obstacles to achieving its goals.

Paper 3.

The Way Tests Teach: Children's Critiques of Fair Testing Practices

Theresa A. Thorkildsen, University of Illinois at Chicago, IL

To make classrooms safe places in which to take intellectual risks and engage in ethical inquiry, it is important to know more about how children construe the institutional goals of schooling and whether they view those goals as fair. Studies are reviewed on how children construe the fairness of testing practices, and new findings on how children from low-income families prioritize testing and learning are offered. The paper describes problems associated with relying heavily on tests and asserts that educators teach children to remain passive listeners while other "more important" people tell them what is worthwhile to know and experience.

2506 Symposium in Dogwood Room

Gender and Faculty Development

Chair: Dawn Schrader, Cornell University, NY

Paper 1.

Moral Dimensions of Faculty Development: Exploring Relational Models

Betty Smith Franklin, Goucher College, MD

Jane Attanucci, Wheelock College, MA

Participants will be invited to explore models of faculty development that would honor what is known about relational ethics, and to consider ways that our ethical commitments might be made evident in our work settings. We will explore possibilities for further research.

Paper 2.

Teacher Empowerment: Narratives of the Silenced Practitioners

Beverly J. Melenyzer, California University of Pennsylvania, PA

This presentation summarizes findings from an ethnographic study which investigated the meanings and social actions teachers and administrators associate with the empowerment of teachers. Analysis of micro-narratives and meta-narratives reveals a Culture of Pride, a graphic depiction of ten cultural norms which promote and sustain teacher empowerment. Central to these findings are the norms of caring, trust, honest and open communications, and appreciation of others. This study has implications for researchers and practitioners who seek to build an empowering culture within their organization.

Paper 3.

Beyond Justice and Care: Balancing Gender in Academe

Richard L. Hayes, University of Georgia, GA

Pamela O. Paisley, University of Georgia, GA

Calls to promote gender equity in academe have prompted the hiring and enrollment of disproportionately more women than men over the past decade. This presentation will discuss the efforts of one academic department to achieve greater harmony through the introduction of "feminine voices" to the "male chorus." A review of the intended and unintended changes that have resulted from this re-gendering process points to the importance of recognizing that within-group differences in moral orientation can be larger

and more significant than between-group differences in accounting for organizational change.

2507 Symposium in Basswood Room

Social Service and Service Learning

Chair: Clark Power, University of Notre Dame, IN

Paper 1.

Using Gilligan to Illuminate Approaches to Service and Service Learning

Catherine Ludlum, Indiana University East, IN

The purpose of this paper is to apply the insights of Carol Gilligan regarding the two perspectives on moral reasoning--care and justice--to the current discussion in service learning circles regarding the relationship between charity and social activism as modes of service and service learning.

Paper 2.

Achievement Test Scores and Service Learning in Elementary School Classrooms

Clifford Akujobi, Michigan State University, MI

Robert Simmons, Flint Community School District, MI

This study examines the progress and the difficulties teachers encounter in implementing service-learning projects and characterizes each project using the Service-Learning Matrix Goal (1996). Most projects at the upper elementary level emphasized emotional intelligence such as character building, social reconstruction, and additive experience. In contrast, service-learning projects at the lower elementary level focused more on academic knowledge. Standardized test scores show students who participated in service-learning programs scored higher than their counterparts in traditional classrooms. The study concluded that most service-learning projects at the elementary school level promoted emotional intelligence and very few projects challenged students' higher order thinking skills or provided transformative experience.

Paper 3.

A Justice/Care Perspective of the Moral Development of College Students in Service Learning

Susan B. Pratt, Boston College, MA

Colleges are beginning to offer, or even require, service learning in rapidly increasing numbers on the assumption that it contributes to students' moral growth. There is, however, little published research to support this belief. The two studies presented here examine the relationship between service learning and moral development in male and female college students by using an expanded conception of moral development which incorporates concerns for both justice and care. It is speculated that empathy may represent one meeting ground on the continuum between justice and care, constructs often thought of as dichotomous or gender-related.

2508 Symposium in Mountain Laurel Room

Military Defense and Moral Reasoning

Chair: Arin Connell, Emory University, GA

Paper 1.

Celestial Navigation with a Moral Compass: Setting an Ethical Course at the United States Naval Academy

Aine Donovan, United States Naval Academy, MD

The moral education of military leaders in the service academies was seen, traditionally, as an integral and unquestioned aspect of effective military training. However, the past few decades have witnessed a movement toward moral neutrality in the service academy classroom. The United States Naval Academy has deemed this tendency detrimental to the overall goals of the formation of a military officer. This paper presents an emerging model of moral education which balances duty and obedience with reflective concern for individual choice and responsibility. This emerging model of moral education has as one of its goals the exploration of the "emotions of the warrior" and how this self-perception guides moral decision making in a unique and caring fashion.

Paper 2.

Soldiers' Narrative of Selective Moral Resistance: A Separate Position of the Connected Self?

Ruth Linn, University of Haifa, Israel

Selective moral resistance, known as a cry of conscience, is a form of separation from the community through "moral selfishness." It is not detached from moral narrative: the resister has to present and defend his position and explain why he is not only disobeying the law but also forcing other people around him to carry the burden of his conscience. Since "one's self-identity is the story one tells one's self of who one is" (Laing, 1969, p.261), the present paper analyzes this telling process in line of four concerns: the resisters' and others' definition of conscience, the individualistic nature of the position, the distance from the community, and the claim for credibility.

Paper 3.

Judging Self-Defense: Children's Perceptions of Justifiable Acts of Harm

Joshua Aaron Ginzler, University of Washington, WA

Two studies examined children's perceptions of self-defense. Both studies aimed to determine whether children's judgments of self-defense would change as the level of danger (i.e., threat and physical aggression) to hypothetical characters increased. Study 1 involved 72 Jewish children from 1) Jerusalem city schools, 2) kibbutzim, and 3) Ohio Jewish academies (7-12 years old). Study 2 involved 72 children from rural communities in Northwest Ohio (6-11 years old). Findings show that more children justified infliction of harm as the level of danger increased. Cultural membership did not affect responses, although it is suggested that prior exposure to violence may affect children's responses.

2509 Symposium in Azalea Room

Moderators of Moral Reasoning

Chair: Eva E. Skoe, University of Tromso, Norway

Paper 1.

A New Hermeneutic of Children's Moral Development?

Jane Erricker, King Alfred's College, England
Clive Erricker, Chichester Institute of Higher Education, England

Children's moral development is highly dependent on their experiences, which provide the raw material children use when shaping their concepts. Their development will reflect the intensity of those experiences, the children's affective involvement, and the degree of facilitation of their development that has been afforded them by their peers and by adults. This paper uses data collected by members of the Children and Worldviews Project team from children 6-11 years old. It explores the relationship between children's moral reasoning and their life experiences, making a case for moral education which is set in the context of children's real lives.

Paper 2.

Belief Systems and Their Potential Differential Effects on Moral Reasoning

Cynthia J. Neal, Wheaton College, IL
Eugena Wang, Wheaton College, IL
Kathryn Yoder, Wheaton College, IL

Studies examining Gilligan's conclusion of a gender-specific moral voice (that the justice voice is predominantly used by men and the care voice by women) have yielded inconsistent results. A possible variable to explain these inconsistencies may be that of philosophical framework. Fifteen senior men and 14 senior women (ages 20-22 years) were randomly selected from a list provided by the registrar's office of a Christian liberal arts college. Each subject was interviewed following the Real-Life Moral Conflict and Choice Interview protocol. An ANOVA found no significant gender difference in the factors of articulation, predominance, and alignment. An unexpected finding was that, although we had controlled for belief system by interviewing only those professing a Christian framework, the subjects' views of God differed and this, rather than gender, had differential effects on moral decision making. These differential effects on moral voice are discussed.

2510 Roundtable in Pine Room

Spiritual Teachings on Promoting Justice and Care

Daniel Vokey, OISE at University of Toronto, ON, Canada

In this roundtable discussion, participants are invited to contribute their thoughts about what contemporary educators inside and outside public schools could learn from spiritual traditions regarding the cultivation of justice and care, with special focus upon the adaptation of traditional contemplative practices to modern educational contexts. (There is no expectation that participants have to be affiliated with a particular religious point of view.) Implications for in-service and/or pre-service teacher education will also be discussed.

2511 Roundtable in Elm Room

Ontology, Moral Education, and Action: Bridging Care and Justice

Todd E. Jennings, California State University, CA
Sam Crowell, California State University, CA

What would moral education become if caring and justice concerns were integrated into the "being" of students? Under what conditions does what we know become who we are, and what is the nature of the transition from epistemology to ontology to action? This roundtable proposes a theory of "responsive learning" and "action ontology" that addresses these relationships relative to moral education. The discussion will draw upon re-constructive postmodernism, brain research, the new sciences, and research into human-rights activism to possibly bridge the sense-of-self themes of the care orientation and the human-rights concerns of the justice model.

2512 Roundtable in Birch Room

Whose Loss? Listening to Children's Understandings of Death and Loss

Lesley Randall, Chichester Institute of Higher Education, England

This roundtable will discuss qualitative research currently being conducted in British Primary Schools by a research student working with the Children and Worldviews Project. Drawing on data generated by in-depth interviews with children 6-9 years old, it focuses on the narratives which they use to express their understandings of death and loss. Considering the understandings of death and loss which the children have constructed, and highlighting the diversity of the children's experiences, this researcher found that there is a necessity to listen to their voices and to hear children's reality of death and loss.

