RESPONDING TO CONTEMPORARY VALUES:
THE CHALLENGE FOR EDUCATORS

1987 International Conference
Harvard University
Cambridge, Massachusetts
November 13-14, 1987
THE ASSOCIATION FOR MORAL EDUCATION

Founded in 1976, the Association for Moral Education has three objectives: to provide a forum for professionals representing a wide variety of positions in moral education; to foster communication, cooperation, training, and research in moral education; and to serve as a resource for moral education. The Association does not advocate any particular position or view.

OVERVIEW

What should be the schools' involvement in promoting moral values and moral development? Debate on this question is becoming more impassioned as programs are implemented in some communities and as research findings are disseminated. The 12th Annual AME Conference provides a forum for discussing some of the important changes in contemporary values and the special challenges these pose for educators.

Presentations will focus on theory, research, and model programs. They will address many of the complex issues that educators face: prejudice and sexism in the classroom, equity and equality in state mandated testing, the media's influence on students' values, sex education, censorship in the classroom, and others. Participants will have opportunities to discuss recent advances in moral development theory and research in elementary, secondary, and post-secondary schools and applications of moral development theory to clinical practice. Programs designed to teach ethics in the professional schools will be demonstrated and recent research on these programs will be described.

The Conference is designed for teachers, clinicians, and scholars concerned about values and moral education. There will be opportunities for discussion with the presenters at each session and throughout the Conference.

1987 Conference co-chairs:
Mary Brabeck, Boston College
Ann Higgins, Harvard University

MES K. Kest, University of Minnesota, and
J. J. Bebeau, University of Minnesota

Respondent - LARRY NUCCI, University of Illinois at Chicago

Concepts, Contemporary Sex Roles, and the Mass Media
ETHA C. HUSTON, University of Kansas

Respondent - FRITZ OSER, University of Fribourg (Switzerland)

Development and Education: The Foundation of the
P. Kennedy, Jr. Foundation's Community of Caring
BERT W. HOWARD and ROBERT KENNY, Kenny, Howard and Associates in Education and Human Development

Respondent - DETLEF GARZ, University of Osnabrueck (FRG)

Justice: Lawrence Kohlberg's Contributions to American Education
ARK POWER, Association for Moral Education

for Moral Education Business Meeting (all conference participants)
PROGRAM

Friday, November 13

8:00 - 9:00  Registration, Coffee and Pastry: Longfellow Hall, Appian Way
9:00    Opening Remarks
       CLARK POWER, President, Association for Moral Education
Welcome
       PATRICIA GRAHAM, Dean, Harvard Graduate School of Education
       DIANA PULLIN, Dean, Boston College School of Education
9:30    Culture as Moral Argument: Recasting the Progressive Legacy for Education
       WILLIAM SULLIVAN, LaSalle University; co-author, Habits of the Heart
10:30   Coffee Break
11:00   The Politics of School Change: A Dilemma for Moral Education
       RICHARD H. HERSH, Vice President for Academic Affairs, University of New Hampshire; co-author, Promoting Moral Growth
12:00   Lunch (on your own)
1:30 A) Censorship as Resistance to Knowing: Two Perspectives
       JAMES MOFFETT, Author and Consultant in Education, and
       DEANNE BOGDAN, Ontario Institute of Education
       Chair - DEANNE BOGDAN
B) Moral and Intellectual Development in the College Years: Implications from Longitudinal Studies
       PATRICIA KING, Bowling Green State University, and
       MARCIA MENTKOWSKI, Alverno College
       Chair/Respondent - MONICA J. TAYLOR, National Foundation for Educational Research in England and Wales
C) Structural Changes in the Experience of Psychological Breakdown, Attempted Suicide and Recovery
       ALEXANDRA HEWER, The Clinical Developmental Institute
       Chair/Respondent - VONCILE WHITE, Boston College
D) Democratic Schooling: Two Perspectives
       MARY ATHEY JENNINGS, Brookline (MA) Schools, and
       JUDITH CODDING, Bronxville (NY) Schools
       Chair/Respondent - ELSA R. WASSERMAN, Cambridge Rindge and Latin School
2:45    Coffee Break
3:15    E) Caring About Justice: Kohlberg Without All the Philosophy
       BILL PUKA, Rensselaer Institute and Center for Moral Development
       Chair/Respondent - DWIGHT BOYD, Ontario Institute for Studies in Education
F) State Mandated, “High Stakes” Testing Programs: Challenges to Educators
       PETER W. AIRASIAN, Boston College
       Chair/Respondent - STEPHEN THOMA, University of Alabama
G) Developing an AIDS Curriculum: Moral Issues
       DENISE BISAILLON, Harvard University
       Chair/Respondent - JOHN SNAREY, Emory University
H) Fostering Sociomoral Development in the Elementary School
       LISA KUHMERKER, Harvard University, and
       JOANN SHAHEEN, William O. Schaefer School, Tappan, NY
       Chair/Respondent - LOIS KELLERMAN, American Ethical Union
4:30    Poster Session/AME Fair
       Host: CHERYL ARMON, Antioch University, Los Angeles
       All registrants are invited to participate. The poster session is an opportunity to
display and informally discuss work related to moral education. Presentations may
include research reports, books, curriculum materials, or demonstrations. Each
participant will be assigned a space in a common meeting area where conference
participants can circulate and share ideas and experiences. To participate, send a
title and summary (two pages) of your project no later than October 30, 1987, to:
Dr. Cheryl Armon
Chair, Liberal Studies Program
Antioch University, Los Angeles
Venice, CA 90291
6:30 - 7:30  Reception
7:30 - 9:30  AME Awards Dinner (all conference participants welcome)
Saturday, November 14

