The Association for Moral Education and Fordham University cosponsor

The 21st AME Conference

International Dialogue: Discussing Morality for the 21st Century

November 15 - 18, 1995

Lincoln Center Campus of Fordham University
113 West 60th Street
New York City
Dear Participants,

WELCOME. We are very pleased that you decided to attend the 21st Annual Conference of the Association for Moral Education. We believe that your money and, more importantly, your time will be well-spent.

Our purpose is always to elaborate and focus understanding and dialogue in creating, investigating and evaluating ideas and efforts in moral, values, and character education. This purpose has motivated and inspired two decades of conferences with as many different themes, with wide-ranging papers, panels and special events, and which have brought thousands of people together into a network of communication, concern and commitment.

This year we have purposefully extended this network to the international community; participants are with us from new South Africa and Nigeria, from Argentina, Brazil, Chile, Peru and Mexico, from Haiti, the Philippines and Indonesia, from Hungary, Poland, Russia as well as Germany, Italy, and Switzerland, from India and Israel, Scotland and England, and from Finland, Norway, Sweden, and Japan. We welcome you and all newcomers as we welcome each other, as friends and as colleagues in a shared and diverse enterprise.

The great interest in this AME as well as the success of an international conference on moral education held by the Institute of Morality last summer in Japan and the enthusiasm for the upcoming 25th Anniversary of the Journal of Moral Education Conference in England should be understood as an important signal to us -- these communities of people concerned with moral education. These successes and great interest signal great needs -- individual students, schools and school systems, families, citizens and whole countries want rights and freedoms, recognition and care, fairness and equity. This conference lays out these needs in the particularities and circumstances that have given rise to research studies, argumentation, interventions, curricula, and discussions of policies. Suggestions for solutions, challenges and controversy, insight and planning -- all will emerge from this conference, for each of us with our individual hopes and agendas, and for the AME as an organization whose mission is to build networks of information, materials and most crucially, of people.

Sincerely,

Ann Higgins
Mimi Hamilton
AME Conference Chairs

★★★★ ANNOUNCEMENTS ★★★★

★ There is a secure coat room next to the 12th Floor Lounge where you may leave your coat and bags each day. Please do not leave money or personal valuables. Belongings must be picked up at the end of each day.

★ Please wear your name tag at all conference events. Three stick-on name tags are in your registration packet.

★ The registration packet contains information on nearby restaurants for lunch, a range of restaurants for dinner, and sites and tours. Your hotel will have additional information and brochures.

★ Volunteer graduate students from the Department of Psychology, Fordham University are available to assist you with questions about the program and the locations of events. They are wearing red ribbons on their name tags.
WEDNESDAY, NOVEMBER 15

WORKSHOPS

1. “Creating a Moral and Democratic Classroom Culture at the Primary School Level”
   Leader: Lisa Kuhmerker, Publisher/Editor, Moral Education Forum

2. “Scoring Individual and Organization Material for Moral and Ethical Stage Using the General Stage Scoring System (GS): How to Score Almost Any Text or Discourse in any Domain for Stage and Transition Step”
   Leaders: Michael L. Commons, Harvard Medical School; Eric A. Goodheart, Harvard University and Dorothy L. Danaher.

3. “Just Communities in the German Youth Welfare System”
   Leader: Thomas Klatetzki and Staff, Institute des Rauhen Hause für Soziale Praxis

4. “Smart Kids, Good Kids: A Success Story in Values Education”
   Leader: Sharon L. Banas, Values Education Coordinator, Sweet Home Central Schools

5. “Building Life Skills”
   Leaders: Jan Obergoenner, Marcia Dutcher, and Kathy Wood
   Collaborative Youth Agencies, Kansas City

6. “Scoring and Interpreting the Moral Judgment Test by Lind”
   Leader: Georg Lind, University of Konstanz, Germany; University of Illinois at Chicago

7. “The New York State Division for Youth and Just Community Project”
   Leaders: Augustine Ammissah, Gary Hoor, New York State Division for Youth
   Donald Biggs, Joshua Smith, and Robert Colesante, School of Education,
   University of Albany

SAFARIS

1. Moral Discussion and Just Community: Fieldston Lower and Upper Schools and
   Scarsdale Alternative School

2. Schools for Gifted Children: Delasalle Middle School and Stuyvesant High School

3. Center for Collaborative Education: Central Park East Secondary School and
   an Annenberg Initiative School
THURSDAY, NOVEMBER 16

WELCOMING REMARKS
9:00 - 10:30
Ann Higgins, Program Chair
Joseph O'Hare, S.J., President, Fordham University
Joseph M. McShane, S.J., Dean, Fordham College, Rose Hill
Regis Bernhardt, Dean, Fordham Graduate School of Education
Dieter Misgeld, President of the Association for Moral Education
Mimi Hamilton, Program Co-Chair

St. Paul the Apostle Church
415 West 59th Street

COFFEE BREAK
10:30 - 11:00
10th Floor

SESSION ONE
11:00 - 12:30

PANEL A. ROOM: 610
Narrative Approaches to Moral Development: Some Substantive and Methodological Aspects
CHAIR: PRATT, MICHAEL, WILFRED LAURIER UNIVERSITY, ONTARIO
Narrative approaches to moral development provide an emerging alternative to traditional assessments of "stages" of reasoning. These three papers explore substantive and methodological aspects of this alternative approach.

Narrative, Moral Development and the Zone of Proximal Development
TAPPAN, MARK, COLUMBIA COLLEGE
From a sociocultural perspective, this paper argues that narrative expresses important dimensions of moral experience and also shapes that experience in critical ways.

Parental Voice in Adolescents' Stories
ARNOLD, MARY LOUISE, UNIVERSITY OF TORONTO
This paper describes the role of narratives in a study of adolescent socialization through an analysis of the articulation of parental "voice" in adolescents' stories about parents' teaching of values.

Families Tell Their Stories: Parenting Style and Family Narratives of Moral Socialization
MICHAEL PRATT, WILFRED LAURIER UNIVERSITY, ONTARIO
This paper discusses how individual variability in family parenting style is reflected in moral narratives told by adolescents and their parents.

GIBBS, JOHN, OHIO STATE UNIVERSITY, DISCUSSANT

PANEL B. ROOM: 612
What does Values Education Mean in Latinamerica: An overview and Experiences

Schmelkes, Sylvia, Department of Educational Research, Mexico
The paper presents the results of a project developed for UNESCO in which the Latinamerican experience with values education in the elementary and secondary level are analyzed. The results of the study suggest that human rights has been very closely articulated to values education in the region. Problems to implement values education are described and an agenda for research in the near future is presented.

Multiple Conceptions about Moral Education
MORENO, MARIA-CRISTINA, UNIVERSITY OF MONTERREY
Values education has been related with a number of different concepts: civic education, religious education, sexual education and so forth. What does moral education mean and how is it translated into particular educational efforts in a higher education setting. The Universidad de Monterrey wants to start a systematic values education program in 1996. An interdisciplinary faculty group has been constituted to examine the actual efforts and to design a strategy (courses, community service, internships, decision making processes, etc.) that could help us reach toward the aim of morally educating our 1996 class for graduating in the year 2000.

A Values Culture at the Monterrey Tech: An Experience in Faculty Training for the Promotion of Values
PATINO, SUSANA, ITESM CENTRO DE VALORES
In 1986 the Instituto Tecnologico y de Estudios Superiores de Monterrey redefined its mission and created the Center for Values for the Professions. Its aim is to promote ethical values within the institu-
Saturday, November 12

8:30 - 9:00  Coffee and Pastry

9:00  FIRST KOHLBERG MEMORIAL LECTURE
     With the Benefit of Hindsight
     JAMES REST, University of Minnesota, author, and Director, Center for Studies in
     Ethical Development

10:15  Coffee Break

10:45  I)  Moral Development in a Family Context
       LAWRENCE WALKER, University of British Columbia
       Chair/Discussant — MARY BRABECK, Boston College

J)  School Governance Methods that Foster Friendship in the Elementary School
    LISA KUHMERKER, "Moral Education Forum,"
    and JOANNA SHAHEEN, South Orangetown (New York) Central School District
    Chair/Discussant — DANIEL LAPSLEY, University of Notre Dame

K)  An Ethic of Vision and the Development of Moral Character: The Perspective of
    Iris Murdoch
    HENRY JOHNSON, Pennsylvania State University
    Chair/Discussant — EMILY ROBERTSON, Syracuse University

L)  Reforming Moral Misbehavior
    CHARLES AND RONNIE BLAKENEY, The Berkeley Academy for Youth Development
    Chair/Discussant — LYNN KATZ, University of Pittsburgh

Noon  Lunch (on your own)

M)  Collaborative Case Studies of Teacher Development Around Moral Issues
    MARILYN JOHNSTON, Ohio State University
    Chair/Discussant — MALCOLM LEVIN, Ontario Institute for Studies in Education

N)  The Influence of Parental Abuse, Neglect and Social Class on the Moral Reasoning and
    Behavior of Preschool Children
    MARIO KELLY, Hunter College of New York
    Chair/Discussant — JOHN GIBBS, Ohio State University

O)  The Ethos of Schools and the Ethics of Teachers
    FRITZ OSTER AND MICHAEL ZUTAVERN, University of Fribourg, Switzerland
    Chair/Discussant — JYOTISNA VASUDEV, University of Pittsburgh

P)  The Development of Ethics and Values Through Science Education: The Project on
    Science, Technology, and Society
    PATRICK SOCOSKI, Pennsylvania State University,
    Chair/Discussant — JOHN SNAREY, Emory University

3:45  Coffee break

5:15  Panel Discussion: Moral Education in Family and School: Issues and Prospects
     EDWIN FENTON, Carnegie Mellon University
     CLARK POWER, University of Notre Dame
     HOWARD RADEST, Ethical Culture Schools

4:30  Open Business Meeting of the Association for Moral Education (all Conference participants
     are welcome)

5:00  Conference adjourns
Beyond Foundationalism and Individualism: An Ethical Re-visioning for the 21st Century
Bai, Hee-Soon, University of British Columbia & Vokey, Daniel, Ontario Institute for Studies in Education

In this paper, we examine the ontological, educational, and ethical implications of the epistemological rejection of foundationalism. We use Putnam, Goodman, and others to conclude from anti-foundationalism that subjects and objects exist not as separate entities, but only interdependently. We explain Buddhist teachings on the assumptions, objectives, and processes of mindfulness meditation to illustrate how the interdependence of self-and-other could be realized in a personal and experiential way. Finally, we argue that this realization gives rise to compassion, and that the ethics of compassion is a necessary developmental stage beyond the individualistic liberal ethics of justice.

The Deeply Common, Complex Simplicity of RESPECT
Pang, YeuK Yi, University of British Columbia

This paper illuminates the notion of respect (for self and others) in a way that will be helpful to educators. Respect is a major goal of programs in anti-racist, multicultural and human rights education as well as being a component of general citizenship education and education for personal development. Drawing on common usage and on philosophical treatments of the notion of respect, this analysis seeks to facilitate a practical understanding. It proposes a conception that is sophisticated enough to illuminate the complex social and moral situations we must face and yet simple enough to become our common notion of respect.

SESSION H: ROOM: 614
Avoiding Inattention and Thoughtlessness
Jones, Jude, Colapietro, Vincent, Fordham University

Both papers use the American philosophical tradition as a lens through which to explore the cognitive dimensions of moral agency and thinking. We take different routes to the denial of the subjectivist bias at the base of many classical and contemporary approaches to ethics, and argue for the genuine interpenetration of self and world (including other persons, objects, and communities) in the coming to be of either self or world. Thus, these papers explore the moral education of fundamental ethical sensibilities and how this education speaks to or implies certain value-ideals most appropriate to persons who develop in such a manner. Jones will focus on the possibility that "will" is a function of our attentive capacities, and thus agency is to be construed as a function of our connection to the world and not merely conceived as our capacity to affect that world. Colapietro looks at the notion of a functioning community in John Dewey’s thought and sheds light on the processes of deliberation and intelligence whereby such communities are constructed and maintained; it is argued that “thoughtlessness” or indifference is a key weakness which may be overcome by developing our deliberative skills in the direction of a more transactional account of the subject’s place in the community.