2513 Roundtable in Hickory Room

Careful and Care-full Justice: A Postmodern Challenge of Balance

Elaine J. O'Quinn, Virginia Tech, VA
Thomas S. Barrett, Virginia Tech, VA

This paper and discussion will explore and expand the boundaries of both a "careful" and a "care-full" sense of just schools. In addition to building on the powerful works of educators and philosophers, the perceptions and understanding of students, who are the recipients of care and justice, will be engaged. By contrasting both "careful" and "care-full" conceptions of justice against the meanings created and lessons learned by students, a more fluid concept of what constitutes moral understanding is offered, one which liberates rather than dictates how educators envision the roles of care and justice in their field.

Banquet and Awards Ceremony

Lullwater Ballroom
Friday, 7:00-9:30 p.m.

Saturday, November 22, 1997

7:00 a.m. 7:30 a.m.	Continuous Refreshment Bar Opens -- **Name Tag Required** Registration Desk and Book Exhibits Open
8:30 a.m.	I. MAJOR SYMPOSIA (Three Concurrent Sessions)
10:15 a.m. 10:45 a.m.	Complimentary Refreshment Break II. CONCURRENT SESSIONS Eight symposia/panels and five roundtables/ demonstrations
12:00 noon	Complimentary Lunch/Luncheon Discussions **Name Tag Required**
1:00 p.m.	III. DISTINGUISHED LECTURES ON FUTURE DIRECTIONS Three Concurrent Sessions
2:15 p.m. 2:30 p.m. 3:45 p.m.	Complimentary Refreshment Break IV. POSTER SESSION 38 Concurrent Papers Presented in a Poster Format Complimentary Refreshment Break
4:00 p.m.	V. COMMUNITY MEETING President Larry Walker, Presiding
5:00 p.m.	CONFERENCE ENDS

Session Descriptions and Locations
Saturday, 8:30-10:15 a.m.

3101 Symposium in Salon I

For a Just and Caring Education

Chair: Julie K. Biddle, University of Dayton, OH

This symposium highlights guest editors from past and future guest-edited issues for the *Journal for a Just and Caring Education*. Each presenter addresses the topic of his or her particular guest-edited issue.

Paper 1.

Moral Education for Just and Caring Classrooms

Larry Nucci, University of Illinois at Chicago, IL

Beginning with Carol Gilligan's (1977) now famous critique of Kohlberg's (1969) theory of moral development, concerns over the role of education in fostering both justice and care orientations in children have become central features of current approaches to moral development and character formation. Despite the convergence of interest in these issues, controversies remain over the nature of the relationship between justice and care in moral reasoning and values, as well as how best to foster these orientations through education. This presentation explores the various dialogues regarding moral education.

Paper 2.

Desegregation: How Just and Caring Is It?

Edward P. St. John, University of Dayton, OH

The Knight v. Alabama (1995) decision signals completion of the first round of litigation over the desegregation of state systems of higher education in the United States. All of the southern and border states with historically segregated systems of higher education have now completed a legally approved plan for desegregation of state systems with historical vestiges of de jure segregation. Most of the states had plans approved under the guidelines developed by the Office of Civil Rights under the Title VI guidelines. However, the most recent cases--in Mississippi, Alabama, and Louisiana--were formulated under a new standard, one created by the Supreme Court's United States vs. Fordyce (1992) decision. This presentation addresses the topic of rethinking desegregation in higher education. New information is presented regarding why students who have chosen to attend historically Black colleges and universities (HBCUs) have made these choices. As HBCUs and state agencies begin to implement mandated remedies, it is important that educators and public officials ponder college choice processes by both African Americans and European Americans. This presentation provides a basis for evaluating the consequences of the mandated remedies.

Paper 3.

Educating the Homeless

James Stronge, College of William and Mary, VA

Homeless children and youth are arguably the most at risk of any identifiable student population for school failure, if not outright omission. On a daily basis these students often face economic deprivation, family loss or separation, insecurity, social and emotional instability, and, in general, upheaval in their lives. Against this backdrop, efforts to make

education accessible and meaningful for them and their families is like swimming upstream against a swift current. These students deserve the opportunity to attend and succeed in school, an opportunity that is paramount to achieving success in life and, thus, breaking the hold of poverty and deprivation in their lives. If this opportunity to succeed is to be achieved, homeless students and their families need the concerted efforts of the educational community. The purpose of this presentation is to chronicle the progress made in recent years in the provision of an appropriate educational opportunity for homeless children and youth in America and to note particular areas of concern that remain.

3102 Symposium in Salon II

Care, Justice, and Ethical Polyphony

Chair: James Fowler, Emory University, GA

Paper 1.

Is Caring Inherently Good?

Barbara Applebaum, OISE at the University of Toronto, ON, Canada

In a number of critical and influential articles, Barbara Houston expresses concern over some feminists' reclamation of an ethics of care by articulating how such an ethics has contributed to the oppression of women. In her attempts to expound a more coherent formulation of an ethics of care, Houston counsels feminists to avoid both gender essentialism (that only women can be caring and that only women are caring) and moral essentialism (that caring is intrinsically good, independent of the social and political context in which it occurs). This paper examines Houston's argument and the dangers to which she points. Acknowledging her insights, it also explores the importance of an intrinsic good sense of caring.

Paper 2.

Kohlberg's Early Account of Autonomy in/as Relationship

Donald R.C. Reed, Wittenberg University, OH

Lawrence Kohlberg's early conceptualizations of autonomy are analyzed based on the study of his unpublished, pre-dissertation and early post-dissertation writings found at the Harvard University Archives. Kohlberg first construed self as social and autonomy as interpersonal: he would later revise that construct as he sought to distinguish "form" from "content" in moral judgment. These findings shed new light on his shift from the methodological richness of his pre-1969 work to the methodological precision attempted in the subsequent revisions of the scoring manual. These findings also give new meaning to his collectivist theoretical reflections and just community work of the 1970s and 1980s. The analysis will show important differences between his early social psychology and his later account of moral judgment development.

Paper 3.

Examining Attitudes Toward Ethical Eclecticism

Tom Christenson, Capital University, OH

This paper compares the eclectic, "dialogical" or "chorus of many voices" approach to ethical theory with the traditional idea that ethical theory needs to be consistent and univocal to serve as an adequate moral theory. It investigates the implications of theoretical eclecticism for our re-thinking of the nature of moral judgement, moral discourse, moral practice and the role that theory plays in all of these.

3103 Symposium in Salon III

Care, Justice, and African-American Voices

Chair and Respondent: Carol Gilligan, Harvard University, MA

Paper 1.

Black Adolescent Voices: Moral Considerations in an Informational Age

Garrett Albert Duncan, Washington University at St. Louis, MO

Black adolescent moral voices are described and analyzed within the contexts that, at once, shape and are being shaped by these voices. Diasporan African voices (DAV) are used in this paper both to draw a contrast between subjugated and dominant discourses, or ethnic American voices (EAV), and to provide a theoretical framework to analyze alternative cultural tools to which urban-dwelling black adolescents have access. The distinction between DAV and EAV is analytically useful for foregrounding issues of justice that are obscured by the exigencies of an informational society.

Paper 2.

"In A Different Room": Toward a Black Woman's Care Ethic

Andrea Green Price, Emory University, GA

This theoretical study brings Gilligan's ethic of care and black womanist theological ethics into conversation regarding the moral agency of African-American women. The metaphor of "In a Different Room" implies a separation from "objectivist" truth assumptions behind *In A Different Voice* into a contextual space where we hear black women's voices on our own terms. Using *In a Different Voice* and the work of black womanist Christian ethicist Katie G. Cannon, this study probes the efficacy of the three-tiered ethic of care considered against the oral traditions of the African diaspora, the source of authority for moral decisions in Cannon's formulation.

Paper 3.

Not the Color Purple: Caring, Race, and Relationship in the Classroom

Audrey Thompson, University of Utah, UT

Caring in the classroom has typically been thought of as colorblind: well-meaning teachers frequently say, "I don't care if my students are purple, green, or polka dotted! I care about them as individuals." Yet for students of color this interpretation of caring may backfire. Drawing primarily but not exclusively on African-American theorists, this paper addresses the question of how caring may be informed by an understanding of racial diversity. Theorists considered include Patricia Hill Collins, Alice Walker, Stanlie James, Janie Ward, Toinette

Eugene, Katie Cannon, bell hooks, Lisa Delpit, Carol Stack, and Carol Gilligan and her collaborators.

Complimentary Refreshment Break
Saturday, 10:15-10:45 a.m.

Concurrent Symposia/Panels/Roundtables
Saturday, 10:45-12:00 a.m.

3201 Symposium in Salon I

A Neo-Kohlbergian Approach to Moral Judgment Development
Chair: Darcia Narvaez, University of Minnesota, MN

Paper 1.

