Controversial Issues In Moral Education

The 10th Annual Conference of

The Association for Moral Education

at

The Ontario Institute for Studies in Education
252 Bloor Street West,
Toronto, Canada M5S 1V6

International Conference
November 8 & 9, 1985

All-Day Pre-Conference Workshops
November 7, 1985

Co-sponsored by
The Ontario Institute for Studies in Education
Department of History and Philosophy
and
The Ontario Moral/Values Education Association

Founded in 1976, the Association for Moral Education has three objectives: (1) to provide a forum for professionals representing a wide variety of positions in moral education; (2) to foster communication, cooperation, training, and research in moral education; and (3) to serve as a resource for moral education. The Association does not advocate any particular position or view.
Friday, 8 November 1985 — MORNING
8:00 - 8:45  Registration - O.I.S.E. Lobby
8:45 - 9:00  Opening Remarks. AUDITORIUM - Dr. Dwight Boyd, O.I.S.E.
9:00 - 10:00  Keynote Address — "Schools and Families: Adversaries or Partners in Moral Education?". Dr. Thomas Lickona – State University of New York – Cortland: President, A.M.E.
10:00 - 10:15  Coffee Break

10:15 - 12:00  Ger

12:00 - 1:15  Lunch - O.I.S.E.

AFTERNOON

Session A - Rm 2-214

"Democratic Governance in a Large High School: The Brookline High School Example"
Presenter: Dr. Robert McCarthy – Headmaster. Brookline High School
Moderator/Responder: Dr. Elsa Wasserman – Cambridge School Department

Session B - Rm 3-105

"Participatory Democracy vs. Professional Bureaucracy: The Moral Ambiguity of Alternative Schools"
Presenter: Dr. Malcolm Levin – O.I.S.E.
Moderator/Responder: Dr. Ann Higgins - Harvard University

Session C - Rm 3-302

"Curriculum in Education: T
Presenter: Mr. J. Quebec
Moderator/Resp. University

1:15 - 2:30

Coffee Break

Session A - Rm 3-105

"The Moral Self vs. the Institutional Self"
Presenter: Prof. John Eisenberg – O.I.S.E.
Moderator/Responder: Mr. Howard Davidson – Forensic Psychiatric Treatment Centre. Alberta Hospital. Edmonton

Session B - Rm 2-214

"Teaching the Holocaust in the Public School System: Issues and Experiences"
Presenter: Mr. Alan Bardkoff – O.I.S.E.
Moderator/Responder: Dr. Lisa Kuhmerker – Hunter College. City University of New York

Session C - Rm 3-105

"Is There Really Interpretation"
Presenter: Dr. C. Moderator/Resp. Minnesota

2:30 - 4:00

Moral Education Fair, Second Floor Lounge
Presenters: Anyone Who Indicates an Interest (See Registration Form)
Hosts: Dr. Andrew Blair, University of Western Ontario
Dr. Jung Sun Kim, University of British Columbia

4:00 - 5:30

Coffee Break

Session A - Rm 2-212

"Issues in Teaching about Nuclear Arms and Peace in the Schools"
Presenter: Dr. Eleanor Duckworth – Harvard University
Moderator/Responder: Dr. Ruth Pierson – O.I.S.E.

Session B - Rm 3-105

"An Approach to Teaching Ethical Issues in the History Curriculum: A Look at New Instructional Materials by the Authors"
Presenters: Dr. Alan Lockwood – University of Wisconsin-Madison; Dr. David Harris – Oakland Schools, Pontiac, Michigan
Moderator/Responder: Dr. Judy Coddington, Bronxville H.S.

6:00 - 7:00

Cocktail Hour (Cash Bar) / 7:00 - 9:00  A.M.E. Dinner and Awards Presentation (The Park Plaza Hotel)

Saturday, 9 November 1985 — MORNING

Session A - Rm 2-212

"Sex Differences in Morality and What They Mean"
Presenter: Dr. Lawrence Walker – University of British Columbia
Moderator/Responder: Dr. Mary Brabeck – Boston College

Session B - Rm 3-302

"Race Relations Training for Students"
Presenters: Mr. Trevor Ludski – Oakridge Public School, Scarborough; and a panel of students
Moderator/Responder: Ms. Lois Kellerman, Ethical Cultural Society, Queens, N.Y.

11:45 - 1:15

Lunch (On Your Own)

AFTERNOON

General Session, Auditorium – "Integrating Women's Thinking into Theories of Moral Development and Education"

1:15 - 3:00

Dr. Barbara Houston. University of Western Ontario – "The Idea of a Distinctive Women's Morality: Implications for Moral Education"
Dr. Carol Gilligan. Harvard University – "Two Moral Orientations: Implications for Thinking about Moral Development"
Dr. Nel Noddings. Stanford University – "Implications of a Distinctive Feminine Morality for Education"

3:00 - 3:15

Coffee Break

3:15 - 4:15

Informal Conversation Hour with:

Dr. Lawrence Kohlberg
Rm 2-212

Dr. Carol Gilligan/Dr. Nel Noddings
Rm 2-213

4:15 - 4:45

General Session, Auditorium: "Radest's Wrap-up: A synthesis of Impressions and Issues from the 1985 Conference"

Shapiro, O.I.S.E. – “Religious and Moral Dimensions of Arguments Concerning the Role of Private Schools: Findings of the Commission on Private Schools in Ontario”.