8:30 - 9:00  Coffee and Pastry

9:00  To Insure Domestic Tranquility
      Jane Roland Martin, University of Massachusetts – Boston; author, Re-Claiming a Conversation

10:15  Coffee Break

      Florence H. Davidson, Private Practice, Child and Family Development
      Chair/Respondent – Sunny Yando, Judge Baker Guidance Clinic, Boston Children's Hospital

J) Integration of Moral Reasoning and Clinical Performance in Nursing Education: Teaching and Measurement
      Daniel Cande, Boston College, and
      Catherine P. Murphy, Boston College
      Chair/Respondent – Dwayne J. Self, Texas A & M College of Medicine

K) Television Advertising to Children: Psychological and Moral Implications
      Kathy Paget, Private Consultant
      Chair/Respondent – Gil Noam, Harvard Medical School

L) Demonstration and Research from the Bronx Just Community Project
      Ann Higgins, Harvard University, and
      Betsy Rulon, Harvard University
      Chair/Respondent – Georg Lind, University of Konstanz (FRG)

12:00  Lunch (on your own)

1:30  M) Secular Humanism and Tradition: A Conflict of Visions
      William Kirk Kilpatrick, Boston College, and
      Howard B. Radest, Ethical Culture Schools
      Chair/Respondent – Thomas Lickona, SUNY - Cortland

N) Peace and Justice Studies at Two Universities
      James A. O'Donohoe, Boston College, and
      Maryanne Wolf, Tufts University
      Chair/Respondent – Richard L. Hayes, Bradley University

O) The School of Hard Knocks: Challenging Subtle Sexism in the Classroom
      Marnette Laffranse, Boston College
      Chair/Respondent – Nona Lyons, Harvard University

P) Thought and Action in Schools: Facilitating Fairness and Feelings in School Children
      Robert L. Selman, Harvard University
      Chair/Respondent – Raymond Hummel, University of Pittsburgh

2:45  Q) Moral Virtue and Empowerment: Psychodynamic and Developmental Dimensions
      Jody Palmour, Georgetown University
      Chair/Respondent – Tom Wren, Loyola University of Chicago

R) Research on Ethical Development in Higher Education
      James R. Rest, University of Minnesota, and
      Muriel J. Bebeau, University of Minnesota
      Chair/Respondent – Larry Nucci, University of Illinois at Chicago

S) Adolescents, Contemporary Sex Roles, and the Mass Media
      Aleatha C. Huston, University of Kansas
      Chair/Respondent – Fritz Oser, University of Fribourg (Switzerland)

T) Moral Development and Education: The Foundation of the Joseph P. Kennedy, Jr. Foundation's Community of Caring
      Robert W. Howard and Robert Kenny, Kenny, Howard and Associates,
      Consultants in Education and Human Development
      Chair/Respondent – Detlef Garz, University of Osnabrueck (FRG)

3:15  Coffee Break

4:00  Education for Justice: Lawrence Kohlberg's Contributions to American Education
      Clark Power, Association for Moral Education

4:30  Association for Moral Education Business Meeting (all conference participants welcome)

5:00  Conference adjourns
REGISTRATION

To register, please complete the form below. Your registration must be accompanied by payment or a purchase order.