Moral Judgment Development and the Limitations of the Kohlbergian Approach
Darcia Narvaez, University of Minnesota, MN

Our neo-Kohlbergian position adopts some of Kohlberg's assumptions (that people use justice-based thinking to make decisions about moral dilemmas, that moral thinking can influence behavior, that moral thinking develops in complexity with age and education) and changes other assumptions, which we will describe. Like Kohlberg, we use as our starting point justice-based moral thinking that is measured in response to a limited set of hypothetical dilemmas. Although limited, this approach does provide a way to systematically measure psychological moral development.

Paper 2.

Defining Postconventional Thinking While Avoiding Philosophical Debates
Muriel Bebeau, University of Minnesota, MN

Since the 1970s moral philosophy has undergone major changes. The work of John Rawls opened the 1970s with his statement on the Principles of Justice, a work which was well received then, but subsequently faulted by moral philosophers. We do not define the highest stages in terms of any specific moral philosophy but regard various philosophies as Postconventional (including deontological justice-theories like that of Rawls, but also communitarian, feminist, religious, virtue-based, and causuist theories). While our re-definition of Postconventional thinking is less bold than Kohlberg's, our research does have the advantage of finding evidence for the existence of Postconventional thinking in subjects around the world.

Paper 3

Empirical Support for the Neo-Kohlbergian Approach
Steve Thoma, University of Alabama, AL

The symposium has up to this point made the case that there are limits to the Kohlberg approach as noted both from psychological and philosophical perspectives. In addition, we have sketched out our response to these critiques by proposing a neo-Kohlbergian approach that in large measure counters these limitations. In the last section of the symposium, we will present the empirical support for our position. We will show that in over 20 years of DIT

research there are well-established findings that uphold major sections of Kohlberg's theory. Specifically we will show that within a large sample (more than 45,000 participants), Postconventional thinking exists. Analysis of the internal structure of the DIT indicates that three "clumps" of items are identifiable: Personal Interest, Maintaining Norms, and Postconventional. In 10 subgroups ordered in terms of age/education and presumed expertise in moral judgment, the three clusters of items show a developmental pattern, which will be described.

Comment.

Brief Reflections on a Neo-Kohlbergian Approach
Discussant: Michael Prichard, Western Michigan University, MI

3202 Symposium in Salon II

Moral Education in Focus: Teaching Medical Ethics
Chair: Kathy Kinlaw, Emory University, GA

Paper 1.

Thinking about Organ Harvesting: Towards a Model of Moral Problem-Solving
James M. DuBois, St. Louis University, MO
Results are briefly presented from a study using the "Brain-Dead Donor" (BDD) dilemma on the Social Issues Questionnaire for Medical Personnel (SIQ) with physicians and nurses in Austria and Saudi Arabia. In contrast to the dilemmas found in Rest's DIT or Lind's MJT, the SIQ's BDD dilemma does not aim to assess "formal" moral reasoning patterns. The concern rather is to identify the actual "content" of the debate on organ harvesting, and to observe which factors are most significant in solving the moral problem. An analysis of the data collected with the SIQ, and theoretical reflection on the nature of the sixteen arguments which follow the BDD dilemma, led the author to a "six-task model of moral problem-solving."

Paper 2.

Re-doing Ethics: The Presented Case
Howard B. Radest, University of South Carolina at Beaufort, SC
Based on the past 5 years of work with two local hospitals, the ethics committee, and the teaching of medical ethics, I explore the intersection of medical ethics and moral education. Among the terms that become relevant are closure, tangibility, subjectivity and particularity. Consequently, I begin to suspect that "standard" approaches to ethics via meta-ethical principles (e.g., justice, caring) lack connectedness to experience and not just clinical settings. Further, the standard distinction between theory and practice and between idea and application turns out to be problematic. Finally, categories drawn from aesthetics--narrative, drama, the existential encounter--turn out to be necessary ways of reconstructing moral education.

Paper 3.

Moral Development During Surgical Residency Training

John H. George, Medical College of Ohio, OH
Brenda Fitzgerald, Medical College of Ohio, OH

Recent studies have shown that medical students' scores on moral reasoning did not increase during four years of medical school, suggesting that the educational experience somehow inhibited, rather than facilitated, their moral reasoning development. This study examined 114 residents and 38 attending surgeons from a general surgery/residency program over a five-year period to determine if there were significant changes in moral reasoning scores as measured by the Defining Issues Test. No significant differences were found according to year of program or between groups. This study demonstrates that the plateau effect continues through residency and should be addressed by curriculum changes.

3203 Symposium in Salon III

Chair: Russell Hanford, Emory University, GA

New Comparative Perspectives on the Voice of Care: Gilligan in Canada, Iceland, China, and Norway

Paper 1.

Care Orientation in a Cross-Cultural Context: The Case of Moral Feelings

Monika Keller, Max Planck Institute, Germany
Peter Schuster, Max Planck Institute, Germany
Susann Kolbe, Max Planck Institute, Germany
Fang Fu-Xi, Chinese Academy of Sciences, China

A cross-cultural study of sociomoral reasoning from childhood into adolescence in Iceland and mainland China found major differences in how subjects argued about an interpersonal moral dilemma in close friendship. The present analysis focussed on the subjects' reasoning about emotional consequences when an action choice of a protagonist in a sociomoral dilemma violates a moral rule or an interpersonal concern of another person. The analyses showed that Chinese subjects less frequently construct an inconsistency between practical and moral choice; however, they attributed guilt feelings more frequently than the Icelandic subjects. No gender effects were found. The results support the cross-cultural studies that have found a greater amount of interpersonal care in Asian subjects as compared to Western subjects.

Paper 2.

What Underlies Dilemma Gender Differences: ECI Level, Experience, or Interpretation?

Kristine L. Hansen, University of Winnipeg, MB, Canada
Christopher J. Scales, University of Winnipeg, MB, Canada

In a study examining explanations of gender differences in Real Life Dilemma content, participants completed the Moral Dilemma Checklist, indicating dilemmas experienced and rating dilemma difficulty and "moralness." Participants completed the Ethic of Care Interview. On the Real Life Dilemma thus elicited, more men provided impersonal content, and more women personal content. Ethic of Care Interview level did not differ by gender. Women experienced more relational than non-relational Moral Dilemma Checklist dilemmas,

while the reverse held for men. Ethic of Care Interview level, as well as rated dilemma "moralness" and difficulty, were unrelated to Real Life Dilemma content. The relationship of Ethic of Care level to dilemma experience is also discussed.

Paper 3.

Thought and Action: The Relation Between Care-Based Moral Reasoning and Prosocial Behavior

Eva E. Skoe, University of Tromso, Norway
Anne Grete Pedersen, University of Tromso, Norway
Kristine L. Hansen, University of Winnipeg, MB, Canada

The link between care-based moral thinking, measured by the Ethic of Care Interview (ECI), and prosocial behavior was examined in a sample of 109 Norwegian adults (aged 19-34). Participants reported how many hours in their lifetime they had spent on helping people by working for charity, hospitals, and nursing homes, and their reasons for doing so. Higher levels of care reasoning were positively related to care activities, but not to leisure activities such as sports and clubs. People high in care also viewed the care activities as more meaningful. No gender differences were found on the ECI; however, women generated more personal real-life dilemmas than did men. Future directions for research are outlined.

3204 Symposium in Salon IV

Role Taking and Reflection

Chair: Alan J. Reiman, North Carolina State University, NC

Paper 1.

Role Taking and Reflection: An Emerging Framework for Teacher Preparation Programs

Alan J. Reiman, North Carolina State University, NC

This presentation examines a theoretical and empirical basis for teacher professional development based on a cognitive-structural framework (Sprinthall, Reiman, & Thies-Sprinthall, 1996). An evolving model of social role taking and reflection is summarized with special emphasis given to how guided reflection (written discourse) can promote cognitive-structural growth in the conceptual and moral domains as teachers undertake complex new helping roles such as the mentoring of beginning teachers. Specifically, the investigator reviews a taxonomy that can assist developmental educators as they endeavor to promote moral, conceptual, and ego development. The model is based on a series of field-based studies. Clinical case study research will explicate the guided reflection process as it is employed with practicing teachers. Attention also will be given to the zone of proximal development (Vygotsky, 1978), and how written dialogic journaling can serve as a tool for growth. Further, the investigator will describe how cognitive disequilibrium (Piaget, 1976) is mediated through the reflection process. In particular, the investigator relates the "concern" approach developed by Fuller (1969).

Paper 2.

Role Taking and Reflection: Promoting the Growth of School Counselors, Psychologists, and Social Workers as Supervisors

Sandy DeAngelis-Peace, North Carolina Central University, NC

The paper will describe an education program that prepares experienced school counselors, psychologists, and social workers for a new role as supervisors. The goals of the program are to promote the cognitive development of these professionals and their behavioral competence for supervising university interns and first year counselors, psychologists, and social workers. The curriculum's framework will be outlined and examples of how the program is put into practice will be described. A summary of quantitative results and qualitative data from the program's structured activities for guiding reflection also will be presented.

Paper 3.

