The Association for Moral Education
14th Annual Conference
Sheraton Newport, November 9, 10, 11, 1989

DEMOCRATIC CULTURE:
ETHICS, EDUCATION, AND COMMUNITY

Co-Sponsored by Antioch University Los Angeles
and the University of California, Irvine
THE ASSOCIATION

The ASSOCIATION FOR MORAL EDUCATION (AME) was founded in 1976 to foster communication, cooperation, training, and research in moral education. It provides an interdisciplinary forum for professionals representing a variety of roles and perspectives in moral development and moral education. Members include public and private school teachers and administrators, psychologists, philosophers, researchers, teacher educators, religious educators, and undergraduate and graduate students. The Association does not advocate any particular position or view.

1989 CONFERENCE OVERVIEW

The ANNUAL CONFERENCE, AME's chief activity, has included such themes as Ego and Moral Development in Adulthood, Moral Motivation and Social Commitment, Controversial Issues in Moral Education, and Schools and Families in Moral Education. Over the years, AME Conferences have been hosted by prestigious universities in the United States and abroad. For the first time in its history, this AME conference will be held on the West Coast.

The theme of the 14th Annual Conference is Democratic Culture: Ethics, Education, and Community. The goal of the conference is to present ideas and to pose problems that stimulate both thought and action toward the common project of developing a more democratic culture. While the overall theme is democratic culture, particular attention is paid this year to the ways in which moral developmental theory and practice and critical theory and practice can work together to complement the advancement of moral education.

To accomplish this goal, the conference brings together a broad range of educators from elementary through university levels and offers a series of presentations, dialogues, and interactive experiences based on several premises:

- There is no hierarchy of privilege concerning practice and theory as they are mutually informative. The aim is to determine ways in which theory can become more practical and practice more theoretical.
- The conference culture should in and of itself model its own theme. The conference will strive to be ethical and educational through the development of a democratic community spirit.
- Essential to the sense of democratic culture is meaningful conversation. All sessions, therefore, are to be as participatory as possible. While there is a broad variety of conference sessions to meet participant interests, all sessions should address the conference theme as much as possible and encourage dialogue development.

1989 SUPPORTING SPONSORS

Special thanks go to the following organizations for their support of this year's conference: Claremont Graduate School of Education Public School Partnership; National Educators for Social Responsibility; Orange County Educators for Social Responsibility; Constitutional Rights Foundation of Los Angeles; California Association for Bilingual Education, and the UC Irvine Partnership Network.

1989 Program Planners: Tom Wilson, Office of Academic Affairs, UC Irvine, Cheryl Armon, Chair, Liberal Studies, Antioch University Los Angeles, & Mary Ann Grosslight, student, Antioch University Los Angeles.
FRIDAY, NOVEMBER 10th

7:30 Registration: Hotel Foyer, Sheraton Newport.

8:30 Opening Remarks: Clark Power, Associate Professor, Notre Dame University, President, AME.
Welcome: Dennis Gallagini, Asst. Vice Chancellor of Academic Affairs, UC Irvine and Dale Johnston, Provost, Antioch University Southern California.

9:00 Conference Orientation: Cheryl Armon, Richard Hayes, and Tom Wilson describe community building process and goals. Introduction of Participant Observers.

9:15 General Community I. Henri Giroux, Professor, Miami University: Ethics and the Struggle for Public Life
Respondents: James R. Rest, Research Director, Center for the Study of Ethical Development, University of Minnesota and Elsa R. Wasserman, Acting Principal, Cambridge Rindge and Latin High School, Cambridge, Massachusetts.

10:00 Questions and critiques to Henri Giroux.

10:45 Break

11:15 General Community II. Second Annual Lawrence Kohlberg Memorial Lecture. Maxine Green, Professor of Philosophy and Social Science, Columbia University: Passion of the Possible: Choice, Multiplicity, and Commitment
Respondents: Jackson Kytle, Provost, School for Adult and Experiential Learning, Antioch University, Yellow Springs, Ohio and Dwight Boyd, Prof. of History & Philosophy, Ontario Institute for Studies in Education (OISE).

12:15 Lunch on your own

1:15 DIALOGUES I

LONG DIALOGUES: 1:15-3:45

1. Moral Education and Critical Theory. *Dwight Boyd, Prof. of History & Philosophy, OISE; David Lyon, Faculty, Antioch Univ. Los Angeles; Delter Misgeld, Assoc. Prof. of History & Philosophy, OISE; Emily Robertson, Assoc. Prof., Cultural Foundations and Curriculum; Wendy Kohli, Asst. Prof. of Ed., SUNY Binghamton.


3. Violence, Discipline, Drugs, and Moral Education

4. Student and Teacher Empowerment *Jean Wilson, Teacher, Corona del Mar High School; *Carol Hull, Teacher, Folsom High School; Mark Weiss, Principal, Bronx Regional High School; Gerardo Mouet, Dir., Knowledge & Social Responsibility Proj., UC Irvine.

SHORT DIALOGUES: 1:15-2:30

1. Democracy, Development, and Organizational Culture
*Clark Power, Assoc. Prof., Notre Dame Univ.; Michael Commons, Lecturer and Research Assoc., Harvard Medical School; Detlef Garz, Univ. of Osnabruck; Fredrick Gordon, Dir., Inst. for Work Democracy.

2. Restructuring the Elementary School for Student Participation and Responsibility
*Tom Lickona, Prof. of Ed., SUNY Cortland; Suzie Soohoo, Principal, Carver Elementary School; Bob Vieth, Principal, Bear Creek High School.


4. Political Socialization, Moral Development, and Critical Education
*Judith Torney-Purta, Prof. of Ed., Univ. of Maryland; Shawn Rosenberg, Assoc. Prof. of Political Science, UC Irvine; Patricia Franklin, Proj. for Diversity in Ed.; Margaret Branson, Kern County Public Schools.
SHORT DIALOGUES: 2:30-3:45

1. **Ethics and Critical Pedagogy Across the Curriculum**
   *Tom Wilson, Academic Affairs, UC Irvine; Ann Busenkell, Teacher, Los Alamitos High School; Marilyn Franklinstein, Faculty, Univ. of Massachusetts, Boston; John Eisloeffel, Teacher, Irvine High School; Myra Besosa, Faculty, Mira Costa Community College.