The comprehensive fee for this two-day conference is $110 (U.S. funds). This includes attendance at all general sessions, choice of concurrent sessions, conference materials, and refreshment breaks each day. (Participants are on their own for lunch and dinner each day. The many restaurants and shops of Harvard Square are adjacent to the conference location.)

A reduced conference fee of $90 is available to students who enclose verification of current student status (half-time or more).

The deadline for receipt of registrations is October 21, 1987. Those registering after October 21 will be charged a late registration fee of $150.

Registrants canceling on or before October 21 will receive a full refund. If written notification of cancellation is received after October 21, a $25 handling fee will be deducted. Registrants canceling on or after November 6 are liable for the full $110 conference fee.

For any additional information, please call (617) 495-3572.

REGISTRATION FORM

Please reserve a space for me at the 1987 AME Conference.

Name

Position/Title

Organization

Mailing Address

City State Zip

Daytime Phone #

Conference fee: $110   Payment enclosed (payable to Harvard University)
Student fee: $90   Purchase order enclosed
Late fee: $150 (after Oct. 21) Payment enclosed
Awards Dinner: $20 Payment is enclosed for ________ ticket(s)

If purchasing more than one ticket, please provide name of guest(s) below:

For multiple registrations, please photocopy this form.

Mail this registration form and payment to:

AME Conference
339 Gutman Library
Harvard Graduate School of Education
Cambridge, MA 02138

A confirmation of your registration and additional information about the Conference will be mailed upon receipt of your registration.
CONFERENCE LOCATION

The Conference will take place at the Harvard Graduate School of Education, near Harvard Square, in Cambridge, Massachusetts. Complete travel directions will be sent to all registrants.

AWARDS DINNER

The 1987 AME Awards Dinner will be held in the Cronkhite Graduate Center in Cambridge, two blocks from the main conference location. All registrants are invited. The cost of the dinner is $20 per person.

HOTEL RESERVATIONS

Room reservations are the responsibility of individual conference participants. Special arrangements have been made with the Sheraton Commander Hotel, two blocks from the conference location, to reserve a block of rooms. The fee for conference participants is $60 per room (either single or double), per night, plus tax. Rooms will be held at this rate until October 11, 1987. To reserve a room, please contact the Sheraton Commander directly, at (617) 547-4800, and tell the reservation clerk you are attending the AME Conference at the Harvard Graduate School of Education.

Three other hotels are within easy walking distance (listed in order of increasing price):

- Quality Inn (800) 321-2828
- Harvard Motor House (617) 864-5200
- Charles Hotel (617) 864-1200
The Association for Moral Education
12th Annual Conference
co-sponsored by Boston College and Harvard University

RESPONDING TO CONTEMPORARY VALUES:
THE CHALLENGE FOR EDUCATORS

November 13 and 14, 1987
(Pre-conference session November 12)
at the Harvard Graduate School of Education

FEATURING:
William Sullivan, co-author, Habits of the Heart
Richard Hersh, co-author, Promoting Moral Growth; author, Structure of School Improvement
Jane Roland Martin, author, Re-Claiming a Conversation

PRESENTERS INCLUDE:
Peter Airasian
Muriel Bebeau
Dan Candee
Judith Coddington
Robert Howard
Aletha Huston
Robert Kenny
William Kirk Kilpatrick
Patricia King
Lisa Kuhmerker
Marianne LaFrance
Marcia Mentkowski
Catherine Murphy

TOPICS INCLUDE:
Recent research: teaching ethics; prejudice and sexism in the classroom
Model programs: schooling for democracy in the elementary and high school years; promoting values in the college years; teaching ethics in professional schools
Socio-political forces affecting education: advertising, television, state-mandated testing, sex education
Developmental approaches to value issues in psychotherapy
Secular humanism and traditionalism; justice and care

Program co-chairs: Mary Brabeck and Ann Higgins

Proposals of 2-4 pages for the poster session (recent research, curriculum projects, programs in moral education) should be sent before September 1, 1987 to:

Cheryl Armon
Chair, Liberal Studies Program
Antioch University Los Angeles
300 Rose Avenue
Venice, CA 90291

A complete program announcement will be mailed to you in September.
RESPONDING TO CONTEMPORARY VALUES:
THE CHALLENGE FOR EDUCATORS