The Unique Place of Role Taking and Reflection in Collaborative Action Research

Sharon Nodie Oja, University of New Hampshire, NH

Studies with high school programs had shown that the George Herbert Mead (1934) concept of social role taking, underscored by Lawrence Kohlberg, could positively affect moral, conceptual, and ego reasoning (Sprinthall, 1980). Illuminated by the innovative theory and research of Robert Selman (1980), role taking was found to be a bridge or necessary condition leading to cognitive-structural growth. This paper reviews recent social role taking/reflection research with experienced teachers who have assumed complex new roles of teacher as action researcher. Collaborative action research, under certain conditions, can be an effective program for promoting the personal and professional (e.g., cognitive-structural growth) of adults in teaching. Data are reported from a three-year study of twenty-eight experienced teachers from four different elementary schools. All were cooperating teachers for student teachers in a year-long post-baccalaureate teaching internship. The focus of the action research was better ways to supervise beginners by diagnosing the developmental needs of the beginner and matching or constructively mismatching supervisory strategies to support and challenge the beginner to new levels of growth. The paper also describes how teacher action research offers an extraordinary opportunity for intensive analysis and reflection of the teaching/learning enterprise.

3205 Symposium in Salon V

Use of Language and Stories

Chair: Roderic Owen, Mary Baldwin College, VA

Paper 1.

Promoting Ethics by Illuminating the Nature of Self and Others in Literature Education

Kangmi Kim, Korea and University of Wisconsin at Madison, WI

Dialogue in the classroom is necessary to create cross-cultural understanding to promote ethical responsibility toward others. I will explore how dialogue about literature among diverse students in the classroom creates a space that both maximizes cultural differences of students and at the same time helps them develop empathy for other cultures. By illuminating the use of language and discourse and the nature of "self" and "other," I extend

postmodern theory to understand this paradox of recognizing students' cultural differences while also developing empathy for them.

Paper 2.

A Story for Social Justice

Rosalie Romano, Antioch University, WA
Jaylynne Hutchinson, Ohio University, OH

Teaching for social justice is conceptualized in two different but complementary ways: 1) to employ a teaching strategy that fosters and gives students an opportunity to experience and gain practice exercising those attributes and traits that help social justice to flourish; 2) to address specific topics of social justice and to assist students to examine their curriculum critically and uncover its intersection with social justice concerns. This paper explores a strategy, Storyline, that cultivates democratic habits in students while addressing the issue of homelessness.

Paper 3.

What Does Gesture Reveal About the Moral Reasoning of Delinquents?

Gail Krivel-Zacks, University of British Columbia, BC, Canada
Kimberly A. Schonert-Reichl, University of British Columbia, BC, Canada

Many research studies have indicated that when children and adults are asked to provide their explanations about a given concept 1) they are likely to produce gestures (hand movements) along with their speech, 2) a gesture sometimes indicates different information than that conveyed through speech, and 3) such gesture-speech "mismatch" is one way to operationalize developmental transition or "readiness to learn." While research suggests that gestures can be coded for stage of moral reasoning and that gesture-speech mismatch is evident, no research has yet examined gestures produced by delinquents when they are solving moral dilemmas. The present study examines this issue by presenting a hypothetical moral dilemma to 10 incarcerated delinquents and coding both their verbal and gestural responses to probe questions. The results of this investigation provided important insight regarding the nature of the developmental delays often evidenced in the moral reasoning of delinquents.

3206 Symposium in Dogwood Room

Theoretical Innovations in Modeling Moral Character/Personality Development

Chair: Donald Reed, Wittenberg University, OH

Paper 1.

An Outline of a Social-Cognitive Theory of Moral Character

Daniel K. Lapsley, Ball State University, IN

A social-cognitive view of moral personality is articulated. The moral personality is understood in terms of the chronic accessibility of moral schemata for appraising the social landscape. Thus a moral person is one for whom moral categories are easily primed and activated for interpreting social events. Chronic accessibility is a dimension of individual differences which give rise to moral orientations. Implications for socialization, and a research agenda, will be discussed.

Paper 2.

To Borrow and Bestow: Identification as the Acquisition of Value

Mark Gover, Michigan State University, MI
Paul Conway, Michigan State University, MI

This paper critiques a proposed psychological bias on the part of theorists such as Kohlberg, Piaget, and Gilligan. This paper articulates a sociocultural theory of internalization, an approach that brings to the foreground the integral relation between moral development and identity. The important role of language and other semiotic means (images, dress, gestures) in constituting and preserving a cultural sense of "the good" are also considered. Theoretical claims are explicated through an analysis of data from a study of children's identifications with cultural heroes and heroines, a process in which societal models are bestowed with qualities borrowed by children in the process of enacting an identity.

Paper 3.

Emotion, Feeling and Reasoning: Neurobiology and Moral Education

Craig Walton, University of Nevada, NV

Current neurological work on emotion, feeling and reasoning (chiefly Antonio Damasio and his group) is reviewed briefly. Attention then turns to how a child's capacity for moral action is nurtured, and how one's social culture harms or sustains moral growth. With some reference to Aristotle, Nussbaum and Sherman, the embodiment of moral experience becomes one's felt and living character, from which perception and judgment work well or poorly. From this perspective, justice and caring are seen as aspects of a more complex analysis of moral psychology and thus, too, of moral education.

3207 Symposium in Basswood Room

Towards a Holistic View of Morality: Coordinating Multiple Perspectives on Moral Character Education

Chair: Marvin Berkowitz, Marquette University, WI

Paper 1.

A Triforial Concept of Moral Education

Fritz K. Oser, University of Fribourg, Switzerland

This presentation shows how three types of moral education can be connected: 1) the content oriented approach, 2) the developmental approach, and 3) the action and prosocial oriented approach. A "triforium" is a gothic window with three arcs, yet the triple form still represents one window. The question is how one part influences the others. Similarly in moral education, a communitarian concept can be connected with a developmental one. The common base for all three forms is constructivism. This paper hypothesizes that moral education can be triforial without referring to eclecticism.

Paper 2.

Evaluating Inner-City Youth Programs that Promote Character Education, Caring, and Pro-Social Behavior

Thomas Pavkov, Purdue University at Calumet, IL
Madonna Murphy, College of St. Francis, IL

The challenges encountered in evaluating youth programs which aim at promoting character development and pro-social and caring behaviors will be outlined. The development of an effective evaluation protocol with measurements of cognitive, affective and behavioral components of character will be explained. Preliminary findings will be reported on an evaluation of the Midtown Educational Foundation's summer youth program for inner city adolescents in Chicago.

Paper 3.

On Seeing Things Whole: Towards a Synoptic View of Morality

Alexander Renwick Rodger, Northern College, Scotland

There can be no such thing as an exhaustive theory of morality. At best, we might hope for a theory which can accommodate all our partial, perspectival truths, while providing criteria by which we may distinguish between more and less adequate descriptions of aspects of the field. Any such theory would require being informed by the outcomes of different kinds of study and the offerings of different theoretical perspectives. Even more radically, it would require being developed with reference to the perspective of the scholar as having the privileged status of 'participant-observer' in relation to the field of morality. The holistic sense of morality thus made available is capable of becoming a disciplined tool for furthering our insight and enabling us to develop more adequate and realistic theory.

3208 Symposium in Mountain Laurel Room

Caring and Just Leadership

Chair: Jane Attanucci, Wheelock College, MA

Paper 1.

Rethinking Leadership: Feminist Care Ethics and Leadership as Friendship

Gerri Perreault, University of Northern Iowa, IA

The leadership challenges facing the U.S. and the world are enormous and require a new conception of the philosophy andpractice of leadership. This paper proposes friendship as a metaphor for one such new conception. It discusses the nature of friendship and its framework, the linkages to feminist care ethics (including the relationships among care, respect, and justice), and examples of contemporary leaders whose views and practices reflect a friendship approach.

Paper 2.

Administrator Beliefs About Educational Goals: Implication for Just and Caring Schools

Jaime H. Garcia, Southwest Educational Development Lab, TX
Angus J. MacNeil, University of Houston at Clear Lake, TX
Steven P. Chamberlain, University of Texas at Austin, TX

Within education, there is a movement to reculture schools. In order to examine how we can create just and caring schools, this paper uses the responses of 9,000 administrators to questions about the goals of education. Responses suggested that administrators see building basic literacy and encouraging academic excellence as the primary goals of education. Few respondents indicated that the primary goals of education were promoting human relations, moral values, or multicultural awareness. The implications of these responses to the development of just and caring schools are discussed in light of these responses.

Paper 3.

Balancing Ethical, Legal, and Developmental Concerns with College Student Behaviors

Diane Cooper, University of Georgia, GA
James Lancaster, University of North Carolina, NC

This session explores the issues surrounding the difficulties college administrators face when they work with college students on issues of morality and ethical behavior. Recent work in which professional practice is tested against both theory and accountability are examined. Case studies and group discussion will provide participants with the opportunity to examine their own values related to working with college students.

3210 Symposium in Pine Room

The Family and Moral Development

Chair: Michelle Robbins, Emory University, GA

Paper 1.

The Family as Moral Community: A Clinical Perspective

Ann Fleck-Henderson, Simmons College, MA

Literature on family therapy has largely ignored the moral dimension of this work. Yet, much of family life is experienced in terms of care and responsibility, justice and fairness. Seeing the family as a moral community draws our attention to this neglected dimension. To conceptualize the moral life of families, this paper adapts Rest's framework for understanding moral behavior (1984, 1986). This framework is offered as a conceptual tool for focusing our attention and providing practice direction. Each component is described as it relates to families, including illustrations from practice and from interviews. Implications for clinical practice are suggested under each component.

Paper 2.