2. **Ethics and Critical Analysis in Professional Education**
   *Betty Gibson, Asst. Principal, Torrance High School; John Fielder, Prof. of Philosophy, Villanova Univ.; Muriel Beabeau, Assoc. Prof., Univ. of Minnesota School of Dentistry; Elmer Bugg, Faculty, Antioch Univ. Los Angeles & Santa Monica College.

3. **Ethical and Critical Communities**
   Robert Kenny, Educational Consultant; Leslie Rabine, Assoc. Prof. of French, UC Irvine; *Pat Lawler, Asst. Prof. of Ed., Widener Univ.; Richard Hayes, Assoc. Prof. Counseling and Human Development, Univ. of Georgia.

4. **Pedagogy of Empowerment: Applications in AIDS Education**
   Joao Ferreira-Pinto, Proj. Manager, Clerk of the Board, County of Orange; Monteith Blair, Prog. Dir., AIDS Ed., American Red Cross; Michael McMahan, Faculty, Irvine Valley Community College; Raul Magana, AIDS Community Ed. Proj.

3:45 Break

4:00 **Poster Session** Mary Ann Grosslight, Coordinator, Antioch Univ. Los Angeles.

5:30 Refreshment and Conversation Hour

6:30 Break

7:00 **Award Ceremony** Lisa Kumerker, Editor, Moral Education Forum. Presentation of the Annual AME Dissertation Award and the Kumerker Award for distinguished service to AME. All welcome.

7:45 **Fiesta Dinner** Delicious Cuisine and Entertainment, including Peter Putting, guitar; Charles Pace, one-man drama; & Latins Anonymous, satirical comedy group.

SATURDAY, NOVEMBER 11

8:30 Registration: Hotel Foyer, Sheraton Newport.

9:00 **General Community III. Participant Observers Report** Richard Hayes, Chair.

9:45 **General Community IV. Panel Dialogue: Feminist Moral Visions within a Democratic Society.**
   *Mary M. Brabec, Assoc. Prof., Boston College; Emily Culpepper, Asst. Prof. of Women’s Studies, Univ. of Redlands; Toinette Eugene, Assoc. Prof., Chicago Theological Seminary; Elizabeth Virgili, Asst. Prof., CSU Northridge and Antioch Univ. Los Angeles; Carol Witherell, Lewis & Clark College.

11:15 Response to Panel Dialogue.

12:30 Lunch (West Coast people interested in moral ed./development meet for lunch)

1:15 DIALOGUES II

LONG DIALOGUES: 1:15-4:00

1. **Moral Education, Democracy, and Empowerment: A Description of School Programs**
   *Bob Howard, Educational Consultant; Ann Higgins, Research Assoc., Harvard Grad. School of Ed.; Rudy Crew, Dep. Superintendent, Sacramento City Schools; Judith Diffenbaugh, Teacher, Mt. Madonna School; Chips Norcross, Teacher, the Fay School; Patrick O’Rourke, President, Hammond Federation of Teachers.

2. **Role of the Arts in Moral and Critical Education**
   Charles Pace, Artist-in-Residence, Purdue Univ.; Jeanie Torres, Teacher, Santa Ana High School; *Connie Raub, Teacher, Dana Hills High School; Rafe Esquith, Teacher, Hobart Elementary School; Frans Boerlage, Prof. of Music, USC.

3. **Moral Development Through Cooperative Classroom Activities**
4. International Perspectives on Moral Education  
   Fred Baker, Coordinator of Teacher Ed., Calif. State Polytechnic Univ.; Andrew Gerrod, Asst. Prof. of Ed., Dartmouth College; Joao Formosinho, Universidade do Minho, Portugal; Monica Taylor, National Foundation for Educational Research, England; Maria Jose Diaz-Aguado, Universidade Complutense, Spain; Wolfgang Altfof, Prof., Pedagogisches Inst., Switzerland; Nobumishi Iwasa, Inst. of Moralogy, Japan; Uwe Gielen, Prof. of Psychology, St. Francis College, NYC.

5. Racism: Power, Color, and Quality in the Public Schools  
   Elaine Parker-Gills, L.A. Coordinator, Johns Hopkins Univ. Center for Talented Youth; Patricia R. Carey, Teacher, Woodcrest Elementary School, L.A.; Cynthia Hamilton, Prof. Afro-American Studies, CSU Los Angeles; Craig Taylor, Dean of Admissions, Antioch Univ., Los Angeles; and additional representatives.

**SHORT DIALOGUES: 1:15-2:40**

1. Moral Education, Critical Teaching, and Second Language Acquisition  
   Robin Scarcella, Dir., ESL, UC Irvine; Henry Trueba, Prof. of Ed., UC Davis; Concha Degado-Gaitan, Assoc. Prof. of Ed., UC Santa Barbara; Antonio Darder, Faculty, Pacific Oaks College.

2. Participatory Research as Moral Intervention: A Dialogue with Myles Horton  
   Peter Park, Prof. of Sociology, Univ. of Massachusetts, Amherst; Myles Horton, Highlander Research Center, New Market, Tennessee.

3. The Supreme Court, Morality, and Culture  
   Albert Erdynast, Senior Prof., Antioch Univ. Los Angeles; Jack Handler, Faculty, Antioch Univ. Los Angeles; Mark Petracca, Assoc. Prof. of Political Science, UC Irvine; Norman Karlin, Prof. of Law, Southwestern Univ. School of Law.

4. Fostering Ethical Climates on College Campuses: The University as a Moral Agent  
   Patricia King, Assoc. Prof., Dept. of Student Personnel, Bowling Green State Univ.; LuAnn Krager, Assoc. Dean of Students, Univ. of Arizona; Carolyn Jakobsen, Asst. Dir. of Housing for Residential Ed., Univ. of Nebraska; Harry Canon, Prof. of Leadership and Educational Policy Studies, Northern Illinois Univ.