12th Annual Conference
The Association for Moral Education

November 13-14, 1987

PROGRAM

This conference is being sponsored by

Boston College School of Education
and
Harvard Graduate School of Education
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The Association for Moral Education

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PRESIDENT-ELECT
Dwight Boyd

PAST PRESIDENT
Ann Higgins

SECRETARY-TREASURER
Patricia M. King

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Thomas Lickona
Marcia Mentkowski
Larry Nucci
Howard B. Radest
James R. Rest
John Snarey
Elsa R. Wasserman
INTRODUCTION

THE ASSOCIATION FOR MORAL EDUCATION

Founded in 1976, the Association for Moral Education has three objectives: to provide a forum for professionals representing a wide variety of positions in moral education; to foster communication, cooperation, training and research in moral education; and to serve as a resource for moral education. The Association does not advocate any particular theoretical position or view.

Additional information and applications for membership will be available at the poster session on Friday afternoon, November 13.

CONFERENCE OVERVIEW

What should be the schools’ involvement in promoting moral values and moral development? Debate on this question is becoming more impassioned as programs are implemented in some communities and as research findings are disseminated. The 12th Annual AME Conference provides a forum for discussing some of the important changes in contemporary values and the special challenges these pose for educators.

The invited speakers will present theory, research, and model programs designed to promote moral development and values education. They will address many of the complex issues that educators face: prejudice and sexism in the classroom, equity and equality in state mandated testing, the media’s influence on students’ values, sex education, censorship in the classroom, and others. Programs designed to teach ethics in the professional schools will be demonstrated and recent research on these programs will be described. Participants are encouraged to discuss and critically comment on recent advances in moral development theory and research in elementary, secondary, and post-secondary schools and applications of moral development theory to clinical practice.
AME Fair/Poster Session

The AME Fair/Poster Session will be held on Friday afternoon, November 13, from 4:30 to 6:30 p.m. in the Eliot-Lyman Room, on the second floor of Longfellow Hall.

The poster session will provide an opportunity to display and informally discuss work related to moral education. Presentations will include research reports, books, curriculum materials, and demonstrations. Information about the Association for Moral Education will also be available.

AME Awards Dinner

The Awards Dinner will be held on Friday evening, November 13, at the Cronkhite Graduate Center, 6 Ash Street, Cambridge (one block from the Harvard Graduate School of Education campus). A reception will take place from 6:30 to 7:30 p.m., and dinner will be served at 7:30 p.m. Advance reservations are required and dinner tickets are necessary for admittance. Space is limited; inquiries should be made at registration on Friday morning, November 13.