Social Work Ethics, Gender Responsibility, and Narrative: A Journey From Gender Dominance to Shared Responsibility

Ellarwee Gadsden, Wheelock College, MA

There is a societal perception that the American family is breaking down. Traditionally, women have borne the responsibility for family problems. Only recently have men begun to share this responsibility. Unfortunately, accusations of male bashing followed closely on its heels. Using the medium of narrative analysis, this paper will explore the parallel process involved in applying an ethics of responsibility generated by social work's Code of Ethics (emphasizing supporting and encouraging justice and equality) to "invite" men to take responsibility both for their privileged position in a patriarchal hierarchy, and for the negative consequences often generated by that position.

3211 Roundtable in Elm Room

Moral Perspectives on the Effects of Exposure to Community Violence

Tara L. Kuther, Fordham University, NY

Violence within our neighborhoods and communities has become a national problem; however, little is known of the effects of witnessing such events on child and adolescent development. Potential effects of exposure to community violence on moral development are discussed from both care and justice perspectives. As both agree that such exposure is detrimental from a theoretical standpoint, research is needed to empirically investigate relationships between exposure to community violence and moral development. Specific research questions and needed areas of research relevant to the intersection of theory, application, and policy are outlined.

3212 Roundtable in Birch Room

What Has Increasing Self-Awareness To Do With Moral Agency?

Ursula Velonis, Simon Fraser University, BC, Canada

Increased self-awareness is essential for developing moral agency in students. Moral education seems futile without the student's ability to translate moral values into moral action. How can students become better moral agents through increased self-awareness? Can moral agency be taught? To answer such questions, I will first reflect on the problematics of an either/or morality elaborated upon by Kramer (1993). He believes that authoritarianism in institutional as well as intra-psychic structures is the root cause of the moral dilemma. In support of his view, I will then consider Gilligan's (1993) ethics of care and Assagioli's (1982) new approach of "integration of self" as prospects for transcendence of an either/or morality. All three researchers agree on the benefit of knowing one's strengths and weaknesses without judging them as either good or bad, but rather making them the foundation for honest self-assessment in alignment of one's true inner authority.

3213 Roundtable-Symposium in Hickory Room

Homophobia and Education: Opening the Dialogue

Chairs: Remie Calalang, University of Washington, WA, and John E. Petrovic, University of Colorado at Boulder, CO

Paper 1.

Homophobia in K-12 Schools: Uses of Gadamer and Literature for Opening the Dialogue

Remie L. Calalang, University of Washington, WA

Despite the generally agreed upon atmosphere of hostility towards lesbians, gays and bisexuals in schools, the discussions regarding this issue tend to be polemical. Given this current condition in most public schools, this paper offers Gadamer's perspective on prejudice and understanding as a way to enter into dialogue. Furthermore, works of literature are an accessible means of enhancing one's understanding and the imagination of others. Through more productive dialogue schools can move towards a more caring and just environment which extends beyond mere tolerance of difference.

Paper 2.

The Democratic Sieve in Teacher Education: What Do We Do With Heterosexists and Other Undemocratic Thinkers?

John E. Petrovic, University of Colorado at Boulder, CO

One challenge of diversity that teachers must deal with is sexual orientation. This issue is only contentious if what is "moral" is founded on religion. In public schools, however, "moral" should be founded on democracy. Teachers must understand and practice the democratic principles of nonoppression, nondiscrimination, and recognition. I apply these principles to the thinking of three pre-service teachers and conclude that two of the three should be counseled out of entering the teaching profession. Furthermore, I argue that Schools of Education are on solid "moral" ground in refusing to allow these prospective teachers to continue through licensure programs.

Complimentary Lunch
Saturday, 12:00-1:00 p.m.

Luncheon Roundtable Discussion Groups in the Lobby Area

1. **Forgiveness**
   Clark Power
2. **Narrative and Life Stories**
   Nona Lyons
3. **Race and Morality**
   Janie Ward and Larry Blum
4. **Publishing in the *Journal of Moral Education***
   Monica Taylor

5. **Community Service Internships Designed for Moral Development**
   Cheryl Armon
6. **The Morality of Welfare Reform: The Case of Adolescent Mothers**
   Jill Taylor
7. **Parenting Issues**
   Mary Lee Grisanti
8. **Moral Education Within Differing Conceptions of Democracy**
   Mary Lou Arnold

Distinguished Lectures on Future Directions
Saturday, 1:00-2:15 p.m.

3301 Distinguished Invited Address in Salon I

The Banality of Good and Evil: Insights from Psychology and Holocaust Studies
Speaker: David R. Blumenthal, Emory University, GA
Moderator: Barbara Applebaum, OISE, University of Toronto, ON, Canada
This presentation draws on and brings together insights from the disciplines of social psychology in the areas of obedience and altruistic studies and from history in the area of Holocaust study of perpetrators and rescuers. It identifies the social-psychological factors that facilitate the doing of evil and the doing of good. The attempt to bring social, psychological, and historical study into one field is unusual, as is the effort to theorize about the factors that facilitate both prosocial and antisocial behavior. Pointing to classical Jewish sources on resistance and caring, the paper concludes with seven strong praxis recommendations for use in teaching and implementing prosocial values, concepts, and actions.

3302 Distinguished Invited Address in Salon II

The Evolution of Morality: Evidence from Monkeys and Apes
Speaker: Frans B. M. de Waal, Emory University, GA
Moderator: Melanie Killen, University of Maryland College Park, MD
The debate about the origins of human morality has thus far been dominated by a school of thought pioneered by Thomas Henry Huxley, who a century ago claimed that the origins must be sought outside of biology. He saw morality as a cultural invention used to keep our natural human tendencies in check. This dualistic perspective can also be found in the writings of modern evolutionary biologists, such as Richard Dawkins and George Williams. Their theories fail to explain, however, where humanity has found the strength to go against its own nature. They also leave unexplained why moral systems are universal in human cultures. I will present evidence that nonhuman primates show many of the tendencies considered critical for human morality. My claim is not that other primates are moral beings, but simply that several key ingredients of morality can be found in these animals. The "prerequisites of morality" that I will discuss are 1) empathy and sympathy, 2) reciprocal altruism, 3) peacemaking and a desire to get along, and 4) social norms and their internalization.

3303 Distinguished Invited Address in Salon III

Caring in a Southern Segregated African-American School, 1930-1969

Speaker: Vanessa Siddle Walker, Emory University, GA

Moderator: Jane Attanucci, Wheelock College, MA

Research has demonstrated that caring was a strong component of the school environment in many of the southern segregated schools African-Americans attended during legalized segregation. The caring that existed in these schools, however, has been inadequately documented and seldom used to inform the contemporary conversation on caring. This case study of one segregated school posits that the school was characterized by two forms of caring--interpersonal and institutional--and argues that an understanding of these historical forms of caring provides important context for raising questions about the lack of success experienced by many African-American children in schools today.

Complimentary Refreshment Break

Saturday, 2:15-2:30 p.m.

Poster Sessions

Lullwater Foyer and Garden Overlook

Saturday, 2:30-3:45 p.m.

3401 Poster 1.

Moral Atmosphere in a Residential Group Home

Cheryl Armon, Antioch University at Los Angeles, CA

Artemis Tegan, Antioch University at Los Angeles, CA

This study examined relationships between the institutional moral norms of a residential group home for adolescent mothers and the individual development of its residents (pregnant or parenting teen mothers 12-18 years old). All participants were from families of low socioeconomic status with documented histories of child maltreatment. They were assessed for their moral, ethical, and social levels of development using Kohlberg's Moral Dilemma, Selman's Social Perspective-Taking and Friendship Questionnaires, and Armon's Good Life Interview. Residents were also interviewed about their thoughts and feelings concerning the authority and rules of the institution. The importance of examining moral atmosphere in relation to developmental levels and intervention strategies for improving moral atmosphere in a residential treatment facility are discussed.

3402 Poster 2.

Measuring Personal Control and Responsibility in Resolving Moral Life Choices

Kevin W. Brown, Florida International University, FL

Ondina Arrufat, Florida International University, FL

Laura Ferrer Wreder, Florida International University, FL

William M. Kurtines, Florida International University, FL

This paper describes the development of a questionnaire for measuring the use of personal control and responsibility when making life choices. The study was carried out to 1) ascertain the utility of a revised self-report measure of personal control and responsibility and

2) conduct analyses to establish the psychometric properties of this format. Several item statistics will be reported, including internal consistency reliability, as well as the results of an exploratory factor analysis. In addition, Rotter's Internal/External Locus of Control Scale, was used to investigate the concurrent validity of this measure.

3403 Poster 3.

Moral Reasoning in Sport

Sheryle Bergmann-Drewe, University of Manitoba, MB, Canada

Ethical misconduct in sports has become increasingly prevalent. To fully understand and respond to the situation, what sort of ethical dilemmas athletes face and the reasons they give when resolving these dilemmas must be investigated. Although athletes may not base decisions upon a fully developed moral theory, such as a utilitarian or Kantian theory, this paper attempts to uncover the reasons they do provide. Understanding these reasons has significant implications for teachers and coaches who are in the position to facilitate the development of the critical thinking skills and dispositions required in moral reasoning.