The Book Fair and Curriculum and Project Displays will be continuous Thursday from 11:00 - 2:00 and Friday from 9:00 - 4:00 in the 12th Floor Lounge.

Four Poster Sessions will also be held in the 12th Floor Lounge.

Poster Presentation Sessions coincide with the times of paper sessions but will continue into coffee breaks and Thursday lunch time.
POSTER SESSION: 11:00 - 12:30
12th Floor Lounge

CAMINO, Edgar, Salem State College; Lee, Pauline, Guthier, Thomas G., Lewy, Ellen Rubin, Goldman, Marcus, Harvard Medical School and Appelbaum, Paul S., University of Massachusetts Medical School

In investigating rights and confidentiality in mental health care, we focus on two issues: perceptions (or misperceptions) of a duty to report past crimes (misprision of a felony) of patients and duty to report patients' future potential for violence. In this study, at the beginning of therapy, a hypothetical patient revealed his/her past crime. Of the 149 health-care provider subjects, 21% strongly thought they had a legal duty and 19% strongly felt they had a professional obligation to report this hypothetical patient. Subjects also stated why they would or would not report the patient and how they would deal with the patient. Subjects used moral reasoning at the systematic developmental stage (4) to support their stated judgments. Higher developmental stage of reasoning was significantly correlated with a higher respect for the patient's right to confidentiality. Additionally, the patients' gender did not affect how subjects would deal with the patient, but severity of the crime committed played a significant role.

An Analytic Logical Proof of the Existence of Kohlberg's Moral Stages and Their Sequence
COMMONS, Michael L., Harvard Medical School
TRUDEAU, Edward J., Stein, Sharon A., and Krause Sharon R., Harvard University; and Richards, Francis A., Cornell University

This paper establishes the existence of developmental stages analytically. Stage theory has been criticized for not showing that stages exist as more than ad hoc descriptions of sequential changes in human behavior (Kohlberg & Armon, 1984; Gibbs, 1977, 1979; Broughton, 1984). Stage, including moral stage, derives from an analytic measure of the hierarchical complexity on which there is successful task performance. The hierarchical complexity of tasks has itself been grounded in mathematical models and information science.

Moral Reasoning in the Discourses on Adoption in 18th Century France
GOODHEART, Eric A., Department of Romance Languages, Harvard University

Both in the period of the French Revolution and today, adoption is a complex moral decision-making process spanning the entire life of the adoptee. Legislators, judges, notaries, clergy, birth parents, adoptive parents, prospective adoptive parents, adoptees, and abandoned children all participate. This paper examines moral reasoning on adoption in the discourses of the 18th century France applying a developmental model comparable to Kohlberg's and Selman's stages of social perspective-taking and the Common's and Richards' neo-Kohlbergian General Stage Model. The paper will show that this developmental model exists in embryonic form in Rousseau's treatise on moral education, Emile.

Development of Empathy in Infancy and Early Childhood: In Support of Hoffman and Beyond
GUARINO, Mary H.A., Fordham University

Using Hoffman's theory as a framework, this paper outlines recent empirical work on the factors influencing role-taking, empathy and prosocial behavior in early childhood, including individual differences in cognitive and affective tendencies and environmental influences. Beginning with innate capacities to respond to social situations, the interactions between infants and caregivers is explored. Then, the development of sense of self and sense of other is presented, along with such processes as the internalization of standards. Finally, the learning of empathy and prosocial behavior within the dynamic system of the family, as well as extrafamilial contexts, is discussed.

The Defining Issues Test: New Index, New Bibliography
NARVAEZ, Darcia, University of Minnesota; Thoma, Steve, University of Alabama; Retz, James & Bereau, Muriel, University of Minnesota

For over 20 years, DIT research has used the "P" or "D" score. Now a new index, "N," has been devised through extensive reanalysis of "classic studies." The "N" index uses the same raw data collected by the usual DIT, but yields better trends. Also a new bibliography (about 2000 references) on DIT research is available and is especially strong on college student development and professional decision making. Those interested can obtain information (free of charge) about the new index, "N," send in their old data for re-scoring, and/or obtain the new bibliography.

Moral Identity Development
BERMAN, Steven L. & Arbust, Ondina, Florida International University

Developmental trends in moral identity are explored using the Moral Identity Scale - Moral Issues (MIS-MI) with subjects (N=262) ranging in age from 9 to 73. Multiple regression analyses indicated that older subjects were less Relativistic and Teleological and more Rational. Age was not significantly related to the Religious-secular dimension, but gender was, with females tending to be more Religious. The Socialistic-Individualistic dimension was not related to any of the demographic variables, and there were no significant ethnic differences on any of the value dimensions. Value dimension profiles for several age groups were also analyzed using a hierarchical clustering procedure.
A Study In Italian Culture with Lind’s Moral Judgment Test
COMMUNIAN, ANNA LAURA, UNIVERSITY OF PADUA, ITALY

Very few moral development measures have been culturally validated in different countries. This can only be done by identifying the aspects of morality which are culturally specific and which are universal. According to Lind’s Dual Aspect Model of moral behavior and development, his Moral Judgment Test (MUT) measures also moral competence and its development rather than merely moral attitudes and moralization. Both in our validation study (n=40) and in a larger replication study (n=465) in Italian culture, Lind’s four empirical validity criteria (preference hierarchy, quasi-simplex structure, parallelism, correlation with education) were confirmed. The findings also support the competence-assumption introduced by Piaget and Kohlberg.

Political Activism and Role-Taking Opportunities
GROS, Michael, UNIVERSITY OF HAIFA

Political activism is often regarded as an ideal role taking opportunity for the development of moral judgment. To assess the relationship between moral judgment, role taking opportunities and political activism, data were collected from nearly 800 activists in the United States, Europe and Israel. These data offer several alternative interpretations: First, moral development has no direct effect upon the level of activism of individuals; however, it does affect the reasons individuals have for joining an organization. Second, the dominant factor accounting for political activism is a cluster of variables defined as conventionality: conventional moral development, political dependence and communitarian consciousness. Finally, these data draw our attention to the broadening of conventional moral reasoning rather than progressive moral development.

Creating Authentic Relationships in a University-High School Partnership
AMON, CHERYL, University of Illinois & SLADOVA, MELISSA, Tufts University

North American disenfranchised youth are not only struggling with academic failure; they are also forced to cope with violent and traumatic life experiences. While these circumstances are problematic for youth, they also alienate the adult middle class and result in most adults retreating from the youth of their city. This presentation describes a University-High School Partnership in which adult undergraduates were placed in inner-city classrooms in an attempt to bridge the gap between these two populations. The Partnership focused on the development of authentic relationships, in which traditional power inequities were critically examined. Evaluation studies indicated that both the high school and the undergraduate students reported meaningful experiences relevant to Partnership objectives.

What Can Moral Relativism Do for Socio-Moral Reasoning Development
NIEZCZANSKI, ADAM, Jagiellonian University, Krakow, Poland

The Kohlbergian answer to the question appearing in the title has been that questioning the perspective of a member of the social normative system opens a way to postconventional reasoning. Opening consists in a transient phase of a relativistic position whose role resides in demolishing an absolutism of moral judgment. An alternative perspective for understanding young adults’ socio-moral development is suggested. Data from Poland are used to illustrate a contrast between the Kohlbergian ontogenetic interpretation of moral relativism and a developmental socio-cultural interpretation of moral relativism. The implications for moral education at the university level are discussed.
SESSION C. ROOM: 1019A
The Application of Rawlsian Theory to Psychotherapy
ERDINNAY, ALBERT, & LOCKE, NANCY, ANTIOCH UNIVERSITY, LOS ANGELES
A goal of psychotherapy is to affirm the person as a free and equal moral person. Rawlsian theory can be used in therapeutic settings to clarify and stimulate moral reasoning. Central issues addressed are the moral primacy of self-respect and self-esteem; distinctions between moral shame, regret and guilt; distinctions between the good and the right, self and common, independence, self-authenticating sources of moral claims and taking responsibility for ends.

Improving the Effectiveness of Instruction in Ethical Reasoning
BEBEAU, MURIEL J., UNIVERSITY OF MINNESOTA
This study retrospectively examines improvements in dental students' competence at developing a well-reasoned moral argument brought about by success additions of instructional elements to the dilemma discussion technique used in the courses. Using a revised scoring scheme (Bebeau, 1986), one rater rescared thirty pre and post-test responses randomly selected from each of four classes who took the course under these conditions: discussions only, discussion plus criteria, discussion plus criteria plus feedback, discussion plus criteria plus feedback plus guidelines. Pretest differences across the four conditions were not significant, but highly significant for the post-test (F=71.96), indicating that each instructional condition positively enhanced performance.

Teaching the "Art of Ethics"
BROCKETT, MARGARET, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, TORONTO
This paper proposes a constructive moral analysis approach as a method of decision making to be taught to students and practitioners in health care. It is a process that calls for moral imagination and requires moral dialogue. It respects persons in the diversity of their experiences and traditions. It is contrasted with the prescriptive approaches to ethical decision making that are currently being promoted in the health care field. They employ a linear, deductive reasoning process based on ethical principles that, it is argued, quashes difference and demeans those who are seen to be different.

SESSION D. ROOM: 1021
Foundations for a Moral Dialogue: Moral Education as an Extension of Moral Agency — at Home and Abroad
FINDER, NEIL J., BRIGHAM YOUNG UNIVERSITY
The purpose of this paper is to explore the potential for identifying and entering a common ground for moral discourse with multicultural application. The focus is on three areas: (1) A model or map based on universal value-constructs that may be used as gateways; (2) A description of moral dialogue as an extension of moral agency; and (3) A recognition that precepts, concepts, and principles may all play a role in the discussion of morality and the formulation of moral education. A definition of morality in the form of a principle is offered that distinguishes morality from the physical, intellectual and spiritual aspects of human experience.

Educating the Entire Moral Person
BERKOWITZ, MARVIN W., MARQUETTE UNIVERSITY
For moral education to become more national and international, we need to address the problems that hinder such progress: fractionated view of moral personhood; imprecise terminology; myopic, competitive view of moral development/education. A model of moral personhood with systematic definitions of the relevant terminology is offered, comprised of: behavior, values, character, reason, emotion, identity, meta-moral characteristics. An examination of how each component develops and what educational processes are relevant is offered as an attempt to open the dialogue about a comprehensive model of moral education.

Ego Development and Ethical Voices of Justice and Care
SHERRY, JOHN, EMORY UNIVERSITY
Ann Rogers' method of assessing justice and care reasoning in Sentence Completion Test responses was applied to a group of mature adults (26 women and 30 men). Both men and women made frequent use of both moral voices. Scores on Loewinger's ego development test showed a positive significant linear association with both care and justice. Scores on Kohlberg's moral development showed a significant, but nonlinear, association with Rogers' scores. Persons who scored as Stage 4/5 in Kohlberg's model tended to regress in the use of both care and justice orientations. Relativism can characterize the transition from Stage 4 to Stage 5 among adults as well as adolescents, and care reasoning as well as justice reasoning.