This year’s honorees are: Kuhmerker Award Recipient

Edwin Fenton
Director
University Teaching Center
Carnegie Mellon University

AME Dissertation Award Recipient

Dr. Jyotsna Vasudef
Detroit, MI
## Schedule

**Friday, November 13**

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<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Speakers/Details</th>
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<tr>
<td>8:00 - 9:00</td>
<td>Registration (Longfellow Hall)</td>
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<tr>
<td>9:00 - 9:30</td>
<td>Opening Remarks (Longfellow 100)</td>
<td>Longfellow 100</td>
<td>Welcome (Longfellow 100) Patricia Albjerg Graham, Dean, Harvard Graduate School of Ed. Diana Pullin, Dean, Boston College School of Ed.</td>
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<td>9:30 - 10:30</td>
<td>Culture as Moral Argument: Recasting the Progressive Legacy for Education (Longfellow 100)</td>
<td>Longfellow 100</td>
<td>William Sullivan</td>
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<td>10:30 - 11:00</td>
<td>Break (Longfellow Hall)</td>
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<td>11:00 - 12:00</td>
<td>Politics of School Change: A Dilemma for Moral Education (Longfellow 100)</td>
<td>Longfellow 100</td>
<td>Richard H. Hersh</td>
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<td>12:00 - 1:30</td>
<td>Lunch (Around Harvard Square. Make your own plans.)</td>
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<td>1:30 - 2:45</td>
<td>A -- see pg. 7 Censorship as Resistance to Knowing (Gutman Conf. 3)</td>
<td>Gutman Conference Ctr. Media Classroom</td>
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<td>B -- see pg. 7 Moral/Intellectual Development in College Years (Gutman Conf. 4)</td>
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<td>C -- see pg. 8 Structural Influences in Experience of Psychological Disorder (Gutman Conf. 2)</td>
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<td>D -- see pg. 8 Democratic Schooling (Gutman Conf. 1)</td>
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<td>E -- see pg. 9 Caring About Justice: Kohlberg Without Philosophy (Gutman Conf. 3)</td>
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<td>F -- see pg. 9 State Mandated, &quot;High Stakes&quot; Testing Programs (Gutman Conf. 4)</td>
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<td>G -- see pg. 10 Developing an AIDS Curriculum (Gutman Conf. 1)</td>
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<td>2:45 - 3:15</td>
<td>Break (Gutman Conf. Ctr. Media Classroom)</td>
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<td>4:30 - 6:30</td>
<td>Poster Session/AME Fair (Eliot-Lyman Room, Longfellow Hall, 2nd floor)</td>
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<td>6:30 - 7:30</td>
<td>Reception (Cronkhite Graduate Center, 6 Ash Street)</td>
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<td>AME Awards Dinner (Cronkhite Graduate Center)</td>
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<td>8:30 - 9:00</td>
<td>Continental Breakfast (Longfellow Hall)</td>
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<td>9:00 - 10:15</td>
<td>To Insure Domestic Tranquility (Longfellow 100)</td>
<td>Jane Roland Martin</td>
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<td>Break (Longfellow Hall)</td>
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<td>10:45 - 12:00</td>
<td>Prejudice Among Children (Gutman Conf. 2)</td>
<td>Davidson/White</td>
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<td>10:45 - 12:00</td>
<td>Integration of Moral Reasoning/Clinical Performance in Nursing Education (Gutman Conf. 4)</td>
<td>Candee/Murphy/Self</td>
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<td>10:45 - 12:00</td>
<td>Television Advertising to Children: Psychological/Moral Implications (Gutman Conf. 3)</td>
<td>Paget/Noam</td>
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<td>1:30 - 2:45</td>
<td>Secular Humanism and Tradition (Gutman Conf. 1)</td>
<td>Kilpatrick/Radest, Lickona</td>
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<td>1:30 - 2:45</td>
<td>Peace/Justice Studies at Two Universities (Gutman Conf. 4)</td>
<td>O'Donohoe/Wolf/Hayes</td>
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<td>1:30 - 2:45</td>
<td>Challenging Subtle Sexism in the Classroom (Gutman Conf. 2)</td>
<td>LaFrance/Lyons</td>
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<td>2:45 - 3:15</td>
<td>Moral Virtue/Empowerment: Psychodynamic/Developmental Dimensions (Gutman Conf. 4)</td>
<td>Palmour/Wren</td>
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<td>2:45 - 3:15</td>
<td>Research on Ethical Development in Higher Education (Gutman Conf. 1)</td>
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<td>3:15 - 4:00</td>
<td>Break (Longfellow Hall)</td>
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<td>4:00 - 4:30</td>
<td>Education for Justice: Kohlberg's Contributions to American Education (Longfellow 100)</td>
<td>Clark Power</td>
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<td>4:30 - 5:00</td>
<td>AME Business Meeting (Longfellow 100)</td>
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GENERAL SESSIONS

CULTURE AS MORAL ARGUMENT: RECASTING THE PROGRESSIVE LEGACY FOR EDUCATION

Presenter

William M. Sullivan
Professor
Department of Philosophy
LaSalle University

Co-author,
Habits of the Heart

Social and cultural changes have weakened older American assumptions about the direction and inevitability of progress, adding new, discordant voices to the national discussion. Simultaneously, the intellectual support for "progressive" liberal philosophies of education have been undermined. How might progressive ideals be reconstituted as voices in a larger cultural conversation?

THE POLITICS OF SCHOOL CHANGE: A DILEMMA FOR MORAL EDUCATION

Presenter

Richard H. Hersh
Vice President for Academic Affairs
University of New Hampshire

Co-author,
Promoting Moral Growth

Local control of schools leads to a fragmented and myopic view of what should be taught. Concern primarily for cost and inoffensive curriculum leads to a morally sterile enterprise thus posing a dilemma for moral educators -- how to focus attention on the moral dimension of education?
TO INSURE DOMESTIC TRANQUILITY

Presenter

Jane Roland Martin
Professor
Department of Philosophy
University of Massachusetts-Boston

Author, Re-Claiming a Conversation

This session takes the "domestic tranquility" clause of the U.S. Constitution and argues that we must increase our vision of "domestic" and enlarge upon the founding fathers' understanding of "tranquility" to meet the realities of life in the late 20th century.