**SHORT DIALOGUES 2:50-4:00**

1. A New Vision for Teacher Education: Ethics, Critical Pedagogy, and Democracy  
   Mary Poplin, Assoc. Prof. of Ed., Claremont Univ.; Paul Heckman, Asst. Dean, School of Ed., Univ. of Arizona; Jim Astman, Headmaster, Oakwood School, Los Angeles.

2. Restructuring Schools: Moral and Critical Approaches  
   Robert McCarthy, Coalition of Essential Schools; Judy Cooding, Principal, Pasadena High School; Ceasare Pevide, Principal, Martin Luther King Jr. High School, NYC; Mary Jennings, Headmaster, Brookline High School; Nadine Berreto, Principal, Gahr High School, Cerritos.

3. Voices from the Underground: Educating Healthy Resistance in Girls  

4. The Gap Between Knowing and Doing the Good  
   John Whitely, Prof. of Social Psychology, UC, Irvine; Ralph Mosher, Prof., Boston Univ.; James Day, Prof., Boston Univ.; Cheryl Armon, Faculty, Antioch Univ. Los Angeles.

**4:00 General Community V. Participant Observers and Participants Report.**

**5:15 AME General Business Meeting. Chair: Clark Power, President, AME. All participants are encouraged to attend.**
1. Reading for Self and Moral Voice: Implications for Moral Development and Education
This workshop introduces a new method of interpreting interview-narratives of real-life moral experience. Based on the work of Gilligan and her colleagues, the method consists of identifying the moral voices of justice and care. Equal attention is given to research and practice, focusing on how this feminist methodology can inform new efforts in moral development and education. Leaders: Lyn M. Brown, and Mark B. Tappan, Lecturers and Research Assoc., Harvard Grad. School of Education.

2. Raising Moral Children
This workshop focuses on practical methods of fostering children's moral reasoning and behavior at each stage of moral development, preschool through the teens. The major topics are how teachers and parents can provide developmentally appropriate discipline, communicate effectively, and provide challenges that promote moral and social development. Leader: Thomas Lickona, Prof. of Ed., State Univ. of New York, Cortland; author of Raising Good Children, and a forthcoming book, written for educators, Teaching Respect and Responsibility.

3. The Role of Discussion in Moral Education
Peer discussion plays a central role in nearly all forms of moral education, including classroom dilemma discussion, just communities, democratic schooling, and family contexts. Techniques for maximizing the developmental impact of moral discussion are presented in the context of an overview of Kohlbergian moral education. Leader: Marvin Berkowitz, Assoc. Dir. of the Center for Ethics Studies, Marquette Univ.

4. Who and What is at Risk? School Structure, Empowerment, and Democratic Values
This is a large workshop—a mini-conference in itself—for administrators, parents, teachers, and students. The objective is to bring together practitioners from all levels of education to share their experiences of programs and policies that enhance democratic values within schools. Three panels containing noted national and European representatives will present various programs and initiatives that address relationships between public schooling and democracy. NOTE: This Workshop begins at 8:30 a.m. Leaders: Lesley Danziger, Prog. Assoc., Alliance for Collaborative Ed. (ACE); Thomas Wilson, Dir., ACE; Ann Higgins, Research Assoc., Harvard Grad. School of Ed.; Judy Coddling, Principal, Pasadena High School; Robert Howard, Educational Consultant; Robert McCarthy, Brown Univ.

5. An Introduction to Critical Theory and Pedagogy
Critical theory and pedagogy offers new ways to question our basic assumptions about major aspects of democratic culture and the teaching/learning process. This workshop examines the roots of critical theory and introduces its functions as a challenge to existing conservative and liberal understandings of both the goals and processes of education. Particular attention is paid to the works of Paulo Freire and Jurgen Habermas. Leader: Shawn Rosenberg, Assoc. Prof. of Political Science, UC Irvine.

6. An Introduction to Lawrence Kohlberg's Theory of Moral Development
This workshop provides a historical and critical overview of Lawrence Kohlberg's 30 years of research and theory construction. Using provided case material and interview data collected on site by workshop participants, the stages of moral reasoning are examined. Kohlberg's seminal works are presented, as well as findings from other researchers using Kohlberg's approach. Criticisms of the model and Kohlberg's responses to them are also discussed. Leader: Al Erdynast, Senior Professor, Antioch Univ. Los Angeles.

7. Teaching for Conviction and Commitment: The Development of Social Consciousness
Young people develop a personal theory about the way society works and about their role in it. This "social consciousness" influences their moral judgments and actions about social and political issues. In this workshop, the nature of social consciousness in young people is explored and ways that we, as educators, can facilitate the development of an informed social consciousness and a sense of personal empowerment. Leader: Shelley Berman, President, Educators for Social Responsibility.

8. Moral Judgment Interview, Scoring, and Implementation Methods
This workshop teaches participants how to collect and score interview data using the Colby and Kohlberg Standard Form Scoring Manual. Participants learn and practice all skills with provided case material and data collected on site. Moral Type scoring is covered, and techniques and problems in implementing these methods are discussed. Leaders: Dawn Schrader, Asst. Prof., Cornell Univ. and Rhett Diessner, Asst. Prof., Lewis Clark State College.
RESERVATIONS FOR HOTEL ACCOMMODATIONS

Room reservations are the responsibility of individual conference participants. A large block of rooms at the Sheraton Newport, where the conference will be held, have been reserved at a remarkable discount for conference participants for November 8-12. The fee is $65 per room per night (single or double), plus tax. This fee includes a full breakfast each morning. To assure this rate, reservations must be made by October 15. To reserve rooms, please contact the Sheraton Newport directly at (714) 833-0570/TELEX 371-2881. Make it clear to the reservation clerk that you are attending the Association for Moral Education conference.