SESSION E. ROOM: 608
The Development of the Ideal Self: Research Findings and Implications for Moral Education
POWER, F. CLARK, KHIMLKOV, V.I., AND MAKOGON, T.A., UNIVERSITY OF NOTRE DAME
In this presentation, we describe five levels in the development of the ideal self and the dreaded self, a negative ideal self. Cross-sectional data indicate that development through these levels is related to age and to moral stage. An analysis of small samples of delinquent and at-risk high school students suggests that problems leading to failure in school and antisocial behavior are influenced by and perhaps have an influence upon the developmental level of the ideal self. This analysis also suggests that the ideal self of antisocial youth has distinctive characteristics beyond those that can be attributed simply to developmental level. Our presentation concludes with an examination of possible school-based interventions to promote the development of the ideal self.

Strength of Character: Exploring the Moral Identity of Exemplary Lesbian Sportswomen
BREDERMEIER, BERNA, UNIVERSITY OF CALIFORNIA, BERKELEY; CARTON, ELLEN, SONOMA STATE UNIVERSITY; HILLS, LAURA, UNIVERSITY OF CALIFORNIA, BERKELEY AND OLEGESSY, CAROLE, TEMPLE UNIVERSITY
We are engaged in a study of morality that involves lesbian sportswomen whose life work has enhanced the lives of others. The study is grounded in a social constructivist approach, and is designed to explore the personal identities and moral praxis of lesbian sportswomen exemplars. This paper presents preliminary findings regarding the moral identity of four co-participants who have exerted moral leadership and met five criteria: 1) she is a self-defined lesbian, 2) she sees sporting activities as playing a central role in her self-definition, 3) she embodies a sustained commitment to moral principles such as justice and care, 4) she consistently demonstrates integrity, and 5) she inspires others. The co-participants completed a short demographic questionnaire and participated in two-audio-taped, semi-structured interviews. Narrators addressed such issues as the meaning and process of lesbian self-definition, degrees of public disclosure, lesbian identity and activity as a moral issue, significance of lesbian community, and connections between lesbian, sport, and moral identities.
THURSDAY

A Fourth Interpersonal “Ought” - The Identity Ought
NORDMANN, NANCY, NATIONAL-LOUIS UNIVERSITY, CHICAGO

During unstructured interviews conducted on the topic of interpersonal relations with 16 University of Chicago undergraduates, the topic of “ought” regarding interpersonal behaviors was spontaneously produced. Examples of three of four categories of “ought” governed behavior, involving personal role oaths, social role oaths, and moral oaths have been presented previously in Nordmann, 1994; 1995. This presentation discusses the fourth oath, an identity oath. This concept of identity is viewed as compelling, consistent and authentic behavior toward others. The linkage of identity with a relational oath is compared with views expressed by philosophers and psychologists engaged in an examination of the relation between identity and morality. Ernst Tugendhat (1993) has distinguished the moral oath from the notoriously numerous kinds of “ought” as an oath that connotes obligation. An exact explication of obligation connotes relations with others. In other words one must ask, obligation to whom?

Caring Men, Just Women: Growing Wiser as We Age
DANKER, DOROTHY, NEW YORK

The hypothesis for this study is that sex-role differences in ego and moral development are mitigated with ego and moral development as measured by Jane Loevinger’s (1976) Washington University Sentence Completion Test (WUSCT) and Kohlberg’s Moral Judgment Interview (MJII). Level of sex-role mitigation, defined as integration of intimacy and individuation, was measured by the Life Experience Interview (LEI). Interviews of 14 gifted high-school students were compared with interviews of nine of their teachers, five first year City University of New York college students, and six CUNY professors. A Finnish sample of ten high-school students and ten teachers was also collected. For both the Finnish and American samples, a multiple regression analysis showed a highly significant correlation between the LEI and the MJII, but not between the LEI and the WUSCT.

SESSION F. ROOM: 522
Minding Muslim Brothers in the Continuing Search for Peace in the Southern Philippines: Perspectives from the Local Catholic Religious Community
REBOLOS, G.J., WESTERN MINDANAO STATE UNIVERSITY, THE PHILIPPINES

This study surveys the attitudes of the Catholic religious community toward Muslims in the Zamboanga Archdiocese in Mindanao, The Philippines. These groups’ perceptions of each other determine the character of ensuing relations and thus have serious implications for Zamboanga’s aspirations of peace. Priests and nuns in the archdiocese completed a questionnaire measuring exposure to and attitude toward Muslims (image of Muslims as a community, social distance from Muslims, views on Muslim-Christian interaction issues) and participated in focus group discussions concerning the most probable future state of Muslim-Christian relations. Data from the study were used to measure respondents’ predisposition to hasten or hinder the peace process, and to determine strategies for the church to maximize its involvement in that process.

The Israeli Soldier as Moral Critic
LINN, RUTH, UNIVERSITY OF HAIFA, ISRAEL

This paper reports an interview study with Israeli soldiers exploring the relationships between their military experiences, moral reasoning and personal values orientation in the larger context of their views of Israeli society and politics.

The Struggle for Women’s Rights in the Philippines
ROSANA, MARIELLA B., COMPANIONS OF OUR LADY OF THE CENACLE

Women’s rights are human rights. The struggle for women’s rights is basically a moral issue - the failure to recognize that dignity is a birthright of every human being regardless of sex, race or belief, and a denial of the fundamental truth that women like men are created in the image and the likeness of God. This struggle should necessarily be the struggle of all humanity. This paper speaks of the struggle of women in the Philippines for equality and empowerment. It attempts to present facts on the existing inequality between men and women, the sociocultural climate and the oppressive structures that breed this inequality but will focus more on how certain laws tend to discriminate women from men, the legal remedies resorted to, and the moral courage and integrity needed in women in order to foster equality and their development.

SESSION G. ROOM: 1116
Mortality, Morbidity and Morality
GATES, BRIAN E., UNIVERSITY COLLEGE OF ST. MARTIN, LANCASBER, UK

Death stalks around in human consciousness in ways, and to an extent, we do not fully understand. Whilst awareness in this regard is not exclusive to the human animal, its presence is evident even from the archaeological record of earliest civilizations. This paper explores the sense of death as itself a challenge to any lasting moral meaning. It refers to projectionist critiques of beliefs in heavenly/karmic rewards and punishments, as well as the psychological "make-belief" that life is just in the face of personal experiences to the contrary. It examines the invocation, in ordinary conversation, of time as moral arbiter; the moral force of near death experiences; and the musings of children when faced with death. Willful ignoring of death, as also morbid preoccupation with it, are humanity debilitating. By contrast, recognition that there is no life without death may itself be fundamental for the appreciation of moral ends.

Wisdom: A First Approximation
COCHRANE, DONALD B., UNIVERSITY OF SASKATCHEWAN, CANADA

Wisdom is as much esteemed as it has proven elusive. It has been all but neglected by mainstream psychology and, ironically, philosophy. But there is a resurgence of interest among feminists, especially theologians, deep ecologists, and First Nations peoples. This paper lays out the groundwork for the investigation of wisdom in psychology and philosophy.

SESSION H. ROOM: 1002
Values in Education and Education in Values
TAYLOR, MONICA J., NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH, UK

This session is based on a book, Values in Education and Education in Values, coedited by J. Mark Halstead, University of Plymouth, and Monica J. Taylor, NFER, UK, published by Falmer Press. To set the context - rooted in the UK - key issues are explored in relation to different types of values in education, democratic, environmental, moral, etc., and the ways in which an education in values occurs in schools in the whole curriculum. The major focus is on learning from pupils voicing their values in relation to their moral and cultural experiences, which now form two elements of school inspections.

Different Situations of Moral Education in 20 Countries
IWASA, NOBIMICHI, RETAKU UNIVERSITY, JAPAN

In August 1995 a moral education questionnaire was distributed to the expected participants in the Second International Conference on Moral Education held in Japan that same month. The questions include: (1) characterization of moral education in the country; (2) its legislative aspects; (3) status of moral education as a separate or integrated part of the school curriculum; (4) content and methods; (5) evaluation; and (6) problems. Responses from participants representing 20 countries show how various conditions of moral education in each country are.
COFFEE BREAK
3:30 - 4:00
11th Floor

SESSION THREE
4:00 - 5:30

PANEL A. ROOM: 524
Who Counts; Who Cares
Wyche, Karen, Brown University
Reaves, Deborah, Newtown Public Schools Carrington, Bruce, University of Newcastle, UK Short, Geoffrey, University of Hertfordshire, UK

Compared to the literature on children's racial and ethnic identities, little is known about their understanding of national identity. Such knowledge is necessary if racism and ethnocentrism are to be challenged effectively in schools. We present the findings of a qualitative study of American and British 7- to 12-year-olds' understanding of this form of collective identity undertaken in Massachusetts, Edinburgh and London. Attention is given to differences in response by age, gender and ethnicity. We conclude by exploring the pedagogical implications of the study.

INDIVIDUAL GROWTH MODELING —
Depicting Change in Moral Judgment
Deemer, Deborah, The University of Northern Iowa

Deemer will concretize issues related to the use of traditional, aggregate measures of change encountered when she and her colleagues used analysis of variance, regression, and path analyses to identify relationships between life experience and growth in moral judgment (as measured by the Defining Issues Test), as a motive for investigating Willett's Individual Growth Modeling (IGM) procedures. A preliminary analysis of twenty-two longitudinal DIT trajectories, using IGM, underscores the problems with linear models of growth when depicting change in moral judgment. Questions are raised about how to more effectively describe change in reasoning given the stage mixture and regression evident in longitudinal DIT trajectories.

ROUNDTABLE B. ROOM: 526
Analyzing Data In Longitudinal Studies of Moral Development: Methodological Issues and Applications
Chair: Buchanan, Trey M., Wheaton College

This roundtable is organized to discuss the application of recent methodological advances in the quantitative analysis of longitudinal data in the study of moral development. These methods include individual growth analysis (IGM), hierarchical linear modeling (HLM), covariance structural modeling, and Rasch analysis. The panel will attempt to offer conference attendees the opportunity 1) to learn about the methodological and analytic issues unique to understanding change, growth, and development, and 2) to hear about two ongoing projects analyzing the development of moral reasoning from longitudinal datasets based upon both DIT and MJJ scores.

Rasch Analysis — An Illuminating Approach to the Examination of Longitudinal Developmental Data
Dawson, Theo, University of California, Berkeley

The data from Armon's (1995) 13-year study of reasoning about the good life and justice are an interesting subject for Rasch analysis. Rasch analyses conducted on these data show that Kohlberg's moral reasoning measure (Colby, et al., 1987) and Armon's four measures of good life sub-domains (items) — good life, good work, good person, and good friendship — may be tapping related aspects of a single general underlying reasoning construct. It further revealed the relative developmental positions of participants with respect to one another, themselves at the various test times, and to the items, which cluster in ways that may be readily explained from a stage-developmental perspective. In addition, the analysis identified those individuals whose scores do not fit the Rasch model predictions.

SESSION C. ROOM: 508
The African Perspectives on Moral and Religious Education for New South Africa
Akanke, Debo, University of the Western Cape, South Africa

The New South Africa is a country with a diverse, pluralistic, and multicultural population, that today exhibits symptoms and signs of serious moral malaise. There is consequently widespread concern about the moral predicament left over by apartheid. In accordance with the legacy of apartheid, the identities of schools vary (Africans, Coloureds, Indians, White-English or Afrikaans speaking). This paper considers moral and religious education programs appropriate for the rainbow nation. Opening with a brief analysis of the current crisis in moral, spiritual, social and political beliefs, it analyzes apartheid education and the inadequate approach to moral education which it advocated. The paper then discusses the epistemological underpinning of African value theory in moral education as well as the social institutions supporting it. Shortcomings in African indigenous education are outlined. Suggestions are made for exploration of other approaches which might strengthen what is of positive value in the African traditional moral education as well as overcome its deficiencies. It concludes that it is crucial that standards of behavior about race should not be handled as a separate moral issue more than they need to be in simply making clear the evils left by a racially unequal and unjust society and how that inequality still affects the "self" of innumerable people.
THURSDAY

Evolution and Perspectives in Argentinean Moral Education

Olaizón, Maria M., Universidad Nacional del Nordeste, Argentina

The beginning of this democracy period brings a new dimension of social conflicts that transfers the discussion about moral formation from its traditional place, focused on the family and Church, to the terrain of the school's basic concerns. The 1993 federal law of education in Argentina settled on an Ethic and Civic Educational area that gives a new profile to moral education, inserting the Argentinean problematic into a world discourse about that field. The present study of the Argentinean case may be useful in evaluating the characteristics of moral education in other countries with similar social-political contexts.