EDUCATION FOR JUSTICE: LAWRENCE KOHLBERG’S CONTRIBUTIONS TO AMERICAN EDUCATION

Presenter

F. Clark Power
President
Association for Moral Education

This session will assess the significance of Lawrence Kohlberg’s approach to moral education within the history of American education. Noting that the American Constitution was influenced by Montesquieu’s belief that a democratic republic depends on the virtue of its citizens, the speaker will show how Kohlberg stands in a line of great Americans who have advanced the cause of public education as a means of developing democratic citizens.
CONCURRENT SESSIONS

A) CENSORSHIP AS RESISTANCE TO KNOWING: TWO PERSPECTIVES

Presenters
James Moffett  
Author and Consultant in Education
Deanne Bogdan

Chair
Deanne Bogdan  
Assistant Professor  
Department of History and Philosophy  
Ontario Institute for Studies in Education

Moffett interprets fundamentalists' objections to textbooks in a landmark dispute of 1974 as in-group resistance to knowing—agnosis—and argues that spiritual education requires, rather, the expansion of consciousness, or gnosis. Bogdan analyzes the case of a graduate class of feminist students who refuse to study a certain work and defends their action as not being censorship by contrasting a poetics of need with Moffett's poetics of pluralism. Conclusions are drawn about the relationship between censorship and the humanist belief in the value of literature.

B) MORAL AND INTELLECTUAL DEVELOPMENT IN THE COLLEGE YEARS: IMPLICATIONS FROM LONGITUDINAL STUDIES

Presenters
Patricia M. King  
Associate Professor  
College Student Personnel  
Bowling Green State University
Marcia Mentkowski  
Professor of Psychology  
Alverno College

Chair
Monica J. Taylor  
Editor, Journal for Moral Education  
National Foundation for Educational Research in England and Wales

King focuses on the ways students attempt to resolve the developmental tasks associated with attending college and on how these strategies for resolution may be understood in light of their changing assumptions about knowledge and morality. Mentkowski presents a longitudinal picture of student development and abilities, along with curricular and assessment strategies that promote college outcomes. She notes that cyclical growth patterns, and an initial glimpse of moral reasoning and valuing after college, may mean new goals for higher education.
C) STRUCTURAL INFLUENCES IN THE EXPERIENCE OF PSYCHOLOGICAL DISORDER

Presenter
Laura Rogers
Fellow
Clinical-Developmental Institute

Chair
Clive Beck
Professor
Department of Philosophy
Ontario Institute for Studies in Education

A brief critique of traditional developmental approaches to the study of psychopathology will be presented in order to highlight the need for a better understanding of the role of self-reflective thought in personality. Research findings and clinical case material will be offered as a basis for exploring the relationship between sociomoral development and form of psychological disorder.

D) DEMOCRATIC SCHOOLING: TWO PERSPECTIVES

Presenters
Mary Athey Jennings
Headmaster
Brookline High School

Judith Codding
Principal
Bronxville High School

Chair
Elsa R. Wasserman
Assistant Principal for Policy and Students
Cambridge Rindge and Latin School

Jennings describes the establishment of democracies as necessary environments for moral development. Her major focus is on different democratic structures used in student and faculty governments in Andover High School and Brookline High School. Codding presents a process of implementation of Kohlberg's theory of "just community" into the larger high school through the use of democratic decision-making and different organizational structures.
E)  CARING ABOUT JUSTICE: KOHLBERG WITHOUT ALL THE PHILOSOPHY

Presenter
Bill Puka
Associate Professor
Department of Philosophy
Rensselaer Polytechnic Institute

Chair
Dwight Boyd
Associate Professor and Chairman
Department of History and Philosophy
Ontario Institute for Studies in Education

Kohlberg's approach to moral development is supposedly biased toward individualistic rights and universalistic justice, and away from contextual caring in relationships. Kohlberg has acknowledged this sort of slant, attempting to justify it philosophically. This session suggests that if we eliminate all of Kohlberg's controversial claims about justice, principles, the role of stage 6, and non-relativism, we end up with his same basic stages of moral reasoning.