Kohlberg, Harvard University – “The Claim for Justice as the Basis of Moral Education in the Public Schools”.

Fernhout, Institute for Christian Studies – “Moral Education as a Matter of Faith”.

Boyd, O.I.S.E.

Session C – Rm 2-211

Moral Education: An Alternative Approach
Presenter: Ms. Marylou Arnold – Harvard

Session D – Rm 3-105

“Critical Pedagogy & the Mass Medium of Television: A Critical Cultural Analysis”
Presenter: Dr. Edmund Sullivan – O.I.S.E.
Moderator/Respondent: Dr. Tom Wilson – University of California – Irvine

Session D – Rm 3-302

“Mutuality Education”
Presenter: Dr. Mac Freeman – Queen’s University
Moderator/Respondent: Dr. Johan Altink – University of Toronto

Session E – Rm 3-106

“The Authenticity of the Moral Educator”
Presenter: Dr. Jack Miller – O.I.S.E.
Moderator/Respondent: Dr. Carol Witherrill – Wesleyan University

Session E – Rm 3-105

“The Necessity of Values Clarification for Moral Development”
Presenter: Dr. Madhu Prakash – Pennsylvania State University
Moderator/Respondent: Dr. Clark Power – Notre Dame University

Session E – Rm 3-302

“Outline of a Success Story: Scarborough’s Approach to Values Education”
Presenter: Mr. Ron Wideman – Values Education Project, Scarborough
Moderator/Respondent: Dr. Marcia Mentkowski – Alverno College

Session C – Rm 3-106

“A Discourse Perspective: A Discourse Perspective”
Presenter: Dr. Howard Radest, Director, Ethical Cultural Schools, New York
PRE-CONFERENCE WORKSHOPS
Thursday, November 7, 1985
Registration - 9:00 a.m. - OISE Lobby
Each Workshop will run from 9:30 a.m. to 12:00, and from 2:00 to 5:00 p.m.
Rooms will be assigned at Registration.

A. Raising Good Children
Description: This workshop will summarize research on parenting and moral development, and then focus on practical methods of fostering moral growth at each developmental stage (preschool through teens). Real-life examples will be used to illustrate effective strategies for handling teenage problems of sex, drugs, and drinking. Appropriate for parents, parent-educators, and teachers of courses on child-rearing or moral education.
Workshop Leader: Dr. Thomas Lickona, State University of New York at Cortland. Dr. Lickona is author of Raising Good Children: Helping Your Child Through the Stages of Moral Development.

B. The Moral Atmosphere of the School
Description: This workshop will focus on assessment of the moral atmosphere of schools and on the relevance of this assessment for educational efforts in the areas of moral education, discipline, counseling, and school organization. Instruction will be provided in the administration and scoring of semi-clinical and multiple-choice Moral Atmosphere Interviews.
Workshop Leaders: Dr. Clark Power, Notre Dame University; and Dr. Ann Higgins, Harvard University. For six years Drs. Power and Higgins collaborated on the Just Community School Project at the Center for Moral Education at Harvard University.

C. Scarborough’s Approach to Values Education: So Far So Good
Description: The Scarborough Board of Education employs over 4,700 teachers in over 150 schools. In 1975 the Board established a Values Education Project which by 1977 had become the largest of its kind in Ontario. This workshop will describe the practical steps taken by the Project to implement values education. The Project’s approach to classroom methodology, in-service education, community liaison, learning materials development, and to research will be presented. Participants will be invited to reflect on information in the light of their own experience and situation.
Workshop Leaders: Mr. Ron Wideman has served as Values Education Project Director since the Project’s inception in 1975. From 1982 until 1984 he was seconded to the Ontario Ministry of Education where he served as Education Officer in charge of values education and religious education portfolios. Ms. Sharon Thurston has served as teacher consultant with the Values Education Project from 1977 until 1984. From 1982 until 1984 she acted as Values Education Project Director.

D. Teaching the Holocaust: A Moral Developmental Perspective
Description: This workshop will focus on meshing developmental concepts like empathy, role taking and respect for persons, with a course on the Holocaust. In addition to discussing the theoretical premises for organizing a course of study in this way, selected pieces of the curriculum will be presented to illustrate the development of the unit. Resources, references, and a curriculum packet will also be provided.
Workshop Leader: Mr. Alan Bardikoff is currently completing his doctoral thesis at the Ontario Institute for Studies in Education. For the past seven years he has served as the Educational Chairperson of the Holocaust Remembrance Committee of Toronto Jewish Congress. He has worked with the North York and Toronto Boards of Education on their Holocaust Education programming and co-authored a curriculum for the North York Board on the Holocaust.
E. The Use of Drama in Moral Education
Description: This workshop will present a method for utilizing age-appropriate drama in moral education. The first session will present the theoretical basis and an illustrated review of our experience. The second session will involve the actual experience of rehearsing a play, followed by analysis of the ethical dimensions of this experience. The goals are threefold: to increase perceptions of moral issues in dramatic conflict; to increase awareness of the relationship between moral reasoning and character development; to increase understanding of the relationship between moral reasoning and plot.
Workshop Leaders: Dr. Joan Timm taught at Wheelock College for 10 years, and is currently teaching at the University of Wisconsin-Oshkosh. Mr. Henry Timm was Chairperson of the Theatre Department at Wheelock College for 12 years, and has written 75 plays which have been produced. Together they are authors of the book *Athena's Mirror: Moral Reasoning in Poetry, Short Story and Drama*, published by Character Research Press, 1983.