SESSION D. ROOM: 521

Just Communities in the German Youth Welfare System

Klaetzki, Thomas, and staff of the Institut der Ruhren Hauses für Soziale Praxis

This panel explains a newly developed program model of residential care for German youth with psychological and social problems. Funded by the German Federal government, the program model combines principles and practices of Just Communities with other models and philosophies which are discussed. It is one of the measures taken to decrease youth violence after the reunification of Germany. The program is designed to promote cultural understanding and to implement methods to foster a fair and democratic culture. Assessments and evaluations have begun and are described. Examples and illustrations from the program are presented throughout.

SESSION E. ROOM: 519

Good Liberal Intentions are Not Enough!: Racism, Intention, and Moral Responsibility

Applebaum, Barbara, Ontario Institute for Studies in Education

One of the greatest achievements of the last decade of the 20th Century has been revealing the iniquitous effects of power and privilege on non-dominant group members in Western society. The question, however, remains: "How can individuals from dominant groups be persuaded that they are dominating and that this domination must cease?" This is especially crucial in education for if teachers continue to resist facing their own role in perpetuating discrimination and domination, how can they teach their students the value of anti-racism and respect for diversity? This paper examines one common barrier to acknowledging power by focusing on the role of intentions in definitions of racism. It suggests ways which help dominant group members recognize their power and privilege in a non-adversarial manner.


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

Tolerance for diversity is a construct that stands at the intersection of moral and intellectual development. This paper explores links between intellectual development and the cognitive dimensions of prejudice through an examination of the results of a recent study on reflective judgment and tolerance among college students. Specifically, this study probes the following questions: Why are some college students more tolerant of diversity than others? How do higher order thinking skills contribute to individuals' ability to make reasoned responses to others, not on the basis of stereotypes, but on evidence or individuating information in the context at hand?

SESSION F. ROOM:

Double Binds and Moral Reasoning: A Cross-Cultural Study

Maringalum, Ram, LRDC, University of Pittsburgh & Johnson, Carl, University of Pittsburgh

In this paper we investigated the consistency in the moral decision making of Indians and Americans across two different contexts (life saving vs. killing) where the personal and professional obligations are in conflict with each other. American subjects' moral decisions were influenced by their commitment to their personal role, not to their professional role, irrespective of the context. In contrast, in the context of life taking situations, Indian subjects' decisions were influenced by their personal role commitment whereas in the life giving situation by their professional commitment. Further, the paper explores moral reasoning in the light of the recent developments in adult development and cultural psychology.

Beyond Asian Roots and U.S. Soil: the Moral World of Asian Americans

Eng, Robert, New School for Social Research

Drawing on Gilligan, I conducted a qualitative study with Chinese and Korean-American adolescents to understand how they talk about lived situations involving right and wrong, and how they perceive cultural/ethnic influences on their morality. I conclude parents and family, and respect for them, are central in participants' construction of their moral world. Moreover, an ethic of care emerged prominently. Just about half of all participants talked about their struggles to retain important relationships. These findings are consistent with and go beyond participants' east Asian roots and a collective history in a racially inhospitable U.S. environment.

Culture Wars: Contrasting Conceptions of Morality in the United States and India

Jensen, Lene, University of Chicago

Sociologists have argued that the public moral debate in contemporary America as well as other countries is characterized by a "culture war," pitting "orthodox" and "progressivist" worldviews against one another. This study examined whether the culture war is evident in individuals' moral thinking. Interviews with "orthodox" and "progressivist" Americans and Indians (N=80) about issues such as suicide, abortion and divorce, indicated that the orthodox and progressivist groups in the two countries were divided in their moral thinking in similar ways. It is argued that psychological theories of moral development apply more to progressivist than orthodox Americans and Indians.

SESSION G. ROOM:

Expert-Novice Differences in the Comprehension of Moral Stories

Narahara, Darcia, University of Minnesota

Persons who reason at more complex levels of Kohlberg's justice scheme process moral events in stories differently. A series of studies were conducted that indicate more expert reasoners are better able to recall the moral reasoning from complex moral stories than are those with low scores in moral reasoning. High reasoners are better at remembering everything else in the stories, even after reading comprehension skills are factored out. Further studies that explore differences between high and low moral reasoners will be reported such as in the number of inferences made while reading moral stories and thinking aloud.
Value Incommensurability and Ethical Sensitivity: Re-examining the Psychological Research on Moral Dilemmas

KEEFER, MATTHEW W., UNIVERSITY OF PITTSBURGH

Gilligan makes the assumption that if there are different ways to frame and resolve moral dilemmas then there are different "structures" of moral thinking. Hence: Moral judgments do not reveal the structure of moral thinking, since there are two different ways to structure moral thinking." (Gilligan, 1987, p. 27). The claim I wish to defend is that value incommensurability provides an explanation for these different ways to structure solutions to moral conflicts that is not based on the assumption of two different structures of moral thinking. I will reexamine existing findings in order to show how taking seriously the reality of "irresolvable" dilemmas can transform the moral reasoning task into a problem of coming up with a solution in which certain moral values, otherwise threatened, are protected or preserved. Finally, it will be argued that recognizing the role of value incommensurability is essential to understanding our everyday practices of moral reasoning and moral perception and holds the promise of pointing the way to new and more realistic applications for moral education.

Exploring Students' Reactions to Moral Dilemma Discussions

BINFE, JOHN T., UNIVERSITY OF BRITISH COLUMBIA

The purpose of this study was to examine intermediate grade students' opinions and reactions regarding their participation in moral dilemma discussions. Twenty-five sixth and seventh grade students comprising one intact class served as participants in the study. Students participated in dilemma discussions over a six month period as part of their language arts program. After six months of participating, students were asked to write about their feelings of moral dilemma discussions. Analysis of student responses provides important information for both researchers concerned with moral reasoning interventions and educators implementing discussions as part of their curriculum.

Session H: 515

Altruism as an "Animaing Ideal" for Moral Education: Beyond Postmodern Ethical Relativism

VAN HESTEREN, FRANK, UNIVERSITY OF SASKATCHEWAN

In this presentation, it is suggested that the concept of altruism constitutes what Charles Taylor has called an "animating ideal" that can counteract a Postmodern epistemological drift in the direction of moral relativism. An integrative model of the development of altruism (Krebs and Van Hesteren, 1994) will be described and its implications for fostering the acquisition of an altruistic orientation and for meaningfully confronting the issue of moral relativism is discussed. Given its direct relevance to dealing with the matter of moral relativism, particular attention is given to the argument that later developing forms of altruism are more adequate (i.e., better) than earlier developing forms.

Morality, Learning and Self-Development: Values after Relativism

McPHERSON, IAN, NORTHERN COLLEGE OF EDUCATION, DUNDEE, SCOTLAND

One would-be perennial and ecumenical version of moral perfectionism appeals to the moral nature of all learning. (E.g., Iris Murdoch 1992). However, this claim has been grounded in an argument that, as caring and generous attention to the other instead of self is essential to morality, the self as moral learner needs progressive self-denial.

If morality necessarily includes self-development, the argument can be recast. What learners at earlier stages see as diminishment or even death of self, appears at later stages as loss of less adequate versions of learning, morality and self. (Compare Stanley Cavell, 1990)
On the Alleged Incommensurability of Moral Cultures

Wern, Thomas, Loyola University

It is not fashionable to consider cultures, and those moral dimensions which I shall simply call "moral cultures," to be so different from each other that no meaningful cross-cultural comparisons are possible. If the only alternative to this view, which is obviously just another version of cultural relativism, were the classical nonrelativist view that "deep down" morality is the same for everyone, I would probably side with those who argue for incommensurability. However, there seem to be important philosophical and psychosocial structures which both sides take into account, and which make possible empirical cross-cultural investigations into moral practices. I propose that theorists consider structure as an interactive notion and that persons from different moral cultures can try to understand each other's deep structures.

Morality in Korean Youth

Garz, Detlef, Carl von Ossietzky University, Oldenburg & Lee, Hyo-Seon

The aim of our study was to explore, first of all, whether the Kohlbergian type of morality is universal in the sense that people in every culture use judgments that are understandable in deontological terms. Moreover, we tried to find out whether stage differences exist between male and female subjects. Secondly, we were interested in determining if there are differences in moral judgment competency between individuals in a large city and individuals in small villages which are still more influenced by the Confucian beliefs or by some form of traditional, pre-modern belief system. Thirdly, following the work of Triandis and others, we tried to analyze whether there are differences between ways of individualistic and ways of collectivistic thinking. Thirty-four adolescents were interviewed. Fourteen lived in Seoul, ten in the village of Hanbak and ten in the village of Nakaan. The subjects were between 10 and 13 years old.

Cross-cultural Research for the Internationalization of Japanese Students

Naito, T., Ochanomizu University, Tokyo, Japan

This paper discusses the situation of cross-cultural research on moral reasoning in Japan and suggests some possible future directions for the research based on a consideration of the current situation in Japanese society. Cross-cultural comparative studies of moral reasoning in the fields of developmental psychology and social psychology generally confirm the statement made by social anthropologists that Japanese morality is collectivistic and relation-based in nature. However, the current increase of interactions with foreign cultures requires new conceptions to better explain and support moral interactions between the Japanese and members of other cultures. A general framework for future research will be introduced.

Walker, L.J., University of British Columbia, Vancouver, Discussant
SESSION C. ROOM: 1116
Good Sex as An Aim of Sexual Education
STEEL, JAN W. & SPIEKER, BEN, FREE UNIVERSITY, THE NETHERLANDS

What are the main aims of sexual education? Very often this question is answered by referring to aims that are part of moral education, like fostering a commitment to moral principles that apply to sexual activities. This presentation, however, argues that sexual education should not be reduced to an aspect of moral education. Equally important are aims that relate to nonmorally good sex (i.e., sex that is satisfying or enjoyable) and the relative value of sex in a nonmorally good life. The nature of, and the relationship between, these 'moral' and 'nonmoral' aims are explained and some remarks are made on important differences between the appropriate ways to achieve those aims.

Moral Atmosphere, Gender, and "Hooking Up":
The Development of Sexual Moral Agency
REED, DON, WITTENBERG UNIVERSITY

Changing courtship rituals affect the development of sexual moral agency. I summarize the results of two years of research about practices called "scamming" (a type of flirting) and "hooking up" (sexually intimate contact) at Wittenberg University (enrollment approx. 2200; undergraduate residential campus in Springfield, Ohio, U.S.A.). These have largely replaced what was called "dating." I suggest ways that the notion of "moral atmosphere" can be employed along with analyses of social constructions of gender to interpret the occurrence of casual, spontaneous sexual intimacy among undergraduates. We will discuss the extent to which these phenomena occur on other campuses in the United States and internationally.

SESSION D. ROOM: 606
New Directions in Early Moral Development:
Toward a More Neutral Approach
LAM, SHARON & FEENY, NORMA, BRINM WAKR COLLEGE

This theoretical paper examines the past, present, and future of research in early moral development. We present three pictures of the field: a picture of the past which focused on the "good" baby; a picture of the present, which, looking at individual differences based on gender and temperament, focuses on the "better" baby; and a picture of the future, which needs to focus more on context (the "place" for goodness) and early "bad" behavior (early signs of immorality).