F)  STATE MANDATED, "HIGH STAKES" TESTING PROGRAMS:
CHALLENGES TO EDUCATORS

Presenter
Peter W. Airasian
Professor
School of Education
Boston College

Chair
Stephen Thoma
Assistant Professor in Human Development and Family Life
School of Home Economics
University of Alabama

The factors that led to the rise of high stakes, state mandated testing programs for high school graduation, teacher certification, grade to grade promotion, and awarding school and teacher monetary bonuses are described. The unique features of the testing programs are listed. Discussion of the consequences of the programs will consider school control, hyperrationalization of educational policy, and value dilemmas in allocating educational benefits.
E) **CARING ABOUT JUSTICE: KOHLBERG WITHOUT ALL THE PHILOSOPHY**

**Presenter**
Bill Puka  
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G) DEVELOPING AN AIDS CURRICULUM: MORAL ISSUES

Presenter
Denise Bisaillon
Doctoral Candidate
Human Development
Graduate School of Education
Harvard University

Chair
John Snarey
Associate Professor
Ethics and Human Development
Emory University

This session will discuss the critical need for a constructive-developmental approach to AIDS education. Some of the implicit and explicit socio-moral issues within AIDS education will also be addressed.

H) FOSTERING SOCIOMORAL DEVELOPMENT IN THE ELEMENTARY SCHOOL

Presenters
Lisa Kuhmerker
Visiting Scholar
Graduate School of Education
Harvard University

JoAnn Shaheen
Principal
William O. Schaefer School

Chair
Lois K. Kellerman
American Ethical Union

A focus on school governance, friendship, and a curriculum that is sensitive to moral issues can make the school a fair and safe learning environment for children and adults. Class meetings, fairness committees, student councils, a social studies component that links the child and the school to the outside world, a faculty senate, and a strong parent-teacher association all serve distinct and complementary functions in creating the moral atmosphere of the school.
I) CHOCOLATE, VANILLA, AND COFFEE: PREJUDICE AMONG CHILDREN

**Presenter**

Florence H. Davidson  
Psychologist  
Child and Family Development

**Chair**

Voncile White  
Acting Associate Dean for  
Undergraduate Education  
School of Education  
Boston College

Research will be described that makes a unique contribution to the theory of how prejudice develops in childhood. There is a close correlation between moral development and attitude development. That personal reasoning has a strong effect, as compared to outside sources of influence, should inspire educators to entirely new approaches.

J) INTEGRATION OF MORAL REASONING AND CLINICAL PERFORMANCE IN NURSING EDUCATION: TEACHING AND MEASUREMENT

**Presenters**

Daniel Candee  
Associate Professor  
School of Nursing  
Boston College

Catherine P. Murphy  
Associate Professor  
School of Nursing  
Boston College

**Chair**

Donnie J. Self  
Professor  
Department of Humanities in Medicine  
College of Medicine  
Texas A & M University

Description and demonstration of some aspects of a course and research program in which classical ethics were integrated with models of moral decision-making. Included will be videotapes of nurse-patient interactions, as well as new research instruments based on the model.
K) **TELEVISION ADVERTISING TO CHILDREN: PSYCHOLOGICAL AND MORAL IMPLICATIONS**

**Presenter**
Katherine Frome Paget  
Private Consultant

**Chair**
Gil G. Noam  
Director of Evaluative Research  
Harvard Medical School

Data from several cross-sectional studies concerning children’s comprehension of television advertising intent and formal features of media will be presented to support a developmental trajectory of "media literacy." Moral implications will be proposed.

L) **DEMONSTRATION AND RESEARCH FROM THE BRONX JUST COMMUNITY PROJECT**

**Presenters**
Ann Higgins  
Lecturer on Education  
Graduate School of Education  
Harvard University

Betsy Rulon  
Doctoral Candidate  
Human Development  
Graduate School of Education  
Harvard University

**Panelists**
Carl Oguss  
Doctoral Candidate  
Human Development  
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Caesar Previdi  
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Al Sternberg  
Coordinator  
Roosevelt Community School  
Roosevelt High School

Mark Weiss  
Principal  
Bronx Regional High School

Dunbar Young  
Teacher  
Roosevelt Community Renaissance  
Roosevelt High School

**Chair**
Georg Lind  
University of Konstanz  
Federal Republic of Germany

This session presents the views of a panel of principals, teachers, and consultants in several Just Community programs in New York City. A videotape of a student-teacher community meeting will be shown. Information will be presented to stimulate discussion with the audience about the ideas of student-teacher democratic governance and community in public high schools.
M) SECULAR HUMANISM AND TRADITION: A CONFLICT OF VISIONS

Presenters
William Kirk Kilpatrick
Professor
School of Education
Boston College

Howard B. Radest
Director
Ethical Culture/Fieldston Schools

Chair
Thomas Lickona
Professor
Department of Education
SUNY-Cortland

Two views are presented. Kilpatrick argues that traditional approaches to moral education are more attuned to the realities of human nature, while Radest maintains that humanism assists us in working out an effective pluralistic classroom approach to moral education.