REGISTRATION FOR THE CONFERENCE

Each Registrant must use a separate form. Please photocopy this page for additional registrations.

To register for a one-day Pre-conference Workshop and/or the two-day Conference complete the attached form and mail it to the name and address at the bottom of this form with full payment to Association for Moral Education (in U.S. dollars).

Name ___________________________ Position/Title ______________________

Organization _____________________ Phone (_____) ______________________

Mailing address ____________________ City ______________ State ___________ Zip __________

Conference Fee (received by 11/1/89): $120 __________
Conference Fee for Students (received by 11/1/89): $60 __________
Late Fee (after 10/20/89 or on site): $20 __________
Pre-Conference Fee (received by 10/15/89): $75 __________
Pre-Conference Fee for students (received by 10/15/89): $40 __________
Friday night Fiesta Dinner and entertainment, including guitar, political drama, and satirical comedy: $30 __________
Total Enclosed $_ $ __________

Pre-Conference Workshops with insufficient enrollment as of 10/15/89 may be cancelled and registrants will be notified before October 19.

Depending on the workshop, there may be additional on-site charges for materials.

Name of Pre-Conference Workshop ____________________________

Persons requesting student rates must provide verification of a minimum of half-time current enrollment. Full Conference registrants who cancel on or before November 1, 1989, will receive a full refund; there will be no partial refunds after this date.

1.25 quarter units of Professional Education Credit is available through UC Irvine Extension.

POSTER SESSION: Poster Session materials, including abstracts, books, projects, or displays concerning moral education will be reviewed until November 5. Send to: Mary Ann Grosslight, Poster Session Coordinator, address below.

COMPLETE AND MAIL TO: Cheryl Armon
AME Conference
Registration Department
Antioch University
Los Angeles
13274 Fiji Way
Marina del Rey, CA 90292
HOTEL ACCOMMODATIONS AND TRAVEL ARRANGEMENTS

The Hotel
The Sheraton Newport reflects the warm, airy, and relaxed atmosphere of Southern California. It is a classic hotel well known for its excellent services provided not only for conference participants, but also for their spouses and children. The hotel Concierge will be available each day to plan recreational and educational activities in the area, as well as to provide referrals for bonded child care persons at the hotel. All rooms come with a full breakfast each morning, hosted cocktail party each evening, coffee and morning paper with wake-up calls, shuttle service, and the use of the tennis courts, pool, and spa.

Local Points of Interest
The exquisite Pacific Ocean, the San Diego Zoo, Sea World, Mission San Juan Capistrano, Disneyland, Knott's Berry Farm, Laguna Beach, South Coast Plaza (the largest shopping mall in the world), Orange County Performing Arts and Repertory Theatre, the Queen Mary, the Spruce Goose, and many others.

Airline Arrangements
The AME has made arrangements with United Airlines for a 5% discount on their least expensive fare to a 40% discount on their unrestricted fares. To make reservations, conference attendees should call the Meeting Desk at United Airlines at 1-800-521-4041, 8:00 a.m. to 11:00 p.m. EST, 7 days a week, and refer to account number 417WD.

Directions to the Sheraton Newport
4545 MacArthur Boulevard, Newport Beach CA 92660, on the corner of MacArthur and Birch. From Orange County/John Wayne Airport: West on MacArthur to Birch; right on Birch. A Sheraton shuttle links the hotel with the airport. From the Los Angeles International Airport (LAX): after collecting luggage, call 417-8988 for Van Service to the hotel ($16.00). Driving from Los Angeles: South on San Diego Freeway (405) to MacArthur exit; right (west) on McArthur, past the Orange County/John Wayne Airport to Birch (1/2 mile); right on Birch (1 hour).
The Association for Moral Education
14th Annual Conference
Sheraton Newport, November 10 & 11, 1989
With Pre-Conference Workshops, November 9

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ETHICS, EDUCATION, AND COMMUNITY
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To accomplish this goal, the conference brings together a broad range of educators from elementary through university levels and offers a series of presentations, dialogues and interactive experiences based on several premises: *Existing values, rules, and knowledge of each of our own disciplines, whether classroom practice, effective pedagogy, critical theory, or moral development, should be open to close scrutiny by those both inside and outside the discipline. To insist on one framework of moral education is deceiving since all things are open to interpretation and shifting meanings.
*There is no hierarchy of privilege concerning practice and theory as they are mutually informative. The aim is to determine ways in which theory can become more practical and more theoretical.
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1988-1989 AME OFFICERS AND EXECUTIVE COMMITTEE 11

AME CONFERENCE PRESENTER ADDRESS LIST 12 - 17
PRE-CONFERENCE WORKSHOPS
THURSDAY, NOVEMBER 9

8:00 A.M. Coffee and Registration
Pacific Foyer

Workshops run from 9:00 AM to 5:00 PM

1. Reading for Self and Moral Voice: Implications for Moral Development and Education.
   This workshop introduces a new method of interpreting interview-narratives of real-life moral experience. Based on the work of Gilligan and her colleagues, the method consists of identifying the moral voices of justice and care. Equal attention is given to research and practice, focusing on how this feminist methodology can inform new efforts in moral development and education.
   Leaders: Lyn M. Brown and Mark B. Tappan, Lecturers and Research Assoc., Harvard Grad. School of Education.
   PACIFIC 4A

2. Raising Moral Children.
   This workshop focuses on practical methods of fostering children's moral reasoning and behavior at each stage of moral development, preschool through the teens. The major topics are how teachers and parents can provide developmentally appropriate discipline, communicate effectively, and provide challenges that promote moral and social development.
   PACIFIC 5A

3. The Role of Discussion in Moral Education.
   Peer discussion plays a central role in nearly all forms of moral education, including classroom dilemma, discussion, just communities, democratic schooling, and family contexts. Techniques for maximizing the developmental impact of moral discussion are presented in the context of an overview of Kohlbergian moral education.
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   PACIFIC 4B