3404 Poster 4.

Solving Sociomoral Dilemmas: A Classroom Intervention

Steven Berman, Florida International University, FL
Kristina Herter, St. Lawrence University, NY
Sara Bullock, St. Lawrence University, NY

A quasi-experimental design was used to test the effectiveness of a classroom-based intervention aimed at helping college students resolve difficult sociomoral dilemmas. One undergraduate psychology class (N=33) constituted the experimental group and another (N=30) the control group. On post-intervention assessment, intervention participants listed significantly more possible solutions to a hypothetical dilemma, than did the controls. They also identified significantly more bad things about their best choice and good things about their worst choice, a finding that suggests a higher level of critical thinking. Intervention participants also felt significantly more personal control and responsibility for solving their own self-identified real life sociomoral dilemmas.

3405 Poster 5.

Moral Ambiguity and Flexibility in the Professional Workplace

Margaret Brockett, McMaster University, ON, Canada
E. Lynne Geddes, McMaster University, ON, Canada
Muriel Westmorland, McMaster University, ON, Canada
Penny Salvatori, McMaster University, ON, Canada

Moral maturity has been described as the ability to deal with moral ambiguity. This paper explores two legitimate approaches to relationships with clients in the workplace that recognize the roles of therapists as both guardians of justice and caring partners. The interpretation and emphasis given to client-centered partnerships in occupational therapy education in Canada suggest that students will show increased moral flexibility in their moral judgments. This paper discusses the preliminary findings of a research study at one Canadian university that is examining the changes in moral reasoning of occupational therapy students between admission and graduation.

3406 Poster 6.

Understanding the Essence of Caring in the Classroom

Pamela U. Brown, Oklahoma State University, OK
Karen Rogers, Oklahoma State University, OK

Using autobiographical recollections and personal experience narratives of study participants, the presenters identify examples of caring in school settings as well as gaps in areas of caring. We will report on work with undergraduate students, identifying areas of weakness in relational caring, such as in the following interactions: child/child, child/teacher, teacher/teacher, other adult/child, other adult/teacher.

3407 Poster 7.

Differences in the Ethical Discourse of Young, Middle, and Later Adults: Applying Shweder's Three Ethics in an American Religious Context

Trey Buchanan, Wheaton College, IL

This poster will present results of a comparison of the use of the autonomy, community, and divinity ethics of moral discourse among Evangelical Christians proposed by Shweder and his colleagues. As a partial replication of Jensen's 1995 study of University of Chicago students and alumni, a total of 60 individuals who were current students or alumni of Wheaton College (a small, evangelical liberal arts college outside Chicago) were interviewed about their attitudes towards six moral issues, two of which were self-chosen personal moral experiences. Using Jensen's 1995 coding manual, the frequency of the expression of the three ethics was compared across each age-group and across type of ethical issue (general versus personal).

3408 Poster 8.

A Pneumatological Approach to Virtue Ethics in Pentecostalism Thought and Discernment

John Marty Ceresoli, Duke University, NC

This paper represents a beginning dialogue between Pentecostal thought and practice with Virtue Ethics and Moral Developmental Theory. First, it examines whether there exists a trustworthy basis for ethics, which proves to be a constructive way to open a discussion toward discerning Pentecostal governing of rightness. Second, the paper provides an account of the ancient and classical ethical systems centered around virtue. The importance of the person of the Holy Spirit in virtue ethics is suggested. The praxis of Pentecostalism regarding a "right" relation with self, other, and God is evidenced in an early stage by the testimonial life of the believer who has experienced conversion and subsequently been "filled with the Spirit" as witnessed through glossolalic expressions. The personhood of the self, especially in developmental theory, can be ascertained in the observation of testimonies that are given orally in the community.

3409 Poster 9.

The Morality of Filial Piety in Korea

Yong-Lin Moon, Seoul National University, Korea
Choi-Ji Young, Seoul National University, Korea

Kohlberg's theory has become an important framework in understanding morality. His theory insists on abstract principle and justice, regardless of culture, but it is not totally adequate in explaining Koreans' moral thinking. In Korean society, people have a tendency to solve moral situations with interpersonal relationships such as filial piety and especially "Jeong." These concepts have been shaped through Korean societal structures over an extended period of time. The present study included adult Koreans of various age groups to examine their moral thinking and to determine if there were any age or gender difference in Koreans' morality and what the most important value for Korean people was.

3410 Poster 10.

Discourse Ethics and the Public Sphere

David Coulter, University of British Columbia, BC, Canada

This conference attempts to join the voices of justice and care, an aim shared by Jurgen Habermas and his conception of discourse ethics. This session aims to introduce and critique that attempt and especially ideas about the public sphere which are so central to discourse ethics. In his more recent work, Habermas develops a complex and textured conception of the public sphere, one divided into levels by density of communication, organizational complexity and range. He then contrasts this conception of multiple publics with the notion of a singular public of a mass of consumers managed and manipulated from the political center.

3411 Poster 11.

Helping Law Students Shape Their Lives in Ethically Enriched Ways: Notes from a Heretical Seminar

Andy Fleming, Emory University, GA

This session is about a one credit, elective seminar--"The Ethics of Shaping A Professional Life"--for second and third year law students at the Emory School of Law. It was designed, developed, and launched in 1996-97 by two staff members from Emory's Center for Ethics in Public Policy and the Professions--Andy Fleming (Harvard Business School, MBA; 13 years of corporate and consulting experience) and Melissa Wiginton (University of Texas Law School, JD; 13 years of legal practice). It aims to help students recover, renew, and/or reconstruct their personal values, aspirations, and goals in light of their law school experience and their emerging sense of the legal profession and its role in society.

3412 Poster 12.

The EQUIP Program: Teaching Youth to Think and Act Responsibly through a Peer-Helping Approach

John C. Gibbs, Ohio State University, OH
Granville Bud Potter, Center for Research on Aggression, NY
Arnold P. Goldstein, Ohio Department of Youth Services, OH
Albert K. Liau, Ohio State University, OH
Angie M. Schock, Ohio State University, OH

The authors will depict EQUIP, a multi-component group treatment program which motivates and equips adolescents to help one another. Youths with antisocial cognitive and behavioral problems gain motivation to help one another through a guided peer-helping approach (adapted from programs such as Positive Peer Culture and Guided Group Interaction). The youths' attempts to help one another are strengthened as they acquire the needed resources or "equipment" through moral education ("social decision-making"), cognitive therapy (correcting "thinking errors"), anger management, and social skills training. The display will include a depiction of the favorable results of a recent outcome evaluation study of EQUIP.

3413 Poster 13.

The Impact of Gender, Gender Role and Personality on the Moral Voice

Rebecca J. Glover, University of North Texas, TX

This study examined gender, gender role, and Jung's judgment processes of thinking and feeling and their relationships to the moral orientations of care and justice in young adults. The study hypothesized significant positive correlations between Gilligan's moral orientation of care, the feminine gender role, and the feeling process. Similarly, significant correlations were also hypothesized between Kohlberg's justice orientation, the masculine gender role, and the thinking process. Further, the study investigated significant predictors of moral orientation among the variables of gender, gender role (i.e., masculine, feminine, androgynous), and Jung's personality characteristics.

3414 Poster 14.

The Effect of Parenting Style on Fostering Moral Development

Mary Lyn Huffman, University of Tennessee at Chattanooga, TN
Susan Frazier, University of Tennessee at Chattanooga, TN

The current research relates parenting styles and how parents foster moral development. A questionnaire was distributed to 240 parents of first and second graders at a Christian school in a midsized southern town. Results assessed the relationship between parenting style; discipline techniques; the responsibility of parents, church, school, friends, siblings, and the media for moral education; the most important characteristics of a "moral" and a "Christian" child; and how parents teach their children right from wrong. Implications of this research are important because they relate parenting characteristics with parent's view of moral responsibility, discipline, and how to foster moral development.

3415 Poster 15.

Gender Differences in Perceptions of Caring

Larry Nickolai Jensen, University of Utah, UT
Larry Cyril Jensen, Brigham Young University, UT

Adolescents were asked to choose between items reflecting either a caring or justice moral orientation. They were asked if schools emphasized one of the paired items more than the other paired item. The 32 items were summed and a reliable coefficient computed. The items were then grouped into subscales of 1) goals and expectations, 2) information and knowledge provided, 3) values, 4) opportunity to practice desired behavior, 5) knowledge about self, and 6) feeling of being loved. Conclusions were discussed in terms of gender differences in world-view and the influence of schooling.

3416 Poster 16.

Teacher Inservice-Program for Stimulating Elementary School Pupils' Moral Autonomy

Arthur G. C. Kappenburg, Hogeschool van Utrecht, The Netherlands
Gerrie E. van Lagen, Hogeschool van Utrecht, The Netherlands
Daan Brugman, Universiteit Utrecht, The Netherlands

To stimulate the development of moral autonomy in elementary school pupils (4-12 years old), the project "The Task of Education is a Moral One" was started. The curriculum for these pupils consists of teaching them to discriminate and understand their own moral values, norms and ways of reasoning. To enable teachers to facilitate the development of pupils' moral autonomy, an inservice-program was constructed and implemented in complete school teams. Effects were investigated on teachers' moral reasoning competence and ways of handling educational issues, between which a positive significant relationship was found. Effects of the curriculum on the development of pupils' moral autonomy are carried out in a pretest-posttest quasi-experimental study.