F. The Role of Discussion in Moral Education
Description: All forms of moral education based upon Kohlberg's theory of moral development have relied upon peer moral discussion as a central, if not the sole, aspect of the educational intervention. This workshop will explore the role of peer discussion in varied forms of moral education, including classroom dilemma discussion, Just Communities, democratic schooling, and peer counseling. Moral discussion will be treated from four points of view: historical, psychological, educational and ethical. Participants will learn about both theoretical perspectives on moral discussion and empirical findings about the effectiveness of forms of peer discussion techniques (including the instructor's research on transactive moral discussion), and will learn applied techniques for using moral discussion in classroom and other educational settings.
Workshop Leader: Dr. Marvin Berkowitz, Marquette University. Dr. Berkowitz has taught moral education courses and techniques at Marquette University, the Harvard Center for Moral Education, universities in Canada, Germany, and Switzerland, and in the schools of Detroit, Milwaukee, and Chicago. He is the editor of *Moral Education: Theory and Application*, recently published by Lawrence Erlbaum Associates.

G. Dilemma-Session Techniques with Special Application to Anti-Social Youth
Description: This workshop will focus on the adaptation of Dilemma-Session techniques to anti-social youth through study of appropriate dilemma content, actual discussion segments, techniques for maximizing peer challenge processes, and other topics. Appropriate for educators, counselors, youth workers, corrections personnel, and others working with behavior-disordered adolescents.
Workshop Leader: Dr. John C. Gibbs, The Ohio State University. Dr. Gibbs, first author of *Social Intelligence*, has used dilemma-session intervention techniques with incarcerated youth, and has reported his research in recent journal articles (e.g., *Journal of Consulting and Clinical Psychology*) and book chapters.

H. A New Approach to Student Evaluation: Student-Teacher Negotiation of Achievement Records.
Description: The Oxford Certificate in Educational Achievement is a new initiative within the UK public examination framework. It is intended to facilitate close cooperation between teachers and learners in order to arrive at statements of achievement which relate to significant personal, social, and academic experiences from the learner's point of view. In this sense it signals a radical departure from traditional didactic teaching methods and a move toward greater openness and self-disclosure. We intend to offer a series of experimental structures designed to facilitate examination of some interpersonal issues raised by this new approach.
Workshop Leaders: Dr. David Woodhouse has worked extensively on in-service teacher training concerned with human relations and counseling, and on the effects of such training on teacher behavior. He has worked with the whole of the secondary age range and with socially maladjusted pupils in day- and residential settings. Mr. David Ingram has taught humanities in secondary schools, served as Director of the School Council Moral Education Project, and engaged in research in curriculum development and community service programs.

I. Introduction to the Theory and Practice of Research in Moral Development: The Work of Kohlberg and Gilligan

Description: This workshop will introduce participants to current theoretical and empirical work in moral development. It will provide participants with the opportunity to consider recent work by both Kohlberg and his colleagues and Gilligan and her colleagues. The format of the workshop will allow participants to gain an understanding of these two theoretical approaches to the study of moral development, and to explore the various methodologies used by Kohlberg and Gilligan in their research efforts. It will also provide the opportunity to consider current critiques of these two approaches. Illustrative case material will be drawn from a wide range of studies covering the entire lifespan.

Workshop Leaders: Mr. Mark Tappan and Ms. Lyn Mikel Brown are doctoral students at the Harvard Graduate School of Education. Mark has taught and done research with Kohlberg at the Center for Moral Development and Education, while Lyn has taught and done research with Gilligan at the Center for the Study of Gender, Education, and Human Development.

J. Developing a Professional Responsibility Curriculum in Professional School Settings

Description: Drawing on their experience in developing, implementing, and evaluating courses in applied ethics, the workshop leaders will discuss strategies for involving faculty in the design and development of such courses. Materials for presentation include video-tapes for faculty development, ethical dilemmas designed for law, dentistry, and nursing, and samples of dramas and scoring methods designed to assess ethical sensitivity.

Workshop Leaders: Dr. Muriel J. Bebeau, School of Dentistry, University of Minnesota, specializes in the development of materials and assessment of techniques in applied ethics. Dr. James R. Rest, also at the University of Minnesota, is well-known for his publications and research instruments for assessing moral reasoning and distinguishing ethical issues. Dr. Marcia M. Mentkowski, Alverno College, specializes in the assessment of value education at Alverno College.

Location: Both the Conference and the Pre-Conference workshops will be held at the Ontario Institute for Studies in Education. OISE is located at 252 Bloor Street West, Toronto, Ontario, Canada, near the center of the city, within a five-minute walk of the Park Plaza Hotel, and close to numerous restaurants. Transportation from the airport to OISE or the Park Plaza is approximately 25 minutes by cab/limo, or approximately 40 minutes by bus-subway combination (bus to Islington station, subway east to St. George station; St. George station is directly below OISE and 2 blocks west of the Park Plaza on Bloor Street).