   This is a large workshop - a mini conference in itself - for administrators, parents, teachers and students. The objective is to bring together practitioners from all levels of education to share their experiences of programs and policies that enhance democratic values within schools. Three panels containing noted national and European representatives will present various programs and initiatives that address relationships between public schooling and democracy.
   NOTE: This Workshop begins at 8:30 A.M. Leaders: Lesley Danziger, Prog. Assoc., Alliance for Collaborative Ed. ACE; Thomas Wilson, Dir., ACE; Ann Higgins, Research Assoc., Harvard Grad. School of Ed.; Robert Howard, Educational Consultant.
   NEWPORT BAY 2

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   PACIFIC 5B

6. An Introduction to Lawrence Kohlberg's Theory of Moral Development.
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PACIFIC 2

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PACIFIC 1

8. Moral Judgment Interview, Scoring and Implementation Methods. This workshop teaches participants how to collect and score interview data using the Colby and Kohlberg Standard Form Scoring Manual. Participants learn and practice all skills with provided case material and data collected on site. Moral Type scoring is covered and techniques and problems in implementing these methods are discussed. Leaders: Dawn Schrader, Asst. Prof., Cornell Univ. and Rhett Diesner, Asst. Prof., Lewis Clark State College.

PACIFIC 3A

6:30-9:00 Welcome Reception Newport Bay Room

FRIDAY, NOVEMBER 10

7:30-8:30 AM Registration: Pacific Foyer; Complimentary coffee in Pacific 1,2,3

8:30-9:00 AM Opening Remarks: Clark Power, Associate Professor, Notre Dame University, President, AME. Welcome: Dennis Galligani, Asst. Vice Chancellor of Academic Affairs, UC Irvine and Dale Johnston, Provost, Antioch University Los Angeles PACIFIC ROOM

9:00 AM Conference Orientation: Cheryl Armon, Richard Hayes and Tom Wilson describe community building process and goals. Introduction of Participant Observers: Marvin Berkowitz, Fredrick Chapel, Maggie Carrillo, Marshella Devan, Ray Hummel, and John Reyes.

PACIFIC 1,2,3

9:15 AM Nineteen Critical Questions to be Addressed in any Adequate Account of the Child's Moral Nature. Residing primarily outside of academia, my work focuses on practice and the ways that theory can grow out of practice, rather than the other way around. This talk focuses on questions and issues which occur in human moral experience that do not appear to be accounted for in current theories. They are the questions and issues that will need to be addressed in the theories of moral development and education in the years to come. Herbert Kohl, Gordon Sanders Professor, Dept of Ed., Hamline Univ.


PACIFIC 1,2,3

10:00-10:45 AM Questions and critiques to Herbert Kohl.
10:45-11:00 AM  15 minute break

11:00-12:00 AM General Community
II. Second Annual Lawrence Kohlberg Memorial Lecture. Passion of the Possible: Choice, Multiplicity and Commitment. The fundamental issues have to do with choosing, concern, and principled action in a society lacking in care. Moral education has to do with creating situations in which diverse persons, confronting a world in its concreteness and incompleteness, come together to repair deficiencies, to fill in gaps, to transform. These moments come when living human beings, in a "we-relation" with one another, find themselves aroused to indignation or to sympathy, or to a determination to enable others to resist, to break free. They will be aroused in this fashion if they have internalized certain norms -- fairness, freedom, regard for others. But they will not be fully aroused without passion, without the passion that refuses fixity and opens to possibility. Maxine Greene, Prof. of Philosophy and Social Science, Columbia University.

Respondents: Jackson Kytle, Provost, School for Adult and Experiential Learning, Antioch University, Yellow Springs, Ohio and Dwight Boyd, Prof. of History & Philosophy, Ontario Institute for Studies in Education (OISE).

PACIFIC 1,2,3

12:00-1:15 AM Lunch on your own or with AME representatives.

DIALOGUE PRESENTATIONS 1:15-3:45

LONG DIALOGUES 1:15 - 3:45
(Dialogue Representatives are in italics)

This dialogue will explore the interaction of critical theory and issues of moral education. Discussion will be focused primarily on theoretical concerns arising in this context, such as the conceptual relationship between critical theory (i.e., that of Jurgen Habermas) and moral development theory (i.e., that of Lawrence Kohlberg), the conception of autonomy within communicative ethics, tensions between feminist moral claims and post-structuralist relativism, notions of emancipation and social hope.

Dwight Boyd, Prof of History & Philosophy, OISE; David Lyon, Faculty, Antioch Univ. Los Angeles; Deiter Misgeld, Assoc Prof of History & Philosophy of Ed., OISE; Dr. Emily Robertson, Assoc. Prof., Syracuse Univ.; Wendy Kohli, Asst. Prof. of Ed., SUNY Binghamton.

2. Student Ethical and Critical Development in Higher Education.
This dialogue is designed to explore the complex issues involved in developing ethical and critical thinking in college students from both a psychological and a philosophical perspective. Issues addressed include: How do we conceive of and define ethical and critical thinking? How do college students develop? What has been our historic role in such development, and what role should we play in the future? Panel members review educational programs from the standpoints of development of both students and teachers. The dialogue concludes with proposals for improving the practice of ethical and critical development.

Dawn Schrader, Asst Prof., Cornell Univ.; Thomas Robischon, Faculty, Antioch Univ. Los Angeles, Linda Finlay, Prof. of Philosophy & Religion, Ithaca College; Rhett Diessner, Asst. Prof., Lewis Clark State College.

PACIFIC 2

3. Violence, Discipline, Drugs, and Moral Education.
This dialogue will focus on four perspectives which will represent distinct issues based on experience and particular views of the panel members with attention to the role of moral education within K-12
schools and the impact of "Violence, Discipline, Drugs, and Moral Education." Participation from those attending is encouraged. The goal will be to pose problems regarding democratic culture and education and to stimulate on-going action and thought to advance moral developmental theory and educational reform.