A Theory of Moral Education to Foster
A Child's Latent Identity
MUTO, TAKAUIKE, TOKYO DENKI UNIVERSITY, JAPAN

Each child's way of life is not always clearly appreciated, even by the child concerned. Inside the child it consists of an indistinctness, and it is important for each child to try to identify this as something secure. One can foster the latent identity inside each child. We are wholly convinced of how important it is that the teaching of morals classes should consist of multi-hour of lessons. We think one can consider that the internal consciousness of values comes into existence when the child's value judgment is strongly bound up with what he 'prizes.'

SESSION E. ROOM: 608
The Just Community in the Public-Religious Schools System
In Israel: Work-In-Progress
BARENHOLZ, YAEI, MINISTRY OF EDUCATION, ISRAEL

It's now more than ten years since the Just Community Approach to Moral Education was presented in the Israeli educational system. Schools were invited to join an experiment implementing this idea. As of today more than 50 schools are involved in different modes of implementation. A lot of thought was dedicated to adaptations to the Israeli society and educational system. Thus only 5 religious-public schools joined this experience although they constitute 20% of the school system. The question then is why? Does it mean the idea is not relevant to the religious way of thinking and practice of education? Our work this year was devoted to finding an answer and to come up with ideas for adaptations that will serve the needs of this population.

The Hungarian Experimentation with the Just Community Approach and the Changing Role of Teachers in Hungary
VAR-VARGAS, IVONA, INSTITUTE OF PSYCHOLOGY, HUNGARY

The stability and efficacy of society are endangered by overconformism, strong dependence and vulnerability of the individual, and anarchist rejection of the majority will and of moral and legal norms. The issue arises from time to time: how can the individual be independent and autonomous and also accommodate to the social and organizational existence? Which kinds of communicative and cooperative abilities are needed for relationships with significant others, with smaller and larger groups and communities in order to be able to carry out cooperative and rival activities, and to negotiate different views and interests to solve moral and other kind of dilemmas? Do we need real human communities, outside the family, for the healthy personality development and for developing social maturity in the individual in the period of growing individuation?

These questions were addressed by the founders of the Just Community project (Power, Higgins & Kohlberg, 1989). It was introduced in the 90s into some Hungarian schools in order to see whether it helps to solve the extremely difficult problems of moral and citizenship education during the period of transition in recent Hungary. The paper presents some arguments and data for the need and the possibility of the hopeful experimentation with the modified adaptation of the Just Community approach, describing some important similarities and differences found in the comparison with the original American model.

SESSION F. ROOM: 1118
Analyzing Values Incidents in Elementary Classrooms
BELANGER, WILLIAM A., UNIVERSITY OF OTTAWA

Imparting values in the dynamics of a public school setting is subtle and complex. To more fully understand the phenomena of imparting values, an analysis tool was developed which considers the dimensions of mode, intent, preparation and awareness. Since the development of this instrument, the author has collected and analyzed hundreds of incidents. The analysis provides insights into the manner in which values are imparted. Data have also been collected on the changes in attitudes of young educators who have used the instrument to explore their role in imparting values.

Learning to Share: Introducing Concepts of Moral Development into the Education of Pre-School Children
MCNUTT, ROBERT E., TEACHERS COLLEGE, COLUMBIA UNIVERSITY

This paper deals with the systematic application of curricular activities that focus on sharing experiences as an element of a moral education for very young children. The paper suggests that enlarging on Piaget's theories of cognitive development by including empathy as described by Martin Hoffman, educators are in a better position to create a curriculum for very young children that embraces concepts of moral development. "Sharing activities" suitable for inclusion in a preschool setting are suggested.

Exposure to Community Violence: Implications for Moral Development
KUHFER, TARA, FORDHAM UNIVERSITY

As violence within our communities has become an increasingly common problem, the developmental and psychological consequences of exposure to community violence have become issues of import. Conditions of pervasive violence have deleterious effects on the development of moral reasoning, curtailing development to the vendetta stage, stage 2 in Kohlberg’s scheme. The truncated moral development associated with community violence is a result of limited environmental opportunities for cognitive and social stimulation.

Narcissism, the Narcissistic Personality and Moral Development
LALVIE, JIAN, HARVARD MEDICAL SCHOOL

Negative events point to the presence of: (a) “frozen or freezing” in development that ensures low-stage moral behavior to be repeated in a domain, b) suppressed memory of some idea, or event that may already have frozen other related ideas; c) an increase in the probability that boundary crossings or violations are factors in the repeating event; d) anxiety, dissatisfaction, anger, and a sense of entitlement in righting wrongs associated with the vent. The antisocial aspect of narcissism
Correlates highly with increases in distortion. This includes blaming others for their problems. The degree to which this is disguised, the greater the crusted layer of narcissism moves toward becoming a character disorder.

**Helping with Students' Peer Conflict Resolutions: A Systems and Developmental Methodology**

**SAVYER, ROBERT, HAVENHILL, MA PUBLIC SCHOOLS**

From the position that conflict resolution learning is critical to children's social-cognitive and moral development, this paper presents an adult's method of helping those with difficulty in this area to solve their own peer problems without adult takeovers, thereby allowing them previously missed learning opportunities. Several years of study and school practice, and Robert Selman's work, support the belief that consistent use of this method can enable children to achieve "retroactive" conflict resolution learning and resume more healthy social-cognitive and moral development from the point where natural progress was blocked, often by adult interference.

**Moral Development of Boys and Girls and Its Consequences for Moral Education**

**BRÜHL, CLAUDIA, MAX-PLANCK INSTITUTE FOR HUMAN DEVELOPMENT AND EDUCATION, BERLIN, GERMANY**

The project evaluates judgment in moral action conflicts from everyday contexts according to content, moral-developmental theoretical, and action theoretical viewpoints. The assessment of the moral judgment level follows from Kohlberg interviews across three dilemmas ("Judy", "Heinz", "Korea"). How the adolescents (boys and girls at ages 13 and 15) work through these dilemmas should reveal the subjective construction of social conflicts, and explain the individual judgment strategies and conflict-solving strategies.

**The Defining Issues Test: New Index, New Bibliography**

**NARVAEZ, DARCIA, UNIVERSITY OF MINNESOTA; THOMA, STEVE, UNIVERSITY OF ALABAMA; REST, JAMES & BEBEAU, UNIVERSITY OF MINNESOTA**

For over 20 years, DIT research has used the "P" or "D" score. Now a new index, "N", has been devised through extensive reanalysis of "classic studies." The "N" index uses the same raw data collected by the usual DIT, but yields better trends. Also a new bibliography (about 2000 references) on DIT research is available and is especially strong on college student development and professional decision making. Those interested can obtain information (free of charge) about the new index, "N," send in their old data for re-scoring, and/or obtain the new bibliography.
The Inner Voice: Creativity, Authenticity and Conscience

Grisanti, Mary Lee, The School of Visual Arts, New York

Morality has been neglected in the teaching of art and has become divorced from the very concept of creativity, which today often seems to stand for untrammelled self-expression. Although we cannot hope to know truth exactly, we can still reject falsehood, manipulation, cheating. Developing a feel for the authentic is a major part of the training of young artists. Acquiring a moral feel is what we call developing a conscience. Creative endeavor can be a most powerful vehicle for developing and teaching that feel. A new writing program was designed to place moral responsibility at the center of the film making process, whereby students at the School of Visual Arts are required to confront their moral power and responsibility as film makers.

Developing an Environmental Morality for the Next Seven Generations

Gruber, Simon L., Director, NY Water Program

Gaia Institute, Cathedral of St. John the Divine, New York

Human survival is a moral imperative that relies upon the overall health of the global ecosystem; environmental protection requires a long term vision encompassing ecological and social goals. Even in democratic nations, governmental arrangements are not well suited to thinking in these terms. Environmental pressures will contribute significantly to social conflicts unless new problem-solving strategies are found. We need to apply creative moral thinking in shaping environmental policy and to design appropriate educational pathways for public officials, citizen activists and business leaders. Community-based watershed protection for the New York City water system provides an evolving example of responses to these complex issues.

* From the Great Law of the Haudenosaunee, the Six Nations of the Iroquois Confederacy: "In all our deliberations, we must be mindful of the impact of our decisions on the Seven Generations to follow ours."

CIRCADIA INSTITUTE, CATHEDRAL OF ST. JOHN THE DIVINE, NEW YORK

Seven Generations to follow ours.

Developing Moral Community and Moral Education in a Pluralist School Setting:

St. Andrew's Scots School, Buenos Aires

At Easter 1995 St. Andrew's Scots School in Buenos Aires started work with a Scottish advisor to clarify and affirm its core values, to implement them in the life of the school community and to devise appropriate moral education curriculum (K to secondary 7). The pluralist nature of the school community - on religious, ethnic and economic dimensions - raised the question, "What core values can genuinely be taken to represent a basis for community in such a context?" Staff and the adviser describe progress and plans.

Rodger, Alex, Director, Values Education Project, Northern College, Dundee, Scotland

This paper describes St. Andrew's Scots School: its Scottish Presbyterian foundation; its present pluralist constituency; its values; its moral/ethics curriculum; and in-service staff development. The process includes: identification and affirming of core values; approaches within primary and secondary grades; work with parents; current position; and plans for future development.

DuThe, Rose, Leader of the Primary School Development Group

This paper describes work on curriculum; its emergence from the agreed core values; its development across K-7; its links with school life and activities; the use of class meeting; the involvement of parents; cooperation among staff; and creation of a sense of community.

Marchand, Sandy, Teacher-in-Charge, Learning Centre

This paper deals with needs and issues in Primary School. Topics include coordination of the school's development; support for the staff; effective involvement of parents; school-wide approaches to moral education; discipline issues; in-service needs relating to methods and developmental stages; conflict resolution and cooperative learning; teacher characteristics and approaches; pupil profile; teaching social skills; and moral and ethical challenges for teachers and the school.

Podesta, Maria-Eugenia, Teacher Responsible for "Creativity, Action and Service" Programmes within the International Baccalaureate Curriculum.

This paper describes the secondary school, key issues and plans for the future. Contributions to moral learning are discussed, including extracurricular activities, informal and formal curricula and the effort to develop a supportive and systematic curriculum.

SESSION D. ROOM: 1118

Technological Culture and Educational Values: New Wine in Old Bottles?

Davies, Trevor, Dillon, P., Martin, D., & Wright, B., University of Reading, Reading, UK

Permeation of society by the convergence of electronics - based information and communications is explored. Little attention has been paid to the implications of gaining technological capability by future citizens and its relationship to the development of values, learning, multiple -identity and citizenship. Awareness of this relationship is necessary if there is to be the building of an empowered human infrastructure with its focus in decision-making and human relationships which pertain at the global and local levels. Dual democratization is further explored in determining the mobile spaces and settings available for a learning society. An information-based society will impact on the reconstruction of the purposes and values of institutions, teachers and teacher-training.

Moral Judgment Competence, Practical Moral Judgment and Institutional Moral Atmosphere

Brugman, Daniel, University of Utrecht, The Netherlands

The claim that the moral atmosphere in societal institutions exerts a negative influence on individual's practical moral judgment within that institution is examined with a focus on secondary schools. The effectiveness of teacher's intentional and unintentional moral leadership is discussed.

SESSION E. ROOM: 608

The Virtue and Vices of Character Education (Excising its Moralism and Political Partisanship)

Puka, Bill, Harvard Graduate School of Education / Rensselaer Institute

Problems are raised with character education, the currently dominant approach to moral education. These include its dismissiveness of alternative approaches, the influence of Victorian moralism on its profile of preferred virtues and values, and its apparent ideological bias. Remedies are offered for each problem aiming toward a more inclusive character approach. Problems and remedies also are noted in current character exercises for the classroom. These concern the use of "fantasy" moral exemplars (drawn from literature and historical legend) and a failure to address the actual values and interests of inner city students.