3417 Poster 17.

The Perception of the Moral Atmosphere by Delinquent Young-Adult Males

Marja Boer, University Utrecht, The Netherlands
Gerrie E. van Lagen, University Utrecht, The Netherlands
Daan Brugman, University Utrecht, The Netherlands

To investigate whether the perception of the moral atmosphere in a penitentiary institution was influenced by the condition of detention, 38 young-adult delinquents were interviewed. Two conditions of detention were distinguished: a unit with a thematic group program and a custody unit. The Moral Atmosphere Questionnaire was constructed to measure the perception of moral atmosphere; the Sociomoral Reflection Measure-Short Form was used to measure the level of moral reasoning. Delinquents' mean level of moral judgement was higher than expected although there was no difference in moral judgement between the two units. A more positive perception of the moral atmosphere was found in delinquents participating in the thematic group program.

3418 Poster 18.

A Possible Effect of Ordinal Position on Moral Judgment Reasoning

Karin Amick Levine, Creighton University, NE

Does the interaction with older siblings provide the one-plus interaction that can lead to growth in moral judgment reasoning? If it does, are second and later-born children more morally mature than their peers? This paper presents the results of a study which looked at the effects of ordinal position, academic achievement, and social interaction on the development of moral judgment reasoning in 10 and 11 year-olds. If these interactions indicate development, can we create cooperative learning groups in our classrooms that will allow a natural interaction between students who are reasoning at adjoining levels?

3419 Poster 19.

Measuring Moral Voice: Possibilities and Limitations

Debora L. Liddell, University of Iowa, IA

This paper compares two measures of moral voice with the same respondents: a paper and pencil instrument and semi-structured interview. The Measure of Moral Orientation is a hypothetical-dilemma instrument designed for college students to measure the strength of their moral voice (care and justice). The interview protocol, based on Lyon's methodology, was designed to elicit stories of moral conflict and resolution. Evidence for and against paper and pencil measures of morality will be presented.

3420 Poster 20.

Alternative Voices in Moral Reasoning Measurement

Holly Vanderhoff, Bloomsburg University, PA
Marion G. Mason, Bloomsburg University, PA

This research investigates the content of the unscorable responses to items on the Sociomoral Reflection Measure--Short Form. Unscorable responses (n=409) were examined qualitatively, using a Q-sort method, for major themes and commonalities. Parallels were explored between the emerging categories of anecdotal and self-reflective responses and the perspectives detailed in Belenky, Clinchy, Goldberger, and Tarule's *Women's Ways of Knowing* were explored.

3421 Poster 21.

Two Developmental Perspectives: An Investigation of the Relationship Between Feminist Identity and Moral Reasoning

Maureen McCarthy, Austin Peay State University, TN

Moral reasoning is one aspect of personal development. However, it has also been hypothesized that women experience a unique development of feminist identity (Bargad & Hyde, 1991; Ng, Dunne & Cataldo, 1995). The Feminist Identity Scale (FIDS; Bargad & Hyde, 1991) and Sociomoral Reflection Measure, Short-Form (SRM-SF) will be used to investigate the relationship between moral development and feminist development.

3422 Poster 22.

The Montessori Classroom and the Ethic of Peace

Marilyn E. Mecca, Lander University, SC

The purpose of the presentation is to inform the audience about Maria Montessori's ethic of peace and how it is integrated into the philosophy of her curriculum. In addition, the presentation will include the results of research in three Montessori kindergarten classes about how the curriculum contributes to children's understanding of peace. The research includes interviews with teachers and observations of children's behavior.

3423 Poster 23.

Foundations of Ethical Sensitivity in Dialogues/Interviews About "Ethical Stress"

Sarah Bishop Merrill, Purdue University, IN

This paper discusses findings from 8 years of interviews in which students queried professionals and business managers about ethical issues, using a standard format with case studies. Findings show that moral sensitivity is dialogical, dynamic, a response to what I call "ethical stress," social, pluralistic, nested, and linked to technical competence and others' perceptions of such competence. Awareness of a lack of clarity indicates moral progress, and lack of care leads to deliberate denial and avoidance of ethical stress. Implications for philosophical foundations of testing and uses of hypothetical cases are explored.

3424 Poster 24.

Moral Analysis of the Case of AIDS of Hemophiliacs Caused by Infection by HIV Virus in Japan

Fumiyuki Ohnishi, Yokohama City University, Japan

In a recent case, Japanese government officials were sued on behalf of hemophiliacs who were infected with the HIV virus after receiving unheated blood products imported from the United States. This presentation provides a moral analysis of this case, examining the decision-making process in which officials of the Health and Welfare Ministry and others engaged. Implications for moral education in Japan will be discussed.

3425 Poster 25.

Guiding Reflection in Written Discourse as a Tool for Promoting Conceptual and Moral Development of Teachers

Alan J. Reiman, North Carolina State University, NC

This poster presentation examines a theoretical and empirical basis for differentiated written reflection based on the cognitive-structural framework of Norman Sprinthall and colleagues. An evolving model of social roletaking and reflection is summarized with special emphasis given to how guided reflection (written discourse) can promote cognitive-structural growth in the conceptual and moral domains as teachers undertake complex new helping roles such as the mentoring of beginning teachers. Specifically, based on a series of field-based studies, the investigator reviews a taxonomy that can assist developmental educators as they endeavor to promote moral, conceptual, and ego development.

3426 Poster 26.

Scoring the MJI for Care: Progress Report on a Longitudinal Study

John Snarey, Emory University, GA

Lawrence Kohlberg developed his theory by documenting the development of an ethic of justice among a group of boys over a 20-year period. The original study did not include women, as is well known, but it also did not assess how or whether the ethical voice of care developed in these men. The poster provides a progress report on a reanalysis of Kohlberg's longitudinal data. The project aims to expand the scope of the study to assess how an ethic of care developed in the lives of Kohlberg's men. The present poster reviews the design of the study and reports on the interrater reliability findings.

3427 Poster 27.

An Empirical Investigation of Gender Inequality

Peter Steen, University of Utah, UT

A review of feminist and social justice literature results in sets of conceptualizations of the nature of social equality and the relationships inherent in societies which are part of the process of gender inequality as social injustice. The global record of gender equality is then analyzed using multidimensional scaling. This exploratory data analysis technique allows for the development of spatial maps which summarize the characteristics of countries in terms of their gender equality measures. This map is then explored, and patterns in gender equality are compared to the various theoretical propositions developed in the social justice and feminist literatures. The discussion focuses on the lessons of the empirical analysis for the capability approach to social justice and development theorizing. The paper ends with a discussion of the empirical relevance of various arguments of the different messages in the gender justice literature.

3428 Poster 28.

Moral Reasoning and Ego Functioning: A 3-Year Longitudinal Study

M. Kyle Matsuba, University of British Columbia, BC, Canada
Lawrence J. Walker, University of British Columbia, BC, Canada

This study examines the relationship between moral reasoning and ego functioning. There were 204 participants drawn from three age groups (Grade 5, Grade 10, and midlife adults). Their stage of moral reasoning was assessed using Kohlberg's MJI, while their ego functioning in a conflictual dyadic discussion context was assessed using Haan's Ego Q-Sort procedure. Analyses indicated that ego functioning predicted moral reasoning development both contemporaneously and 3 years later, suggesting that moral cognition can meaningfully be incorporated into broader aspects of personality.

3429 Poster 29.

Moral/Spiritual Self-Aspects as Moderators of Eating Disorders

Karl H. Hennig, University of British Columbia, BC, Canada
Josie Geller, St. Paul's Hospital of Vancouver, BC, Canada
Lawrence J. Walker, University of British Columbia, BC, Canada

This study examined the role of moral and spiritual aspects of the self as ameliorative among women with eating disorders. Each of 41 woman diagnosed with an eating disorder was asked to represent their various self-aspects (relationships, body shape/weight,

morality/spirituality, etc.) by dividing a circle into self-defining pie-slices. The size and total number of self-aspects represented were then correlated with a number of outcome measures. Results indicated that the moral and spiritual self-aspect had a unique moderating influence on many adverse correlates within the eating disorder population, underscoring its relevance in clinical and educational interventions.

3430 Poster 30.

The Problem of Bullying in Japanese Elementary Schools

Yayoi Watanabe, Shizuoka University, Japan

The purpose of this study was to examine 1) the differences among cognitive, affective, and behavioral components of elementary school children's attitudes concerning bullying (Study I), 2) the effect of discussion with role playing on the three components (Study II),and 3) the development of interpersonal negotiation strategies (Study II). In Study I, children's scores were highest in the cognitive component. In Study II, children who kept the same standpoint seemed to be confused during discussion, and many children thought that they should solve the problem of bullying by trying to change the victim's attitude, rather than the victimizer's .

3431 Poster 31.

Believing and Becoming: Self-Efficacy Beliefs of Women in Mathematical-Related Careers

Amy Lapin Zeldin, Emory University, GA
Frank Pajares, Emory University, GA

The purpose of this study was to explore the personal stories of women who selected and continue to excel at careers in areas of mathematics, science, and technology in order to better understand the ways in which their beliefs of personal competence affected their academic and career choices. Analysis of 15 narratives revealed that vicarious experiences and the verbal persuasions they received from significant others were critical sources of the women's self-beliefs and were more powerful in informing these beliefs than were previous success experiences. These findings suggest that the sources of self-efficacy beliefs may operate differently for women in male-oriented domains than for students in general populations. Findings suggest that critical tenets of Bandura's (1986) social cognitive theory are consistent with the work of Gilligan (1982).