Manuel Gomez, Asst. Vice Chancellor, Student Affirmative Action, UC Irvine; Ann Doucette-Gates, Research Assoc., Columbia Univ.; Cindy Moats, Proj. Dir. Drug Free Schools and Communities, UC Irvine; Eugene Tucker, Superintendent, Santa Monica-Malibu Unified Schools; Don Bushnell, Prog. Dir., Learning Institute, Santa Barbara.

PACIFIC 5A

4. Student and Teacher Empowerment.
The issue of teacher and student empowerment is at the heart of creating democratic schools. This dialogue will examine current issues, programs, and ethical questions involved in challenging present school structures. Panel participants will share successful experiences and engage all section participants in discussing and reflecting on such issues as "Who holds power in schools?" and "How can this power be shared?"

Jean Wilson, Teacher, Corona del Mar High School; Carol Hull, Teacher, Folsom High School; Mark Weis, Principal, Bronx Regional High School; Gerardo Mouet, Dir., Knowledge & Social Responsibility Proj., UC Irvine, Megan Swezey, Constitutional Rights Foundation.

PACIFIC 5B

2. Restructuring the Elementary School for Student Participation and Responsibility.
This dialogue will examine ways of increasing children's participation in and responsibility for their learning and the life of the classroom and school. It will include a comparison of a "liberal paradigm" and a "critical/progressive paradigm" for organizing instruction and the school environment. Three practitioners will offer examples (drawn from several different elementary settings) of strategies for involving children in decision-making and learning about democracy.

Tom Lickona, Prof. of Ed., SUNY Cortland; Suzie SooHoo, Principal, Carver Elementary School; Bob Vieth, Principal, Bear Creek High School; Ioanna Dimitracopoulou, Psych. Faculty, UC Irvine.

PACIFIC 4B

Regardless of age level, students have a sense of fairness, collective bargaining, and doing the right thing. Teachers from pre-
school, elementary, and high school will
demonstrate their successful classroom
activities which promote moral education
and critical thinking.

Karen R. Speros, Teacher, Univ. High
School; Susan Hopkins, Asst. Dir.
Children's Center, CSU, Fullerton; Shelley
Berman, National President, ESR.

PACIFIC 3A

4. Political Socialization, Moral
Development, and Critical Education.
Political socialization and moral
development are usually seen as distinct
research topics. This symposium will
explore connections, convergences and gaps
in these research areas and their relation to
critical perspectives. The first paper deals
with structural characteristics of political
and moral thinking in adults. The second
paper deals with the content of schemata of
morality and politics in adolescents.
Discussants will explore the implications
for education.

Judith Torney-Purta, Prof. of Ed., Univ. of
Maryland; Shawn Rosenberg, Assoc. Prof. of
Political Science, UC Irvine; Patricia
Franklin, Proj. for Diversity in Ed.,
Seattle; Margaret Branson, Kern County
Public Schools.

PACIFIC 3B

SHORT DIALOGUES 2:30 - 3:45
(Dialogue Representatives are in italics)

1. Ethics and Pedagogy Across the
Curriculum.
This dialogue examines means by which
ethics become an explicit part of any
curriculum. Critical pedagogy places into
question the current predominance of time,
teacher-centered approaches in which
knowledge is “banked” in students. Ethical,
critical pedagogy works, instead, to have
students and teachers collaboratively
produce knowledge. Particular emphasis
will be placed on the political and social
ramifications of school curriculum in
English/Literature, History/Social Science,
Mathematics/Art, and Foreign
Language/ESL.

Tom Wilson, Academic Affairs, UC Irvine;
Ann Busenell, Teacher, Los Alamitos High
School; Marilyn Frankenstein, Faculty,
Univ. of Massachusetts, Boston; John
Eisloeffel, Teacher, Irvine High School;
Mayra Besosa, Faculty, Mira Costa
Community College.

PACIFIC 4A

2. Ethics and Critical Analysis in
Professional Education.
The call for the inclusion of ethics in
professional education has been loud and
clear for a long time. However, a critical
approach for professional education has had
considerable less attention. This dialogue
will examine the ethical dimensions of
professional work in academia, public
education, dentistry, medicine, and
management from both theoretical and
practical perspectives.

Betty Gibson, Asst Principal, Torrance
High School; John Fielder, Prof. of
Philosophy, Villanova Univ.; Mickey
Bebeau, Assoc. Prof., Univ. of Minnesota
School of Dentistry; Elmer Bugg, Faculty,
Antioch Univ. Los Angeles & Santa Monica
College.

PACIFIC 4B

3. Ethical and Critical Communities.
What is an ethical and critical community?
Can it be established? What are the
struggles inherent in its development?
Drawing upon common experiences within
the group and their own personal research
and critical concerns, the panel will address
the problems and promises of developing
deliberate, caring communities. This
dialogue offers an opportunity to examine
the skills and resources necessary in the
attempt to build community and asks the
critical question, "Can it be done in real
life?"

Dr. Pat Lawler, Asst. Prof. of Ed., Widener
Univ., Dr. Leslie Rabine, Assoc. Prof. of
French, UC Irvine; Dr. Richard Hayes,
4. Pedagogy of Empowerment: Applications in AIDS Education.

The AIDS crisis has demonstrated the ineffectiveness of current public health education methods in changing the behavior of individuals at risk of infection with the HIV virus. This dialogue proposes a methodology for health education campaigns geared towards individuals with little or no formal education which would affect changes in their behaviors to prevent the spread of endemic diseases. A "problem-posing" methodology, modeled after a non-formal education technique developed by Paulo Freire for literacy campaigns in third world countries, will be examined. The ethical dimensions of AIDS education will also be discussed.

Michael McMahan, Faculty, Irvine Valley Community College; Joao Frerreire-Pinto, Proj. Manager, Clerk of the Board, County of Orange; Monteith Blair, Prog. Dir., AIDS Ed., American Red Cross; J. Raul Magana, AIDS Community Ed. Proj., Orange County.