HOTEL ACCOMMODATION

<table>
<thead>
<tr>
<th>Park Plaza Hotel</th>
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<tbody>
<tr>
<td>4 Avenue Road, Toronto, Ontario. Canada M5R 2E8</td>
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<tr>
<td>Telephone (416) 924-5471</td>
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<td>Special Rate $68 single $75 double (Can. Funds)</td>
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# Registration Information and Form

## Conference Registration
(November 8 & 9)

### Important!
Please complete both sides of Registration form

Please Print

| Name |
| Address |
| City |
| Province/State |
| Postal Code/Zip Code |

| Business Phone |

| Residence Phone |

| Mail Registration | On-Site Registration |
| Conference Sessions, both days – Nov. 8 & 9 | $85 ($63 U.S.) | $100 ($74 U.S.) |
| Conference Sessions, one day – Nov. 8, Nov. 9 | $50 ($37 U.S.) | $60 ($44 U.S.) |

**Students (full-time)**
Student No. __

| University |

| Friday Evening Awards Dinner |
| Conference fees include coffee breaks and Friday lunch. (Note: 50% discount on conference fees for full-time students – with identification. Please submit copy of student card or indicate student number and University on registration form). |

**Moral Education Fair:** Friday, November 8, 4:00 – 5:30. **Anyone** registered can be a Presenter in the Fair; **everyone** is welcome. Please indicate your intention to participate by checking the box below. Almost anything relevant to moral education goes – e.g., copies of papers, summaries of research projects (completed or in progress), curriculum materials, audio-visual materials, authored books, demonstrations, course outlines, requests for contact with others interested in similar issues or problems, etc. Each person will be assigned table space in a common meeting area where conference participants can circulate and share ideas and experiences. Persons indicating an interest in participating will receive more detailed information from the Conference Office and will be expected to be present with his/her materials during the Fair time slot.

Yes, I would like to participate in the Moral Education Fair.

Address and Telephone Number for Registration and further information:

| Conference Office |
| The Ontario Institute for Studies in Education |
| 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 |
| Telephone (416) 926-4711 |
Pre-Conference Workshops: (November 7) -
Any Workshop $80 (Can. Funds) - $60 (U.S. Funds)
Please indicate first and second choice:
☐ A. Raising Good Children
☐ B. The Moral Atmosphere of the School
☐ C. Scarborough's Approach to Values Education: So Far So Good
☐ D. Teaching the Holocaust: A Moral Developmental Perspective
☐ E. The Use of Drama in Moral Education
☐ F. The Role of Discussion in Moral Education
☐ G. Dilemma-Session Techniques with Special Application to Anti-Social Youth
☐ H. A New Approach to Student Evaluation: Student-Teacher Negotiation of Achievement Records
☐ I. Introduction to the Theory and Practice of Research in Moral Development: The Work of Kohlberg and Gilligan
☐ J. Developing a Professional Responsibility Curriculum in Professional School Settings.

PLEASE NOTE that "mail registration" must be received by October 25, 1985. Make cheques (current date) payable to the OISE Conference Office and mail to address above. Cheques may be in either Canadian or U.S. dollars, Only mail registration is possible for the Pre-Conference Workshops in order to allow workshop leaders sufficient time for planning and preparation. Please note that inclusion in the Friday Dinner is possible only if we receive your registration and cheque by October 25, 1985.

Refunds A $25 administrative fee will be charged for written cancellations received prior to October 31, 1985. No refunds will be issued after this date.

HOTEL ACCOMMODATION The PARK PLAZA HOTEL, located at 4 Avenue Rd., is holding a limited number of guest rooms for participants at a special rate of $68 single and $75 double (Can. funds) occupancy per night. For reservations, contact the hotel directly and state that you are attending the AME Conference. Please reserve your hotel room early as these rooms will be held on a definite basis only until three weeks prior to the conference.

Park Plaza Hotel
4 Avenue Road, Toronto, Ontario, Canada M5R 2E8
Telephone (416) 924-5471
ADVANCE NOTICE

THE ASSOCIATION FOR MORAL EDUCATION WILL HOLD ITS
10TH ANNUAL CONFERENCE
at the Ontario Institute for Studies in Education
Co-sponsored by the ONTARIO MORAL/VALUES EDUCATION ASSOCIATION
on November 8-9, 1985
on the theme
"CONTROVERSIAL ISSUES IN MORAL EDUCATION"

PRESENTERS INCLUDE:

Steve Barrs          Carol Gilligan          Trevor Ludski          Bernard Shapiro
Clive Beck           Jack Kehoe            Nel Noddings          Edmund Sullivan
Eleanor Duckworth    Lawrence Kohlberg     Quebec Ministry       Lawrence Walker
Mac Freeman          Thomas Lickona        James Rest            Ron Wideman

ON TOPICS SUCH AS:

* Schools and Families: Adversaries or Partners in Moral Education?
* Moral Education in Public vs. Private, Religious Schools
* Gender Issues in Moral Development and Moral Education
* Censorship and Moral Education
* Democratic Schooling: How Far Should It Go?
* Television as a Moral Educator
* How to Teach about Nuclear Arms and Peace in the Schools
* An Alternative to "Developmentalism"
* The Moral Authenticity of the Teacher
* The Teacher's Role in Teaching Controversial Issues

PLUS ALL-DAY PRE-CONFERENCE WORKSHOPS on November 7:

Marvin Berkowitz on Moral Discussion; Ann Higgins and Clark Power on The Moral Atmosphere of the School; Muriel Bebeau, Marcia Mentkowski, and James Rest on a Responsibility Curriculum for the Professional School; John Gibbs on Dilemma Discussion with Anti-Social Youth; Tom Lickona on Raising Good Children; Allen Bardikoff on Teaching the Holocaust; Ron Wideman and Sharon Thurston on The Scarborough Project; Mark Tappan on Evaluating Moral Education; Gil Noam on Clinical Applications of Developmental Psychology; and Joan and Henry Timm on Using Theater to Stimulate Moral Discussion.