Authenticity, Teachers and the Future of Moral Education

Conroy, John C. & Davis, Robert A., St. Andrews College of Education, Glasgow, Scotland

Recent trends in the British media indicate a yawning chasm in the shape and content of moral discourse and reflection. Moral conversations have been supplanted by spurious confrontations and doubtful populism. The vacuum has arisen because the educational framework which should give rise to moral conversation has suffered a paralysis, having been caught between the descriptive categories of a previous era and present realities. Rooted in the attempt to develop a philosophy of childhood and adolescence this paper attempts to explore new ways...
of re-imaging student, teacher and curricular constructs as a means of creating authentic moral discourse.

SESSION F. ROOM: 610

Moral Learners:
The Personal and Professional Growth of Teachers
KONIK, CLARE, UNIVERSITY OF TORONTO & BECK, CLIVE, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Teachers are critical of values education. Discussion of moral education must look at the role of the teacher and the teachers' moral development. Two key assumption are made. First, every school teacher must be moral. The teacher must also be a moral learner. Examination of one's own practices can be the impetus for professional growth and for examination of values embedded within her/his classes. Second, teachers and students are co-learners. Dialogue and shared decision-making are necessary for the school to be a community of learners where all engage in learning and teaching. Ways to foster joint learning through literature study and social studies projects are discussed.

Training Teaching in Moral Education:
The case of ICE of the University of Barcelona
BUXARAS, M. ROSA & MARTINEZ, MIGUEL, UNIVERSITY OF BARCELONA

SESSION G. ROOM: 1116

Enhancing Moral Reasoning and Cognitive Complexity through Instructional Design
Hidalgo, Susana F., Universidad Catolica del Peru

The objective of this study was to test the efficiency of an educational program (SPCC) in order to improve the moral reasoning and cognitive complexity of 18 tenth-grade students of both sexes, ages 15-16 years. The results indicate, even though there were not structural advances in moral reasoning level, there was an increase in reasoning complexity and in the number of elements that subjects were able to identify as social dilemmas. Implications are discussed.

Effects of an Intervention for Facilitating Social Reasoning and Prosocial Behavior in Preadolescents
KREVEL-ZACKS, GAL & SCHONERT-REICH, KIM, UNIVERSITY OF BRITISH COLUMBIA

The purpose of this study was to examine the effects of a moral dilemma discussion group intervention on moral reasoning, empathy, perspective-taking, and peer- and teacher-related prosocial and antisocial behaviors among pre- and early adolescents. After pretest administration, 46 sixth and seventh grade boys and girls were randomly assigned to a treatment group, a placebo group, or a control group. Students in the treatment and placebo groups met weekly for 12 weeks to either discuss both hypothetical and real-life dilemmas (the treatment group) or to develop a measure assessing teachers' perceptions of adolescent music and clothing preferences (the placebo group). At the end of the 12-week period, all students were administered post-tests. Results and implications of the utility of the moral discussion group intervention for pre- and early adolescents are discussed.

SESSION H. ROOM: 612

Developmental Trajectories in Moral Reasoning Across the Lifespan
DAWSON, TEO, UNIVERSITY OF CALIFORNIA, BERKELEY & ARMON, CHERYL, ANTOCHI UNIVERSITY, CALIFORNIA

This thirteen year study investigated moral reasoning development across the life span, including adulthood. The forty-four, predominantly white, well-educated, middle-class participants were tested four times at four-year intervals. Development continued throughout the life span, though its rate decreased with advancing age in a curvilinear fashion. Post-conventional reasoning was demonstrated by some adults. Invariant stage sequence criterion of moral reasoning development was supported stage of moral reasoning correlated strongly with age in children, moderately in adults, and was moderately correlated with education in all age groups. Additionally, advances in moral reasoning stage was correlated with increase in education in adults. Though no systematic gender differences were found across cohorts, men in the adult groups had significantly higher scores than women.

Metaethics and Normative Ethics in Early Adulthood
BENACK, SUSANNE & SWAN, THOMAS, UNION COLLEGE

Kohlberg saw relativistic metaethical thinking as necessary for the development of post-conventional moral thought. Gilligan and Murphy, on the other hand, argued that one may be morally post-conventional yet dualistic in epistemology. To test these alternate models, subjects' responses to the "metaethical questions" in Kohlberg's original longitudinal sample were scored for level of metaethical thought, and these scores were compared to subjects' moral judgment stage. Of the six subjects who showed stage 4/5 normative ethics, only one was scored as relativistic. The data represent a "fan" pattern, in which metaethical thinking can but need not necessarily advance to multiplicitic and relativistic levels as normative moral thinking becomes more advanced.

POSTER SESSION: 11:00 - 12:30
12th Floor Lounge

An Empirical Look at the Relationship between Creativity and Moral Reasoning
MASON, MARION, BLOOMSBURG UNIVERSITY OF PENNSYLVANIA

Responding to moral questions is likened to creative problem solving. Moral judgment was measured with the Sociomoral Reflection Measure-Short Form. Creativity was measured with variations of the Torrance Tests of Creativity involving brainstorming on the uses of a brick and reasons for telling (or not telling) the truth. Participants who were creative in non-moral tasks were also creative in moral tasks; however, some participants were able to brainstorm options representative of a higher stage level than what they demonstrated as their own views on the measure of moral reasoning. Moral judgment was not influenced by creativity.

The Defining Issues Test: New Index, New Bibliography
NARVAEZ, DARCIA, UNIVERSITY OF MINNESOTA; THOMA, STEVE, UNIVERSITY OF ALABAMA; RESE, JAMES & BEREAU, MURIEL, UNIVERSITY OF MINNESOTA

For over 20 years, DIT research has used the "P" or "D" score. Now a new index, "N", has been devised through extensive reanalysis of "classic studies." The "N" Index uses the same raw data collected by the usual DIT, but yields better trends. Also a new bibliography (about 2000 references) on DIT research is available and is especially strong on college student development and professional decision making. Those interested can obtain information (free of charge) about the new index, "N," send in their old data for re-scoring, and/or obtain the new bibliography.
The irony of the case is that in the developed countries (who we are imitating) these programs have been of doubtful success in trying to avoid becoming pregnant, the socio-psychological complexity starting with the main aim of making contraceptives available to sexually active adolescents with the mechanical or pharmaceutical means of the art of compromise. All are published by Critical Thinking Press & Software of Pacific Grove, CA.

Experimental Program in Supporting Moral Growth
Schuster, Peter & Keller, Monica, Max Planck Institute for Human Development and Education, Berlin, Germany

This paper contributes to the literature promoting moral growth (Hersh, Paolitto & Reimer, 1979). It describes an educational program developed to facilitate moral development in social contexts for adolescents 12 to 16 years old. The program is part of a curriculum on ethics in schools in the county of Brandenburg, Germany. Teachers involved participated in workshops offered by the Max-Planck-Institute, Berlin. The goal is to “teach” teachers a developmental approach to ethics and to recognize that: moral issues are specific to developmental tasks; developmental levels produce developmental tasks; and teachers can help children to cope with these tasks.

FRIDAY
Helping Schools to Help Themselves: Values Education Project Collaboration with Schools
Squires, Jean, Northern College, Dundee, Scotland

Under the auspices of the Gordon Cook Foundation, the Values Education Project is developing a method for creating a collaborative network for values education intervention. The nature of the collaborative relationship will be outlined together with an indication of what the participating schools are doing within the context of this network. This approach is raising some interesting issues which have relevance for: 1. the whole school’s development; 2. integrating curriculum development with staff development and research aspects; 3. college staff working with teachers.

Ethics and Conflict Resolution:
Practical Books for Classroom Teachers
Saenger, Elizabeth B., Fieldston Schools, NYC

Two longer books showing how to use unfamiliar children’s literature (stories included) for children aged seven to twelve in a normal classroom situation are offered, along with two ethical problem-solving books for children and adolescents. Additionally, three conflict resolution books, geared to older children, young adolescents, and older adolescents offer specific clarification activities and techniques for teaching the art of compromise. All are published by Critical Thinking Press & Software of Pacific Grove, CA.

SESSION THREE
2:00 - 3:00

SESSION A. ROOM: 608
Defending Our Future:
Adolescents and Family Life Education Issues in Nigeria
Asande-Adiboun, Bolanle E., National Centre for Women Development, Nigeria

In pursuance of the Nigerian Population Policy, some projects were started with the main aim of making contraceptives available to teenagers. The irony of the case is that in the developed countries (who we are imitating) these programs have been of doubtful success in combating teen pregnancy. If the solution seemed logical enough, to equip sexually active adolescents with the mechanical or pharmaceutical means to avoid becoming pregnant, the socio-psychological complications to

LUNCHEON
12:30 - 2:00
St. Paul’s the Apostle Church

The Future of Character Education and the Schools
Berkowitz, Marvin W., Marquette University

A new movement for moral education is quickly growing in the United States and Europe. In the United States, this movement is developing under the auspices of The Character Education Partnership (CEP) and in Europe under several values education initiatives. The panel will discuss national strategies in both the United States and Europe and propose efforts to increase attention and commitment to moral education K-12.

Advancing the Dialogue between Structuralists and Character Educators
Berrett, Diane G., President, Association for Supervision and Curriculum Development
Martin, A. John, Director, Character Education Partnership, Inc.

Recent events shaping US moral education purport to be eclectic yet under-represent structuralism. The Aspen Declaration (Josephson Institute) Character Education Partnership, and Communitarian Network’s White House Conferences, tend to ignore or denigrate structuralist approaches. This animosity between structuralism and character education has existed for half a century despite a 1988 AME conference aimed to bridge the gap. It is time to revisit the attempt and to find connections between the approaches. This discussion will address relevant conceptual and practical issues. Participants will discuss the issues and offer advice as to how the AME should proceed in this matter.

BOX LUNCHES ARE AVAILABLE FOR $15

SESSION B. ROOM: 610
Dialogue Across Difference - Classroom Morality for the 21st Century
Franklin, Betty S., Pringle, Richard, Kim, Yun, DiMaria, Angela, and Warner, Chris, Goucher College; Church, Sarah, Wheelock College & Enge, Kurt, Harvard University

When the terms of interaction are not bound by typical Western aca-
academic conventions, the range of participation and the quality of classroom discourse changes. We will each describe how we have struggled to make this change happen in our own settings. We explore conventions of interaction which seem to make possible a richer mode of learning supporting dialogue across difference. Additionally, we talk about the experience of transgressing academic conventions which these practices necessitate and about our emerging research agenda.

ROUND TABLE C. ROOM: 1118
What Determines the Adoption of Different Strategies in Ethical Decision Making and Problem Solving
KAVATZAPOLOKOS, IORDANIS, Uppsala University, Sweden
Research in moral development has been concentrated mainly on the description of the characteristics of moral stages, phases, or of ethical decision making and problem solving strategies. The grounds of autonomy, higher stage moral reasoning, and critical thinking have only been described in very general terms, e.g., unconstrained social context, or just communities. It is necessary, particularly for designing effective ethical education programs, to explain in detail the factors determining the use of different methods for handling moral problems. The present paper describes a computer simulation program which allows the experimental control of different variables determining the individual’s adoption of various ethical problem solving methods.

SESSION D. ROOM: 1116
Moving Multicultural Education into the 21st Century: Implications for Pedagogical Practice and Curriculum Reform
WOODWORTH, STEPHEN T., University of Washington, Seattle
Multicultural education must play an important role in the United States, if it is to move collectively into the 21st century. This paper gives attention to the role of European Americans as change agents in this process, concluding that they have both roles and responsibilities to adhere to in multiculturalism. Gender relations are also explored. The implementation of alternative epistemological frameworks in the classroom and community are presented. The paper concludes by discussing limitations of the multicultural approach, and ways by which teachers, scholars, and community builders can work to overcome them.