PACIFIC 3B

3:45-4:00 Break

4:00-5:30 Poster Session: Mary Ann Grosslight, Coordinator, Antioch Univ. Los Angeles

NEWPORT BAY ROOM

5:30-7:00 Refreshment and Conversation, Hotel Lounge

7:00-8:00 Awards Ceremony: Myles Horton Award. Peter Park, Prof. Univ. of Massachusetts, Amherst and Herbert Kohl, Hamline Univ., St. Paul Minnesota

Annual AME Dissertation Award and the Kuhmerker Award for distinguished service to AME. Lisa Kuhmerker, Editor, Moral Education Forum.

8:00 Dinner: Delicious cuisine and entertainment, including Peter Pudding, guitar and Charles Pace, one-man drama.

PACIFIC 5

SATURDAY, NOVEMBER 11

8:30-9:00 AM Registration: Pacific Foyer. Complimentary coffee in Pacific 1,2,3

9:00-9:45 AM General Community III. Participant Observers' Reports Richard Hayes, Chair. Marvin Berkowitz, Fredrick Chapel, Maggie Carillo, Marshella Devan, Ray Hummel, and John Reyes.

PACIFIC 1,2,3

9:45-11:15 AM General Community IV. Panel Dialogue: Feminist Moral Visions within a Democratic Society. An examination of the moral visions which arise within specific social contexts; critiques of these visions from perspectives informed by radical, empirical, social, post-structural and relational feminism. Issues to be addressed include: the limitations of liberal values in creating a democracy; the role of narrative and woman's voice in critiquing these values; how the moral ideal changes when constructed by the marginalized, working class women, the homeless, women of color, and third world peoples. What is the proper methodology for examining and describing these ethical visions?

Mary M. Brabec, Ph.D., Assoc. Prof., Boston College; Emily Culpepper, Th.D., Asst Prof., of Women's Studies and Religion, Univ. of Redlands; Toinette Eugene, Assoc. Prof., Chicago Theological Seminary; Elizabeth Virgili, Asst. Prof. CSU Northridge and Antioch Univ. Los Angeles; Carol Witherell, Lewis & Clark College

PACIFIC 1,2,3

11:15-12:15 AM Response to Panel Dialogue

12:15-1:15 AM Lunch on your own.

(West Coast people interested in moral
education and moral development, meet for lunch in Palm Court Restaurant.

**DIALOGUE PRESENTATIONS 1:15-4:00**

**LONG DIALOGUES 1:15-4:00**

(Dialogue Representatives are in italics)

1. **Moral Education, Democracy, and Empowerment: A Description of School Programs.**
   
The panel discussion will consider programs in elementary and secondary, urban, suburban, rural, public and independent schools. Topics will include restructuring schools to promote moral development and education; empowering of students, teachers, administrators and community; the relationship of empowerment to moral education of students and adults; and the successes and frustrations in program implementation.

   *Bob Howard, Educational Consultant, Kenny and Howard Associates; Ann Higgins, Research Assoc., Harvard Grad. School of Ed.; Rudy Crew, Deputy Superintendent of Schools, Sacramento City Schools; Judith Diffenbaugh, Teacher, Mt. Madonna School; Chips Norcross, Teacher, The Fay School, Southborough, MA.*

   **PACIFIC 5A**

2. **Role of the Arts in Moral and Critical Education.**
   
   This dialogue session promises to be highly active as we explore personal and intrinsic values of the visual and performing arts. We will be treated to live dramatic presentations using themes and material worthy of all ages. See first hand the impact of the camera lens, which allows students to experience "vision beyond limits," and grapple with the difficulties and implications of the role of art in the life of a democratic culture.

   *Constance E. Raub, Teacher, Dana Hills High School; Gina Torres, Teacher, Santa Ana High School; Charles Pace, Artist-in-Residence, Purdue Univ. Rafe Esquith, Teacher, Hobart Elementary School; Joseph Brockett, Creative Ed. Systems, Riverside, CA.*

   **PACIFIC 2**

3. **Moral Development Through Cooperative Classroom Activities.**
   
   Representatives of two values education projects will describe and model how they use cooperative activities to foster moral development. Group discussion of this sample activity, and of videotapes of similar activities in elementary and junior high classrooms, will focus on the compatibility of these approaches with the theories of Kohlberg and Gilligan, their relationships to other current approaches to cooperative learning, and their pedagogical soundness and classroom feasibility.


   **PACIFIC 5B**

4. **International Perspectives on Moral Education.**
   
   The study of moral perspectives in the international realm could not be more timely. As the world continues its march into becoming a global village, countries of the world, by necessity, must focus on the moral and critical dimensions of their educational process. This dialogue brings together educators from Portugal, England, Spain, Germany, Japan and the United States to share work in this area. A large portion of this dialogue will be devoted to discussion between presenters and the audience.

   *Frederick Baker, Coordinator of Teacher Ed., CAL State Polytechnic Univ.; Andrew Garrod, Asst. Prof. of Ed, Dartmouth College; Joao Formosinho, Universidade do Minho, Portugal; Monica J. Taylor, National Foundation for Educational Research,*
England; Maria José Diaz-Aguado, Prof. Universidad Complutense, Spain; Nobumishi Iwasa, Inst. of Moralogy, Japan; Fritz Oser, Prof., Rue St. Pierre-Canisius, Germany; Ann Hubner, Dartmouth College; Uwe Gielen, Prof. of Psych., St. Francis College.

PACIFIC 1

5. Racism: Power, Color and Quality in the Public Schools.
Panel participants will focus discussions on several perspectives of institutional racism and its impact in the public school sector. Representatives in the elementary, middle, secondary and higher educational environments will review various structural problems of racism in their respective settings, including the impact of Affirmative Action programs, strategies and themes that may positively impact and encourage democratic participation in the multicultural learning environment. A significant focus of discussion will include a review of historical themes and studies of the "color line" in America, students of color, and the impact of moral education programs in the public school environment.