...and a MORAL EDUCATION FAIR at which all conference participants are invited to share their work and materials with others.

If you wish to receive a full program and registration information, please mail the tear-off portion below to: Dwight Boyd, Department of History and Philosophy, OISE, 252 Bloor Street West, Toronto, Ontario CANADA M5S 1V6

Please send me the conference program and details for the Nov. AME Conference:

NAME: _______________________________ STREET: _______________________________
CITY: _______________________________ STATE or PROVINCE: ___________ Zip: ___________
Controversial Issues in Moral Education
The 10th Annual Conference of AME
November 8 & 9, 1985

PROGRAMME AND ABSTRACTS OF PAPERS (AND ROOM CHANGES)

FRIDAY, NOVEMBER 8, 1985

8:00 - 8:45 a.m. Registration - Ground Floor

8:45 - 9:00 a.m. Opening Remarks, AUDITORIUM - Dr. Dwight Boyd, O.I.S.E.

9:00 - 10:00 a.m. KEYNOTE ADDRESS - "Schools and Families: Adversaries or Partners in Moral Education?"
Dr. Thomas Lickona, Professor of Education, State University of New York, Cortland; President of A.M.E.

This presentation will discuss: (1) Parallel forms of moral education which can be carried out in both home and school; (2) distinctive, complementary contributions the school and family each make to the child's moral growth; (3) tensions and conflicts between home and school around issues of moral education; and (4) case studies of school systems that have successfully recruited parents as partners in moral education.

10:00 - 10:15 a.m. COFFEE BREAK (outside the Auditorium)

10:15 - 12:00 noon GENERAL SESSION, AUDITORIUM - "The Grounding of Moral Education in a Pluralistic Society"

"Religious and Moral Dimensions of Arguments Concerning the Role of Private Schools: Findings of the Commission on Private Schools in Ontario"

Dr. Bernard Shapiro, Director, The Ontario Institute for Studies in Education

Most of the arguments put forward in the 510 written briefs submitted to the Commission on Private Schools in Ontario have important religious and moral dimensions. The rights of parents, the rights of children, and the rights of society; the possible conflict between individual freedom and the equality of educational opportunity; the implicit and explicit value of faith commitments inherent in any practice of schooling—all of these issues raise difficult ethical questions which must be considered not only in their own right but also relative to the political context of any given jurisdiction. This paper will summarize these matters from the perspective of the Commission.

......2/
"The Claim for Justice as the Basis of Moral Education in the Public Schools"

Dr. Lawrence Kohlberg, Professor of Education and Social Psychology, Harvard University

In previous work I have argued that a moral education program based on principles of justice and aiming at the development of autonomous justice reasoning in students is a necessary and legitimate area of public education. It is necessary for democratic institutions to survive and flourish; and it is legitimate because it is a neutral, non-indoctrinary basis for normative commonality within a pluralistic and free society. Recently, Fernhout and Boyd have questioned several aspects of this argument from the point of view of implicit assumptions about "religious" faith. In this paper I will address their arguments and update my position in terms of this reassessment of the issues.

"Moral Education as a Matter of Faith"

Dr. Harry Fernhout, Lecturer, Institute for Christian Studies, Toronto

While maintaining the autonomy of moral reasoning and moral education with respect to religion, Lawrence Kohlberg has acknowledged that moral reasoning is grounded in faith. Analysis of this faith dimension (which may or may not be expressed in religious terms) suggests a helpful framework for reconsidering the faith-morality relation. Faith, understood as a commitment involving key beliefs about and an orientation to the nature of reality, can be regarded as an ingredient in all experience. In shaping a worldview, faith also informs a person's or community's moral orientation. Moral educators in both public and independent schools need to be aware of this dimension of their endeavour. Religious education might find a new lease on life if redefined in keeping with a more integral conception of faith.

Moderator/Respondent: Dr. Dwight Boyd, O.I.S.E.
This paper will present a program for implementing a democratic governance structure in the large semi-urban, multi-ethnic high school. The high school, Brookline High School in Brookline, Massachusetts, will be used as a case study to highlight the planning and implementation strategies needed to establish democratic governance. Examples of how such a governance structure provides political education and allows students to confront moral issues will be given.

SESSION B - Room 4-412

"Participatory Democracy vs. Professional Bureaucracy: The Moral Ambiguity of Alternative Schools"

Presenter: Dr. Malcolm Levin, Associate Professor, Dept. of History and Philosophy, O.I.S.E.

Moderator/Respondent: Dr. Ann Higgins - Harvard University

Drawing on the experiences of several of Toronto's public alternative school/communities, this paper examines some conflicts and dilemmas that result from efforts to operate schools on a democratic collegial/community model within an authoritarian professional bureaucratic system. The primary focus is on relations between administrators, teachers, students and parents with respect to school governance and decision-making. The more general underlying moral curriculum of alternative and mainstream schooling will also be considered.