Relational Disconnection as a Context for Extreme Violence
SHERBOM, STEVEN A., Harvard Graduate School of Education
This paper integrates findings about the psychology of “perpetrators” of extreme violence across cultures and social contexts as demonstrated in the Nazi Holocaust, the My Lai massacre, and rape in the United States. A psychological and critical social model is presented for understanding the human disconnection at the heart of violence. While particular instances of harm may be considered socially undesirable, the ability to disconnect is itself socially sanctioned and cultivated. I suggest ways that we can work preventatively to eliminate the development of these “abilities” in the first place.

ROUND TABLE E. ROOM: 1124
Establishing a Moral Education Program in a Medical Setting
MASON, MARION, Bloomsburg University of Pennsylvania
I am involved in the development of a moral education component in a clinical pastoral experience program. The program enrolls clergy, students, and medical personal who are pursuing careers in hospital chaplaincy. The students are generally over 30 years of age and have completed at least a bachelors degree in their field. The program services a large regional hospital. I would be interested in discussing the curriculum with others who have developed similar programs. This round table meeting would also allow anyone else who is involved in establishing such a program a chance to network and exchange ideas and support.

SESSION F. ROOM: 1022
An Intergenerational Dialogue: Teaching Morality in the Colleges of the 21st Century
VOZOLA, ELIZABETH C., Saint Joseph College, Hartford, CT, and HATFORD, TIMOTHY, Winona State University, MN
The primary aim of this roundtable is to provide concrete suggestions for readings, course designs, and course activities for undergraduate and graduate moral development courses. After briefly surveying how such classes have been taught in the past and how they are being taught today, we focus on how we can best deliver moral education in the classroom and beyond for the students of the 21st century. Our students and their work are becoming more pluralistic and technological; who is our audience, what materials and projects work for them, and what should be our core goals? The presentation will includes reactions by our mentors and our students.

SESSION G. ROOM: 606
Comparisons of a Stage Preference Measure of Moral Judgment (DIT’s P score) with a Stage Consistency Measure (A “C” Score as Proposed by Lind)
THOMA, STEVEN, The University of Alabama; REST, JAMES, University of Minnesota
G. Lind claims that Kohlberg’s MJT and the DIT are “mere attitude” measures, and that the “C” score of his MJT is a pure measure of moral competence. Using Lind’s approach to analysis, a “C” score can be derived from the DIT. The DIT’s “C” score has better properties than the “C” score from Lind’s MJT. However, the DIT’s “P” score outperforms the “C” score in correlations with moral comprehension, education, and political attitudes; in differentiation of “expert groups”; in longitudinal trends; in relations with life experience and behavior; and in being sensitive to moral education programs.

SESSION H. ROOM: 612
Corruption in Nigeria: Causes and Probable Solutions
ADEJOUN, SAMUEL B., Appropriate Development Associates
Corruption can be defined as the gain of money, material and financial resources, contract, employment, statues, fame, power or physiological-psychological satisfaction through illegal and/or immoral practices such as bribery, fraud, abuse of office etc. Scientific and technological development is a product of human ingenuity. The starting point is therefore with people and their education, organization and discipline. These three resources are the most important for development, without them all other resources remain latent untapped potentials. Prosperous societies can be built on the scantiest bases of natural wealth if it has a high level of education, organization and discipline (Schumaker, 1974). This paper will therefore pay attention to the issue of discipline of the Nigerian people — especially with respect to the endemic corruption prevalent among the populace.
Resolving Moral Life Dilemmas: The Life Choices Questionnaire
GRANADOS, JANICE P., BERMAN, STEVEN L. & KURTINES, WILLIAM M., FLORIDA INTERNATIONAL UNIVERSITY

This paper describes the development of a measure for assessing value orientation in resolving the type of difficult life dilemmas that adolescents and young adults face as they move toward achieving an identity. The study reported here was carried out to ascertain the utility of Life Choices Questionnaire (LCQ) with young adults to conduct analyses to establish the psychometric properties of the scale. Several item statistics are reported including internal consistency reliability and the results of a factor analysis.

The Moral Agent: I or We?
JENSEN, LEHE, UNIVERSITY OF CHICAGO

Interviews were conducted with American and Indian adults (N=40, ages 35-55) about their personal moral experiences. It was found that the participants frequently relied upon others (such as, family, friends, religious leaders and therapists) in reaching a moral decision. A call is made for theory and research to focus on how moral decision making is not only independent but also collective.

Moral Perspective and Conflict with Friends and Peers in Adolescence
SIPOLA, LORRE K. & BUKOWSKI, WILLIAM M., CONCORDIA UNIVERSITY, MONTREAL

Two studies examined (a) the relational context of moral conflicts experienced by adolescents and (b) the influence of these relationships on moral perspective. First, real-life moral conflicts obtained from 50 high-school students indicated that, in general, friends and peers tend to provide the relational context for adolescents' moral conflicts. Second, 134 high-school students completed the Hypothetical Dilemma Questionnaire. Results indicated that the number of care or justice considerations generated by the hypothetical dilemmas were influenced more by the type of dilemma than by the relationship involved. Implications of these results for assessing moral perspective in adolescence are discussed.

Social Responsibility and Higher Education: Research Initiatives at the University of Notre Dame
BRANDENBERGER, JAY W., NOTRE DAME

The responses of youth to current social concerns are a central aspect of ongoing developmental research, and provide important context for understanding efforts to promote social responsibility within higher education. This presentation outlines current research initiatives (e.g., freshman, senior data linked with Higher Education Research Institute surveys) and potentials at Notre Dame. Future collaboration is welcomed.

The Defining Issues Test: New Index, New Bibliography
NARVAEZ, DACIA, UNIVERSITY OF MINNESOTA; THOMA, STEVE, UNIVERSITY OF ALABAMA; REST, JAMES & BEBEAU, MURIEL, UNIVERSITY OF MINNESOTA

For over 20 years, DIT research has used the “P” or “D” score. Now a new index, “N”, has been devised through extensive reanalysis of “classic studies.” The “N” index uses the same raw data collected by the usual DIT, but yields better trends. Also a new bibliography (about 2000 references) on DIT research is available and is especially strong on college student development and professional decision making. Those interested can obtain information (free of charge) about the new index, “N,” send in their old data for re-scoring, and/or obtain the new bibliography.

Moral Development and Facing the Possibility of Total Destruction
GOODHEART, ERIC A., HARVARD UNIVERSITY

The Prisoner’s Dilemma and Hardin’s tragedy of the Commons both present the subject with a conflict between two different costs (i.e., a complex set of reinforcement contingencies). Studies have demonstrated that people’s behavior does not maximize their total payoffs (moral maximizing) when there is a sufficient short-term cost. The current study examined a more extreme experimental analog of these situations, namely, the short-term payoffs were identical but one choice depleted the total amount obtainable. Only high-stage-performing subjects maximized. Low stage-performing subjects tended to reject the problem or adopt unsuccessful matching strategies.

Kohlberg Memorial Lecture: Professor Fritz Oser
“Kohlberg's Dormant Ghosts, or Questions that Kohlberg Never Resolved and Which His Colleagues Never Addressed”

Almost ten years have gone by since Kohlberg’s death. Within this period of time, the contributions of many researchers have provided new inputs and insight for the understanding and grounding of the theory. So, we have a big body of research within the Kohlbergian paradigm concerning social, moral, and religious development and education, negotiation, and human interaction. Nevertheless, there are some “black holes” in Kohlberg’s theory, and we have to ask whether these holes can be explained or filled up with the body of research and findings mentioned. In other words, did Kohlberg’s followers and students do their homework?

In this paper I would like to outline some of the unexplained phenomena that are related to Kohlberg’s theory but can be explained by other theories. Many of the aspects in question were recognized by Kohlberg himself. However, he did not solve them, and, we have to admit, none of us did either. I would like to nick-name these aspects “Kohlberg’s dormant ghosts.” One such ghost is the fact that within the same stage and stage pattern different degrees of equilibration are possible, and different forms of (moral/social) intelligence. Other ghosts concern the question of contextuality of stages, communitarian aspects, implicit social cognitions, and the degree of responsibility. I will raise the idea that perhaps we should give special attention to action oriented learning processes where operative processes presuppose any particular developmental frame. Instead of looking at developmental processes first and then conclude educational consequences, we could also focus on educational processes first and understand them as the base of development. Of course, development will always be the aim of education. However, it is the educational presupposition that seems to enable desirable development.
It is often forgotten that Brazil has suffered for many years under the longest lasting military dictatorship in South-America. Although the dictatorships, which were first established in 1964, have now become history, some educational and social/political effects of the fear which the dictatorships spread have become history, some educational and social/political effects of the fear which the dictatorships spread have been long lasting. These effects are examined and the question is raised as to what kinds of moral education programmes in the schools should and can be developed, in order to counteract these influences.

MISGELD, DIETER, DISCUSSANT
Cultural Fairness and the Measurement of Morality

Is it fair to compare the moral development of people who hold different values and beliefs? I shall argue that a universalistic-structural approach to the measurement of moral development comes closer to the ideal of "cultural fairness" than a "culture-centered" approach. Universalistic measurement makes our value judgments explicit and assessable for intercultural criticism and dialogue, therewith, promoting rational discourse about differences and conflicts. Recent empirical findings support universalistic measurement: (a) Moral competencies can indeed be measured fairly, that is, independently from culturally specific moral values; (b) moral value systems differ less across cultures than is often assumed; and (c) differences in fairly measured moral competencies are enormous, and are more due to the quality of education than to cultural or value differences.

The Italian Connection

During the last few years the authors have begun to establish at Padua University a cross-cultural research program in the area of moral reasoning. Several projects have already been completed or are underway. They are based on Italian adaptations of Gibbs, (Basinger and Fuller's) "Sociomoral Reflection Measure - Short Form" (SRM-SF), Lind's Moralisches-Urteil Test (MUT), and Rokeach's Parental Acceptance-Rejection Questionnaire (PARQ). We discuss in more detail two studies based on the SRM-SF: A basic Italian validation study by Comunian, Antoni, and Gielen and a project investigating relationships between moral reasoning and prosocial actions in Italian culture.

Moral Reasoning and Value Priorities

During the last few years the authors have begun to establish at Padua University a cross-cultural research program in the area of moral reasoning. Several projects have already been completed or are underway. They are based on Italian adaptations of Gibbs, (Basinger and Fuller's) "Sociomoral Reflection Measure - Short Form" (SRM-SF), Lind's Moralisches-Urteil Test (MUT), and Rokeach's Parental Acceptance-Rejection Questionnaire (PARQ). We discuss in more detail two studies based on the SRM-SF: A basic Italian validation study by Comunian, Antoni, and Gielen and a project investigating relationships between moral reasoning and prosocial actions in Italian culture.

Morality and the Measurement of Morality

Kohlberg postulated that "moral attachment" and "internal schemes" regulate moral action. Attachment and schemes are organized into stages. Here stages are given an analytic basis rather than inferring them from verbal behavior. Various behavior-analytic processes that seem to be involved in the early acquisition and emergence of both moral attachment and the rules that control and influence moral behavior are described. Moral behavior is interpreted and explained in terms of implicit and explicit forms of rules that develop through these multiple processes that ultimately require stimulus control, an active person, and selective reinforcement of behavior.

Attachment, Moral Attachment and Identification: Moral Behavior and Lawrence Kohlberg

Gewirtz, Jacob, Florida International University

Kohlberg's cognitive-developmental approaches to moral attachment are compared. Whereas Kohlberg concentrated on a macro analysis, Gewirtz's analysis concentrates on operant molar and micro analyses of change. Attachment and moral attachment are abstractions for a coherent system of responses curd and maintained by the appearance and behavior of an object person, who considers the self but an abstraction for that coherent system of responses. Simple, generalized and pervasive imitation are used along with role-taking to construct a shared-self and the perspective of the other. The resulting perspective on interaction determines the concept of the attachment object. Behaviorally, this equates with the development of increasingly complex interactions. People then acquire rules about which contingencies pay off in their own culture.