N) PEACE AND JUSTICE STUDIES AT TWO UNIVERSITIES

Presenters
James A. O'Donohoe
Associate Professor and Director
Program for Faith, Peace and Justice
Department of Theology
Boston College

Maryanne Wolf
Associate Professor
Peace and Justice Studies Program
Eliot-Pearson Department of Child Study
Tufts University

Chair
Richard L. Hayes
Associate Professor
College of Education and Health Sciences
Bradley University

A description of the Program for Faith, Peace and Justice at Boston College and of the Peace and Justice Studies Program at Tufts University. Details on their genesis, goals, nature and prerequisites.
THE SCHOOL OF HARD KNOCKS: CHALLENGING SUBTLE SEXISM IN THE CLASSROOM

Presenter
Marianne LaFrance
Associate Professor
Department of Psychology
Boston College

Chair
Nona Lyons
Lecturer on Education
Graduate School of Education
Harvard University

Some would argue that sex discrimination in educational settings is on the wane. This session will argue, however, that the announcement of its demise is premature. Gender inequality persists not so much by active intent as by means of a host of overlearned, non-conscious, nonverbal messages. Responsible educators must unlearn them consciously.

THOUGHT AND ACTION IN SCHOOLS: FACILITATING FAIRNESS AND FEELINGS IN SCHOOL CHILDREN

Presenter
Robert L. Selman
Associate Professor of Education
Graduate School of Education
Harvard University

Chair
Raymond Hummel
Associate Professor
Department of Psychology in Education
University of Pittsburgh

This session will describe an experimental intervention designed to improve the interpersonal negotiation strategies of elementary school children. Particular attention is paid to the integration of thoughts, feelings, and behavior in developmental perspective.
MORAL VIRTUE AND EMPOWERMENT: PSYCHODYNAMIC AND DEVELOPMENTAL DIMENSIONS

Presenter
Jody Palmour
Adjunct Assistant Professor
Department of Philosophy
Georgetown University

Chair
Tom Wren
Professor
Department of Philosophy
California State University-Fullerton

If educators are to help empower students to act justly and with self-respect, and not simply promote adaptation to existing standards, we must become more knowledgeable about student character development and more mature about our unavoidable responsibilities in this area. This session will illustrate the theory and practical approach outlined in On Moral Character with case studies from Palmour's teaching experience at Georgetown and with the psychodynamic and developmental discoveries of Alice Miller and Erik Erikson.

RESEARCH ON ETHICAL DEVELOPMENT IN HIGHER EDUCATION

Presenters
James R. Rest
Research Director
Center for the Study of Ethical Development
University of Minnesota

Muriel J. Bebeau
Associate Professor
Department of Health Ecology
University of Minnesota

Chair
Larry Nucci
Associate Professor and Chairman
Department of Educational Psychology
College of Education
University of Illinois at Chicago

Morality research in higher education. This will include discussion of the use of the Defining Issues Test in assessing student outcomes of attending college, for use in admissions decisions, and for predicting future "real world" behavior as a worker and citizen. The session will also describe a dental ethics curriculum and review findings of a seven-year study of the impact of ethics instruction on ethical sensitivity, moral judgment, and student attitudes.
S) ADOLESCENTS, CONTEMPORARY SEX ROLES, AND THE MASS MEDIA

Presenter
Aletha C. Huston
Department of Human Development
and Family Life
University of Kansas

Chair
Mary M. Brabeck
Associate Professor
School of Education
Boston College

Portrayals of gender roles and sexuality in mass media have changed considerably in the past ten years. The presentation will consider how adolescents use such portrayals for guiding their own behavior and aspirations, considering the implications of recent social changes.

T) MORAL DEVELOPMENT AND EDUCATION: THE FOUNDATION OF THE JOSEPH P. KENNEDY, JR. FOUNDATION’S COMMUNITY OF CARING

Presenters
Robert W. Howard
Consultant in Education
and Human Development
Kenny, Howard and Associates

Chair
Detlef Garz
University of Osnabrueck
Federal Republic of Germany

This session will examine the relationship between moral development in and sexual decision-making by adolescents. How moral education serves as the foundation of the "Community of Caring" will be discussed.
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