SESSION C - Room 2-212

"Curriculum Development in Moral and Religious Education: The Quebec Experience"

Presenter: Mr. James Sullivan, Coordinator of Moral and Religious Education, Ministry of Education, Quebec

Moderator/Respondent: Ms. Marylou Arnold, Harvard University

The Quebec confessional system of public education is grounded in the conviction that it is the responsibility of the broader educational community to identify and transmit the cultural, ethical and religious values of the population it serves. The moral and religious dimensions of education are seen as fundamentally in-separable and the curriculum in Protestant schools has reflected this desire to treat the inter-relatedness of the moral and religious rather than attempting to artificially sever the two.
The Quebec Ministry of Education has recently developed a full curriculum in Moral and Religious Education. The session will focus on how the curriculum and support materials were developed and the reaction of the school community. Sample copies of the programmes and teachers guides will be available for perusal.

SESSION D - Room 2-211

"Critical Pedagogy and the Mass Medium of Television: A Critical Cultural Analysis"

Presenter: Dr. Edmund Sullivan, Professor, Applied Psychology Dept., O.I.S.E.

Moderator/Respondent: Dr. Tom Wilson - University of California - Irvine

This paper tries to frame the mass media communications system within a critical cultural analysis. It specifically examines the role of television and the manner in which it influences the development of social values. A discussion of a critical pedagogy of the mass media will also be discussed as a part of a values education program.

SESSION E - Room 2-213

"Mutuality Education"

Presenter: Dr. Mac Freeman, Professor of Education, Queen's University, Kingston

Moderator/Respondent: Dr. Johan Aitken, University of Toronto

Current signs and trends indicate that human relations in family, school, and other institutions are deteriorating, possibly to the point of widespread collapse; e.g., family violence, sexual abuse, teacher demoralization, vandalism, adolescent suicide.

In this paper a differing lifestyle and ethic, called "Mutuality" will be described and an educational approach to it within teacher education will be reported, on the basis of several years of experience in developing these in two Ontario universities.

COFFEE BREAK (2nd Floor Lounge)
SESSION A - Room 2-214

"The Moral Self vs. the Institutional Self"

Presenter: Professor John Eisenberg, Associate Professor, Dept. of History and Philosophy, O.I.S.E.
Moderator/Respondent: Mr. Howard Davidson - Forensic Psychiatric Treatment Centre, Alberta Hospital, Edmonton

In this paper, I wish to consider the relationship between institutional structures and the moral self. According to Erving Goffman there is no moral career outside the confines of an institutional system and ultimately the structure of the institution constitutes the moral self. Compatible, if not identical claims, were later made by Illich. If the position of Goffman and Illich are valid, as I believe they are, then any system of morality and moral education based on the view that there are abstract universal principles applicable to all people at all times, in all contexts is inadequate, if not erroneous. Moreover, it would follow that any system of moral education that ignores institutional structure or is concerned only with the structure of the school is, not only inadequate, but doomed to failure.

SESSION B - Room 4-412

"Teaching the Holocaust in the Public School System: Issues and Experiences"

Presenter: Mr. Alan Bardikoff, Doctoral Student, Dept. of Applied Psychology, O.I.S.E.
Moderator/Respondent: Dr. Lisa Kuhmerker - Hunter College, City University of New York

The holocaust is a topic that often stimulates strong reaction on the part of students, staff and parents. This workshop will look at ways to teach the holocaust, some resources that are effective for classroom use and the kinds of responses that are often generated through the discussion of this period. Participants will have an opportunity to share their thoughts and experiences in teaching this topic in our public schools.

SESSION C - Room 2-211

"Is There Really Development?: An Alternative Interpretation"

Presenter: Dr. Clive Beck, Professor, Dept. of History and Philosophy, O.I.S.E.
Moderator/Respondent: Dr. James Rest, University of Minnesota
In this paper it is argued that, on average, children are as moral and as morally competent as adults. There is not moral "development" in the sense of improvement from childhood to adulthood, although there are important changes in morality related to changing life circumstances in our culture. It is possible, however, for there to be moral improvement (or decline) at a given age level, and this is one reason for the importance of moral education for both children and adults.

"Developing a Community-Based Values Education Program within a Public School System"

Presenter: Mr. Steve Barrs, Values Educational Consultant, Board of Education, Hamilton, Ontario

Moderator/Responder: Dr. Don Cochrane - University of Saskatchewan

S. Barrs, Values Education Consultant for the Hamilton Board of Education, has been successful for the past 10 years in networking community, social law-enforcement, and service agencies in the development of essential curriculum-based programming for elementary and secondary school students. With such community cooperation, curriculum has been developed and implemented on such topics as: child abuse, spouse abuse, suicide prevention, negative peer pressure, shoplifting, impaired driving, prejudice and discrimination.... Participants will acquire knowledge of the developmental process of 3 curriculum-based programs: "Prepare": "Preparing Adolescents for Tomorrow"; and "Preparing Adolescents for a Multi-ethnic and Multi-racial Society". The uniqueness of these three programs is their application and distribution throughout Ontario by the Hamilton Rotary Club, the Solicitor General of Canada, and the Race Relations Division of the Ontario Human Rights Commission, respectively.

"The Authenticity of the Moral Educator"

Presenter: Dr. Jack Miller, Head, O.I.S.E. Niagara Centre, Associate Professor, O.I.S.E.

Moderator/Responder: Dr. Carol Witherell - Wesleyan University

This paper focuses on the concept of authenticity and its importance in moral education. For example, the paper will explore what it means for a teacher to be authentic in the context of moral education.
In general, it will be argued that teacher authenticity is a necessary but not sufficient condition for an effective moral education program.