3432 Poster 32.

Care and Justice Reflected in Adolescent Reasoning: Context, Beliefs & Euthanasia

Rivka T. Witenberg, The University of Melbourne, Australia

To test the proposition that moral orientation is gender favored, 94 students 11-12 and 15-16 years old were asked to respond to the Dr. Jefferson dilemma. It was postulated that judgement in favor of or against euthanasia encapsulated succinctly the two moral orientations of care and justice. Analysis of the content revealed that the guiding beliefs for those favoring euthanasia were based on the right to make autonomous judgments or the need for mercy and compassion. Students opposing euthanasia objected to it on the basis of the law or sanctity of life. Analysis comparing mercy/compassion (ethic of care) and sanctity of life (ethic of justice) revealed a significant association between age, sex and beliefs. Older females used ethics of care to justify euthanasia more often than younger females and more often than both older and younger males.

3433 Poster 33.

Voices of Care and Justice in a Cross-Cultural Study of Moral Orientation

Andrew Garrod, Dartmouth College, NH
Kari McCadam, Dartmouth College, NH
Carole Deal, University of Massachusetts, MA

This study administered Johnston's fable task (1985) to children of similar socio-economic classes in two vastly different cultures. The study sought to investigate how a child's moral orientation, which according to Lawrence Kohlberg and Carol Gilligan's theories is split into two categories of justice and care, may be affected or influenced by culture and gender. Children from Calcutta, India and Norwich, Vermont responded to stories in which animal characters faced a conflict. Children's solutions were coded according to a care orientation if they expressed an awareness of interpersonal issues and concern for others, or a justice orientation if they focused on issues of rights and justice. While no gender disparity emerged in this study, results do point to a significant difference in the number of care responses generated by American and Indian children. Even though the majority of children in both cultures preferred a care orientation, significantly more Indian children favored a justice orientation.

Complimentary Refreshment Break
Saturday, 3:45-4:00 p.m.

Community Meeting in Emory Amphitheater
President Larry Walker, Presiding
Saturday, 4:00-5:00 p.m.

Sunday, November 23, 1997

Post-Conference Board Meeting
8:30-11:00 a.m.

Post-Conference Tours
11:00 a.m.-4:00 p.m.

NOTES

NOTES

NOTES

Index

Achievement test scores, 2507
Administration, 3208
Adolescent parents, 3401
Adolescents, adolescence, 2201, 2305, 2404, 2405, 2409, 2504, 3203, 3211, 3401, 3415, 3432
Adult/child relationships, 1106
Adults, adult development, 1110, 2210, 2308, 3413, 3407,3420
Adventure education, 2204
Affirmative action, 2308, 2506
African Americans,
education, 3303
ethnic group, 2207, 2503
moral voices, 3103
perspectives, 3103
women, 3103
youth, 3103
Age studies, 2313
Agentic behavior, 2504
Altruism, 3301
American schools, 2404
Anger management, 3412
Antisocial behavior, 3301, 3417
Approaches to moral education, 3207
Attachment theory, 2405
Austria, 3202
Authenticity, 2203
Autonomy, 3407
Autonomy, Community, and Divinity Ethics, 2403

Birth order, 3418
Brain-Dead Donor Dilemma, 3202
Brazilian schools, 2404
British politics, 2208
Buberian Religiosity, 2302
Buddhist tradition, 2504
Business ethics, 3423

Canada, 3405
Care activities, 3203
Care and context, 2409
Care and justice, 1110, 2202, 2311, 2304, 2402, 2505, 2506, 2507, 2511, 3208, 3211, 3410, 3413, 3415, 3419, 3432
Care consciousness, 2504
Care of elderly parents, 2401
Care reasoning, 2401, 3203, 3426
Care, voice of, models of, 2302, 3301,
Caring in classrooms, in schools, 2303, 2505, 3103, 3303
Chance, 2201

Character education, 1112, 1113, 2204, 2408, 2510, 3207
Character development, 1111, 2203, 3207, 3402
Character of teachers, 2303
Child development, 3211
Childhood, children, 2205, 2207, 2208, 2304, 2503
Childhood, early, 2304, 2405, 3422
Children and worldviews project, 2509, 2512
Children, childhood, children's moral development, 2406, 2503, 2504, 2505, 2508, 2509, 3203, 3206, 3416
Children's literature, 2205
Children's narratives, 2512
Chimpanzees, 3302
China, 3203
Christian education, 3414
Citizenship education, 2206
Civics education, 1113
Civil religion, 2405
Classroom practice, 2307, 3205, 3418
Clinical practice and ethics, 2302, 3210,
Cognitive, cognitive development, 1111, 2304, 3204
Cognitive structural growth, 3425
Collectivity, 2202, 2407
College administrators, 3208
College/university students, 2202, 2209, 2401, 2503, 2507, 2509, 3208, 3404, 3405, 3419
Community setting, service, 2408, 2504, 3406, 3407
Conflict resolution, 1106
Constructivism, 3207
Constructivist early education, 1106
Cooperation, cooperative learning groups, 2204, 3418
Counselor education, 3204
Cross-cultural context, issues, sensitivity, studies, 2202, 2207, 2208, 2209, 2404, 2411, 3109, 3203, 3409
Cultural heroes and heroines, 3206
Cultural narratives, 2210
Culture and morality, 2305
Curriculum, 2213, 2408, 2505, 3205

Death and loss, 2512
Defining Issues Test (DIT), 2202, 2302, 2308, 2209, 3201, 3202, 3203, 3405, 3409, 3423
Delinquents, 2409, 2508, 3205
Democratic teaching, 3205, 3213
Developmental theory, 1107
Dialectical theory, 2401
Dialogue, 3213
Diasporan African Voices, 3103
Dilemmas. *See* Brain-dead donor, Dr. Jefferson, Hypothetical, Hypothetical vs. real world, Heinz, Interpersonal moral, Moral, Personal, Real-life dilemmas
Discipline techniques, 3414

Discourse ethics, 2207, 3410
Diversity, 3205
Divinity, 3407
Doctor-assisted suicide, 2406
Dominant discourse, 3103
Dr. Jefferson dilemma, 3432
Dyadic relationship, 2304
Eating disorders, 3429
Eclecticism, 3102, 3207
Education for care, 1112
Education for democracy, 2408
Educational
    goals, 3208
    methodology, 2408, 2505
    model, 2311
    policy, 2208
    system, 3208, 3415
Ego development, 2301, 3203
Ego functioning, 3428
Elementary school, elementary school children, 2205, 2507, 3430, 3414, 3416
Emotional intelligence, 2507
Empathy, 1111, 2409
Environmental education, 2502
EQUIP, 3412
Essence of care, 3406
Essentialism, 3102
Ethic of Care Interview (ECI), 1107, 2301, 2411, 3203, 3426
Ethic of
    care, 2201, 2305, 2309, 2411, 2503, 3102, 3208
    justice, 2209, 2411
    peace, 3422
    responsibility, 3210
Ethical,
    action, 2408
    discourse, 3407
    reasoning, 2410
    relativism, 2408
    sensitivity, 2302
    stress responses, 3423
Ethics, 3205
Ethics class, 2205
Ethics, foundation of, 3408
Ethnic American Voices, 3103
Ethnic identification types, 2202
Ethnicity, 2202
Ethnographic studies, 2506
Example, teaching by, 2303
Exclusionary behaviors/practices, 2409
Experiential education, 2204

Faculty development, 1110, 2506
Faith development, 2405
Family, family issues, family research, 2301, 2304, 2312, 3210
Family as moral community, 3210
Father(s), fatherhood, 2312
Femininity, feminist identity, 2201, 3421
Feminist care ethics, 3208
Feminist development, 3421
Feminist literature, 3427
Field theory, 3301
Filial piety, 2209, 3409
Forensic interviews, 2406
Forgiveness, development of, 2309
Foundations, 2303
Friendship, 2313, 3208

Gender differences, issues, 2504, 2506
Gender, race, and ethnicity, 2406
Gender socialization, 2304
Gender studies, 2201, 2202, 2210, 2301, 2304, 2308, 2309, 2401, 2405, 2411, 2509, 3102, 3103, 3203, 3413, 3415, 3417, 3421, 3427, 3429, 3431, 3432
Gestures, 3205
Global education, 1113
Goals of education, 2402
Governmental ethics and responsibility, 3424
Great Britain, 2208, 2305, 2505, 2512
Group home, 3401
Guided reflection as written discourse, 3425

Haan's Ego Q-Sort, 3428
Habermas, 3410
Heinz dilemma, 2202
High school students, 2204, 2505, 2209
Higher education, 2506
Hinduism, 2209
Historical forms of caring, 3303
Holistic morality, 3207
Holocaust, 3301
Home to school transition, 2405
Homelessness, 3205
Homophobia, 3213
Human development study group, 2309
Human subjects research, 2402
Hypothetical dilemmas, 2202
Hypothetical v. real world dilemmas, 2308

Iceland, 3203
Ideal speech act, 2303
Identity, 2201, 3206
Identity conflict, 2411