Elaine Parker-Gills, L.A. Coordinator, Johns Hopkins Univ., Center for Talented Youth; Patricia R. Carey, Teacher, Woodcrest Elementary School, L.A.; Cynthia Hamilton, Prof. Pan-African Studies, CSU Los Angeles; Craig Taylor, Dean of Advancement, Antioch Univ., Los Angeles; Steve Kornfield, Dean of Students, San Gabriel High School, L.A.

Emerald Bay Room

SHORT DIALOGUES: 1:15-2:40
(Dialogue Representatives are in italics)

This dialogue considers the role of culture in the acquisition of knowledge. Presenters will be focussing specifically on the cultural values leading to academic knowledge and literacy. It will be argued that different cultural groups require different amounts of time to adjust to our schools.

Robin Scarcella, Dir., ESL, UC Irvine; Henry Trueba, Prof. of Ed., UC Davis; Antonia Darder, Faculty, Pacific Oaks College, Pasadena; Concha Delgado-Gaitan, Assoc. Prof. of Ed., UC Santa Barbara.

PACIFIC 4A

Myles Horton founded the Highlander Folk School in the early 1930's and devoted his life to the development of students' capacities for individual and group self-determination. By practicing a moral, problem-focus pedagogy, Myles gets people talking about the problems which press upon them. To quote him, "The Highlander process of learning from analyzing experience is in itself a form of self and peer education. It affirms our faith in working people's capacity to become their own experts [and] to push back the boundaries that inhibit them."

Peter Park, Prof. of Sociology, Univ. of Massachusetts, Amherst; Highlander research and Education Center, New Market, TN; Thorston Horton, Madison, WI.

PACIFIC 4B

3. The Supreme Court, Morality and Culture.
This dialogue focuses on the processes and outcomes of recent state and federal Supreme Court decisions. Analysis will include the ethical nature of the decisions themselves as well as the effects of such decisions on the cultural morality. Perspectives from both the legal profession and academia will be represented.

Jack Handler, Faculty, Antioch Univ. Los Angeles; Albert Erdynast, Senior Prof., Antioch Univ Los Angeles; Mark Petraca, Assoc. Prof. of Political Science, UC Irvine; Norman Karlin, Prof. of Law, Southwestern Univ.

PACIFIC 3A
4. Fostering Ethical Climates on College Campuses: The University as a Moral Agent.

Incidents of cheating, racism, date rape, vandalism and other forms of intolerance on college campuses have recently been widely publicized. Panelists in this dialogue have all served as senior campus administrators who have attempted to improve the ethical climatic(s) on their campuses. They will discuss the factors involved in these decisions, and offer their recommendations for creating more humane and ethical climates on college campuses.

Patricia King, Assoc. Prof., Dept of Student Personnel, Bowling Green State Univ.; LuAnn Krager, Assoc. Dean of Students, Univ. of Arizona; Carolyn Jakobsen, Asst. Dir. of Housing for Residential Ed. Univ. of Nebraska; Harry Canon, Prof. of Leadership and Educational Policy Studies, Northern Illinois Univ.

PACIFIC 3B

SHORT DIALOGUES 2:50-4:00

(Dialogue Representatives are in italics)


This dialogue will focus on changes necessary in teacher education in order to both model and encourage; (1) reflection upon the moral implications of the acts of teaching and learning, (2) critical examination of the political implications of these acts within the larger context of society; and (3) democracy within the context of educational environments. If teacher educators and staff development specialists cannot realize these principles within the context of the education they offer, it is unlikely that we can ask our teachers to effect these changes.

Mary Poplin, Assoc. Prof. of Ed., Claremont Univ.; Jim Astman, Headmaster, Oakwood High School, Los Angeles; Peter McClaren, Assoc. Prof., Miami Univ. OH; Marek Wosinski, Silesian Univ., Poland.

PACIFIC 4A


This dialogue will provide participants with the opportunity to examine the moral and ethical implications of the increasingly popular "Restructuring" initiatives emerging in the Nation's Schools. While the primary focus of the dialogue will be how the Nine Common Principles of the Coalition of Essential Schools can have significant effects on the "Moral" climate of a school, the need for democratic governmental processes as part of a "restructured school" will be considered as well. The workshop will be designed to allow for those present to interact with each other and generate questions for the panel.

Robert McCarthy, Coalition of Essential Schools; Judy Godding, Principal, Pasadena High School; Cesare Previde, Principal, Martin Luther King Jr. High School, NYC; Mary Jennings, Headmaster, Brookline High School; Nadine Berreto, Principal, Gahr High School, Cerritos, CA.

PACIFIC 4B


This dialogue will focus on recent research that documents a loss of voice and self-authorization in girls during early adolescence, as they come up against social expectations and cultural stereotypes. It will also highlight the ways in which some girls are able to resist such a loss. Discussion will focus on how teachers (particularly women) can help more girls to become healthy resistors in the face of the social and cultural pressures of early adolescence.


PACIFIC ROOM 3A
4. Sierrans Revisited: The Gap Between Knowing and Doing the Good.
This dialogue will report some of the findings of a longitudinal follow-up of 40 former UCI students who participated in the Sierra Character Development project. They are now in their late 20's or Levinson's "age 30 transition." Follow-up interviews have focussed on the complex connections between moral reasoning and action in the "real" (as contrasted to hypothetical) moral dilemmas the Sierra subjects have encountered in their personal lives and at work.

Ralph Mosher, Prof, Boston Univ.; John Whitely, Prof. of Social Psychology, UC Irvine; James Day, Prof., Boston Univ.; Cheryl Armon, Faculty, Antioch Univ. Los Angeles; David Conner, Boston Univ.; Kathi Kalliel, Boston Univ.

PACIFIC 3B

4:00-5:15 PM General Community V.
Participant Observers and Participants Report. Richard Hayes, Chair.
Participant Observers: Marvin Berkowitz, Fredrick Chapel, Maggie Carrillo, Marshella Devan, Ray Hummel, and John Reyes.
Newport Bay Room

5:15-6:30 AME General Business Meeting. Clark Power, President AME, Chair.
All participants are encouraged to attend.
1988 -1989
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