MORAL EDUCATION FAIR (Second Floor Lounge)

Presenters: Anyone Who Indicates an Interest

Hosts: Dr. Cheryl Armon, Univ. of Antioch, Los Angeles
       Dr. Andrew Blair, Univ. of Western Ontario

COCKTAIL HOUR (Cash Bar) The Park Plaza Hotel

A.M.E. DINNER AND AWARDS PRESENTATION
(The Park Plaza Hotel)

SESSION A - Room 4-411

"Issues in Teaching about Nuclear Arms and Peace in the Schools"

Presenter: Dr. Eleanor Duckworth, Associate Professor, Teaching and Learning Environments, Harvard Graduate School of Education

Moderator/Respondent: Dr. Ruth Pierson, O.I.S.E.

A major question for teachers of young children is how to assure some children that it is acceptable to express their fears of the threat of nuclear war, while not frightening other children who may not have such fears. The talk will address this dilemma and present examples of ways teachers think about it. Ways of supporting teachers as they struggle with this dilemma will also be discussed.

SESSION B - Room 2-212

"An Approach to Treating Ethical Issues in the History Curriculum: A Look at New Instructional Materials by the Authors"

Presenters: Dr. Alan Lockwood, Professor, Dept. of Curriculum and Instruction, Faculty of Education, University of Wisconsin-Madison; Dr. David Harris, Social Studies Consultant, Oakland Schools, Pontiac, Michigan

Moderator/Respondent: Dr. Judy Codding, Bronxville High School
CONCURRENT SESSIONS

SESSION B - Room 2-212 (Continued)

The authors of a six-year curriculum development program will present the results of their work. Their recently published material provides a model for infusing conventional curriculum with provocative ethical issues. Specific classroom practices using the new materials will be discussed.

SESSION C - Room 2-213

"Moral Education--A Discourse Perspective"

Presenter: Dr. Marvin Berkowitz, Department of Psychology, Marquette University
Moderator/Respondent: Dr. Patricia King, Bowling Green State University

The Rationale Building model, the Consideration Model, the Values Clarification model, the Value Analysis model, the Cognitive Moral Development model, the Social Action model embody some of the existing theories of moral education. There exists also a wide range of strategies such as "foster mutual respect," "set a good example," "help children to think for themselves," "help children to take on real responsibilities," "balance independence and control," "love children," "build concepts," "have them play roles" (particularly with respect to justice, property, truth, integrity and personal relations).

As the most promising approach, discourse pedagogy is advocated here. It is discussed under the following seven headings: moral conflict, moral role-taking and empathy, moral choice and action, shared norms and moral community, analysis of moral situations and value systems, student's own reasoning and attitude change and theoretical moral knowledge.

SESSION D - Room 2-214

"Censorship and the Peterborough Experience: General Implications"

Presenters: Dr. Deanne Bogdan, Lecturer, Dept. of History and Philosophy, O.I.S.E.; Mr. Steven Yeomans, Department Head of English, Kenner Collegiate, Peterborough, Ontario
Moderator/Respondent: Dr. Joan Timm - University of Wisconsin - Oshkosh

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This presentation will discuss relevant literary, philosophical, and political issues as they are reflected in the recent experience of Peterborough teachers in their efforts to defend the place of four novels in the literature curriculum. The session will consist of two parts, a general description of the situation as it took place and its analysis in terms of the following specific concerns of moral education:

1. the relationship between the moral and the aesthetic in the selection and interpretation of literature texts;
2. implications of the professionalism of teachers in the selection, interpretation, and classroom treatment of literature;
3. the relationship between reigning ideologies and the question of "ownership" of texts and of students;
4. the relationship between the moral and the literary in prevailing conceptions of literacy.

"Outline of a Success Story: Scarborough's Approach to Values Education"

Presenter: Mr. Ron Wideman, Values Education Project Director, Scarborough, Ontario
Moderator/Respondent: Dr. Marcia Mentkowski, Alverno College

The Scarborough Board of Education employs over 4,700 teachers in 150 schools. In 1975 the Board established a Values Education Project which by 1977 had become the largest of its kind in Ontario. This paper will provide a brief overview of the Project's approach to implementing values education in the school system.

"Sex Differences in Morality and What They Mean"

Presenter: Dr. Lawrence Walker, Associate Professor, Dept. of Psychology, University of British Columbia
Moderator/Respondent: Dr. Mary Brabeck, Boston College

This paper focusses on recent evidence and discussions of possible sex differences in moral development. A summary of the findings of the author's recent review of evidence relating to sex differences on Kohlberg's scale of moral development, together with the author's interchange with Professor Dianna Baumrind on the interpretation of this evidence, will be provided as background.
SATURDAY, NOVEMBER 9, 1985

10:30 - 11:45 a.m.

CONCURRENT SESSIONS

SESSION A - Room 2-214  (Continued)

It will then be argued that the better focus of this question is whether or not the sexes differ in terms of their "orientations" to moral questions as Gilligan suggests. New data from the first year of a large, longitudinal study of children and their interactions with parents will then be presented as relevant to this issue.

SESSION B - Room 2-213

"Race Relations Training for Students"

Presenter: Mr. Trevor Ludski, Vice-Principal, Oakridge Public School, Scarborough, Ontario

Moderator/Respondent: Ms. Lois Kellerman, Ethical Cultural Society, Queens, N.Y.

The aim of this presentation is to develop awareness among participants of the need for race relations training among high school students. In October 1984, thirty-five students and twelve teachers took part in a unique five-day residential experience. Participants focussed on the cognitive aspects of race relations, dialogued with representatives of community organizations involved in developing positive race relations and began to develop their own strategies for combatting racism upon return from the residential camp.

Six of the student participants will be present to share some of their thoughts, feelings and ideas stemming from their experience. A short slide presentation will highlight the race relations training program which was run by the Scarborough Board of Education.

SESSION C - Room 4-411

"Is Indoctrination Necessary for Moral Education?: The A.V.E.R. Answer"

Presenter: Dr. Jerrold Coombs, Professor, Social and Educational Studies, University of British Columbia

Moderator/Respondent: Dr. Andrew Blair - University of Western Ontario

Until recently it was widely believed that indoctrination in moral education could be avoided by distinguishing substantive moral judgments from epistemological judgments concerning sound moral reasoning and basing educational programs on the latter. Recent critiques of foundationalist epistemologies have shaken this comfortable belief.
SESSION C - Room 4-411 (Continued)

This paper defends a conception of indoctrination which does not presuppose a foundationalist epistemology, and describes the attempt by The Association for Values Education and Research to develop a non-indoctrinatory moral education program.

SESSION D - Room 3-105

"Two Pictures of Moral Education in Britain: Controversies around A.S. Neill's Summerhill and the Centre for Social and Moral Education"

Presenters: Dr. David Woodhouse and Dr. David Ingram. Development Officers for the Centre for Social and Moral Education, University of Leicester, England
Moderator/Respondent: Dr. Robert Carter, Trent University

This paper will deal first with Woodhouse’s experience as a staff member of A. S. Neill’s Summerhill school, idiosyncracies of the system, and the implications raised for the educational system as a whole. Summerhill remains controversial, in some ways exemplary and in other ways a contradiction of democratic values. The second part of the paper will discuss the difficulties in establishing the new Centre for Social and Moral Education, Leicester, in terms of the broader problems of gaining acceptance within our educational system.

SESSION E - Room 2-212

"The Necessity of Values Clarification for Moral Development"

Presenter, Dr. Madhu Prakash, Assistant Professor, Division of Education Policy Studies, Pennsylvania State University
Moderator/Respondent: Dr. Clark Power, Notre Dame University

The Values Clarification approach to moral development has been influenced first, by the ethical relativists and subjectivists, and second, by the psychological theories of Rogers, et al. Its critics have focused on the first set of influences in pointing to the inadequacies of this educational approach.
However, the essential educational contributions of this approach lie in the psychological insights about human motivation and growth that imply the importance of having educators limit their intervention to values clarification. These insights will be studied in depth.

This paper will also include an analysis of internalist theories of motivation supported by Gilbert Harman, as well as the limitations of moral judgment viewed from the religious point of view expressed by proponents of faith like Jacque Ellul. Both of these explorations are designed to reveal the necessity of values clarification for moral development.

LUNCH (On Your Own)

GENERAL SESSION, AUDITORIUM - "Integrating Women's Thinking into Theories of Moral Development and Education"

"The Idea of a Distinctive Women's Morality: Implications for Moral Education"

Dr. Barbara Houston, Associate Professor, Faculty of Education, University of Western Ontario

Recent research on women's moral experience has prompted a re-evaluation of moral theories and theories of moral education. In this paper I undertake a critical analysis of recent research on women's morality by Carol Gilligan and Nel Noddings, both of whom are concerned to articulate a moral point of view which they think has been unjustly neglected or devalued by moral education theorists. In my discussion, I attend specifically to the following questions: Is there a distinctive ethical potential in women's moral experience and vision? If there is a distinctive women's morality, what implications does this have for moral education theories? In particular, what are we to make of the debate between Kohlberg, who claims that an adequate moral education should encourage the development of principles of greater impersonality, and Gilligan and Noddings, both of whom claim that the value that attaches to women's distinctive moral realism arises from the requirement to eschew abstraction?
"Two Moral Orientations: Implications for Thinking about Moral Development and Moral Education of Women and Men"

Dr. Carol Gilligan, Associate Professor, Dept. of Human Development, Harvard Graduate School of Education

This paper describes two moral orientations— to justice and to care—and addresses the question of sex differences in how these orientations are used. The paper will report new findings which indicate that although males and females use both orientations in their moral thinking, they tend to structure the relationship between the two in fundamentally different ways. Implications for both theories of moral development and approaches to moral education will be discussed.

"Implications of a Distinctive Feminine Morality for Education"

Dr. Nel Noddings, Associate Professor and Director, Stanford Teachers Education Program, Stanford University

A feminine ethic suggests changes in school structure, teacher-student relationships, curriculum content, instructional methods, methods of evaluation, and, of course, moral education. After outlining the elements of a feminine ethic and explaining how such an ethic is connected to feminism, each of these effects will be discussed briefly, and the implications for mathematics education and moral education will be stressed.
SATURDAY, NOVEMBER 9, 1985

4:15 - 4:45 p.m.    GENERAL SESSION--AUDITORIUM

"Radest's Wrap-Up: A synthesis of Impressions and Issues from the 1985 Conference"

Dr. Howard Radest, Director, Ethical Cultural Schools, New York

As the title indicates, this paper will be Dr. Radest's synthesis of impressions of the papers he has heard at the 1985 Conference.

4:45 - 5:30 p.m.    A.M.E. Business Meeting (Everyone Welcome)
Adjournment

5:30 - 7:30 p.m.    WINE & CHEESE RECEPTION (5th Floor Private Dining Lounge)
Cafeteria