The Development of Rules that Control Moral Action

Various behavior-analytic processes that seem to be involved in the early acquisition and emergence of rules controlling moral behavior are proposed. Among the early processes involved in rule learning are immediate imitation, delayed imitation and generalized imitation. Other more developmentally complex and advanced processes that may explain how new moral rules are self-generated and how rules acquire their function-altering effects are examined, including those of stimulus-equivalence, naming, and arbitrary relational frames. The case is made that moral rules are both evoked by, and themselves evoke, classes of events.

Consistencies and Inconsistencies between Behavioral and Developmental Approaches to Moral Action

Kohlberg's cognitive-developmental and learning-developmental approaches to moral development are compared and synthesized on the assumption that the sequence of moral stages and stage-change processes form a super system that can unify both approaches to the development of moral reasoning. Apparent differences arise from the emphases that each
approach places on issues such as sequence of development, mechanisms producing changes and source of behavior. Cognitive-developmental approach concentrates on a macro analysis and the self and its free will as a source of moral action. Learning developmental approach concentrates on operant molar and micro analyses and takes subject’s reports of will as behavior just like any other.

PANEL B2. 12:00 - 1:00; ST. PAUL'S
Making progress in behavioral and evolutionary approaches to human development
CHAIR: GOWIRZT, JACOB, FLORIDA INTERNATIONAL UNIVERSITY
As interest in human evolution grows, it becomes increasingly important to systematically consider how biological, cultural, and human moral development may be interrelated. War, rape, pillage, groupies, and politics may form the basis of the evolution of coalitions in male Great Apes and male humans. Such coalitions required cooperation, moral attachment and the development of fairness in carrying out dangerous tasks and sharing in the spoils. The similarity of others persons’ behavior and appearance and assortative mating may have served as reinforcers for such coalition formation. Tasks such as tool making and gathering and hunting of food at specific times led to further evolution of intelligence as well as social and moral development.

War, Rape, Pillage, Groupies, and Politics. The evolution of Moral Reasoning, Male Coalition Forming Behavior and Reinforcers that Maintain Them.
COMMONS, MICHAEL L., HARVARD MEDICAL SCHOOL
Males generally have more reproductive success if they compete with one another for females. Pairs of males might do better than individual males in the struggle for females. Yet, a pair member must benefit sufficiently by passing more genes or “memes.” Only dolphins, wolves, great apes, and homo sapiens show such cooperation. The social and moral responses of members in a collectivity may serve as reinforcers, independent of immediate material outcomes of group membership. Such responses may also elicit the feeling of “brotherhood” or “belonging.” Repeated hunts for females led to the formation of a brotherhood. Male humans similarly identify with, and root for, the ‘home team,” even though fans do not directly benefit from the team’s success and do not have personal relationships with team members.

Is Racism a “Natural” Tendency?: The Role of Assortativeness in Human Evolution
MORSE, STANLEY, J., HARVARD MEDICAL SCHOOL
Assortativeness means choosing people like oneself. Assortativeness facilitates evolution by (a) fostering speciation, (b) aiding group functioning, and (c) stabilizing heterosexual interaction. In these ways, it increases the probability that an organism’s genes and memes will survive. Assortativeness at the same time facilitates interpersonal conflict and competition, leading in its most extreme form to racism and ultimately genocide. We examine moral difficulties implicit in this conflict, with particular reference to the “Armenian Massacre” of 1915.

The Relationship of Changes in Subsitence Strategies and Changes in Human Intelligence and Moral Development
CHERNOFF, MIIRAM, HARVARD SCHOOL OF PUBLIC HEALTH
MILLER, PATRICE MARIE, SALEM STATE COLLEGE AND HARVARD MEDICAL SCHOOL
Over the course of human evolution there have been fundamental changes in subsitence strategies and in other aspects of culture and social organization. Several of these changes seem to have presented unique task demands such that a previous lower-stage problem-solving strategies no longer sufficed. We examine how more complex ways of reasoning relate to changes in food economies. We identify four developmental prerequisites for such change: (a) innovators who can work with minimal support, (b) diffusion of innovations to lower-stage reasoning people, (c) social contagion of innovation, and (d) techniques of inter-generational transmission of innovations. We also discuss ways of characterizing and studying prehistoric and historic thought patterns, with particular reference to use of archeological evidence.
**SESSION E. ROOM: 1118**

*Moral Voices* and Emigrants

*BLOEMER, Ursula, Carl von Ossietzky University, Oldenburg; GÄNZ, Dietl& &
KANKE, Stefan, Carl von Ossietzky University, Oldenburg; BRUNKHORST, &
HAKKE, Johann Wolfgang Goethe University, Frankfurt*

The presentation shows results on changes of "moral voices," evolving from a radical change of the life situation of emigrants. As a basis we use autobiographical manuscripts which were written by emigrants between 1939 and 1940. The research question underlying our evaluation is the possible turn of "moral voices" of those emigrants who were leaving Germany under the circumstances of dictatorship: Which "moral voices" are evident in the written testimonies of the emigrants?

TAPPAN, Mark, Discussant

**SESSION F. ROOM: 914**

Fostering Moral Development in a Law School Ethics Course

*HARTWELL, Steven, University of San Diego, School of Law*

Seventy-eight law students in three experimentally taught 14-week legal ethics courses recorded an average increase of 11 points on the DIT. These three courses were "student centered" in that the instructor's chief role was to facilitate discussion. Students typically met in small groups of four to five to discuss ethical dilemmas about which they were then asked to write an ethical rule. Meanwhile, other students (N=120) in five similarly taught law skills courses (Interviewing and counseling, negotiations) recorded no change on the DIT. Additionally, students in two traditionally taught legal ethics courses recorded no change (N=56).

Empirically Assessing Character Development at the USAF Academy

*GARVIN, J.D., Captain, U.S. Air Force Academy, Colorado Springs*

At the heart of the Academy Leadership Development Program lies a vision of Air Force Academy graduates who personify our institutional core values: integrity first, service before self, and excellence in all we do. To better integrate and emphasize these values across the institution, the Academy established the Character Development Center. This paper outlines the charter and implementation of the Center. Additionally, research attempting to empirically measure character development from two experiential courses is discussed. The first course, free-fall parachute training, was assessed for development in participant self-efficacy. The second, Leadership Reaction Course, was investigated for changes in group dynamics and self-perceptions of leadership.

Ecological Consciousness, Moral Imperative, and the Double Bind of Local Thinking

*RAY, G. Thomas, Western Michigan University*

This paper examines a strand of environmental education that stresses local knowledge and intimate connection with the Earth as a critical avenue to environmentally sensitive and sustainable practices. By using the work of Gregory Bateson as a conceptual lens, the argument is made that this line of environmental thought implicitly reinforces a hierarchical relationship in which the land is subordinate to human agency, and that it puts out of focus a sense of global interconnectedness among all members of the biotic community.

**SESSION G. ROOM: 1019A**

Guilty Feelings, Responsibility, and Moral Behavior

*KAISER, Florian G., University of California, Berkeley*

Moral psychologists are criticized for their rational models of human psychological functioning. People's responsibility experience is used to overcome this criticism. It includes people's guilt feelings as well as their rational responsibility judgments. In the present study 445 subjects (62.5% male) completed a questionnaire. Median age was 45.5 years. Factor analysis was performed to establish the proposed measures of responsibility: Responsibility Experience, Guilt Feelings, and Responsibility Judgment. Ecological Behavior was used as indicator of one's moral behavior. A LISREL analysis revealed: People's guilt feelings predicted 45% of people's experiences of responsibility, which promoted 41% of one's responsibility judgment. Finally, this judgment explained 30% of moral behavior.

When the terms of interaction are not bound by typical Temptation to Violate Game Rules in Three Reward-Structure Conditions: Associations with Moral Reasoning, Achievement Orientation, and Attitudes toward Social Interdependence.

*BEDEMER, Brenda, University of California at Berkeley; SHIELDS, David, John F. Kennedy University; CARLSON, Ellen, Sonoma State University & Miller, Steve, University of California at Berkeley*

Researchers employed a social constructivist approach to investigate a) how study participants' perceptions of rule-violating temptations for self, teammates, and members of another team varied across three reward-structure conditions: individual competition, team competition, and team cooperation, and b) within these three conditions, how self-described temptations were associated with three sociomoral constructs: moral reasoning, achievement orientation, and attitudes toward social interdependence. The 164 ethnically diverse middle school participants (ages 12 to 15 years) were randomly assigned to teams of four. Pairs of teams played a novel bean bag game. Multivariate results are discussed in light of the influence of competition and cooperation on sociomoral development.

Principled Reasoning, Critical Thinking and Spirituality

*McNeer, S.P. & Grantstrom, S.L., Bethel College*

This study investigated the relationship, in three classes of graduating senior nursing students, between several measures which may be used in college and university assessment programs. First, DIT principled reasoning is related to a pair of recently developed measures of critical thinking, the California Critical Thinking Skills Test and the California Critical Thinking Disposition Inventory. Second, the study examined the relationship of principled reasoning to a measure of Spiritual Well Being and a measure of Buberian Religiosity. Implications of the results are drawn for moral judgment theory and college/university assessment programs.
The Dutch debate About Denominational Schools

In the Netherlands, the current discussion about values in education is connected with a debate on a typically Dutch phenomenon, i.e. the constitutional right of freedom of education. This right allows (groups of) parents to found state-financed schools in which they can educate their children in accordance with their own conception of life. Opponents say that freedom of education hinders the necessary integration of minorities in Dutch society. Defenders of the right deny this. In this paper, it is argued that, at the foundational level, both liberals and communitarians are ambiguous towards freedom of education.

Social Pathologies and the Cultivation of Pancasila Moral Sense in Indonesia

Free Choice and Human Destiny

Community, Race and Education

Contemporary "communitarianism" can help revive the almost-forgotten ideal of racial integration. Two distinct strands within communitarianism are "particularist," emphasizing non-chosen identities (such as ethnicity), as providing roots and a sense of belonging to the individual member; and "general," emphasizing general communitarian values, such as mutual trust and concern and group loyalty. Kohlberg’s just community approach advocates a school-based racial general communitarianism, but lacks recognition of the particularist communitarian value of ethnicity-based grouping. Some attempts in a public K-8 school to create community among different racial and cultural students groups partially realize a pluralistic communitarian vision.

What Hope for a World Ethic for the 21st Century?

Is it realistic to hope that our world can discover or frame one world ethic which is "not a uniform religion or ideology, but has at least some binding norms, values, ideals and goals, a minimum of shared ethical principles on which all can agree"? Beginning from the 1993 declaration of the Parliament of the World’s Religions "A Declaration Toward a Global Ethic", and the early stages of international cooperation in the effort to enable a pluralist Argentine school community to reach and implement such a shared ethic, this paper reflects on theoretical and practical issues raised by such attempts. For example: Is the notion of a pluralist community a coherent notion? Can any core ethic surmount the obstacles presented by cultural, religious and racial memory? If so, what are the preconditions of such new beginnings?

RATIONAL J. ROOM: 1124
A Plan for Moral Education

Has Character Education supplanted Moral Education? Moral development over the life span presents many different challenges. Currently, national attention is focused on youth destructive and the more fundamental aspects of elementary socialization. This, however, is not the only challenge of moral education. A flurry of activity without tracking what works with whom is likely to result in the disillusionment of the 1960s after the initial Head Start programs. We need to set up a system of research (like that eventually developed for preschool education) for theory development and accountability. Guidelines for establishing this system are discussed.

From the South Bronx to Bosnia:
An Overview of Tolerance Teaching

We have learned, in part, how to forestall or overcome aversions of race, ethnicity, and religion with long-established programs of foreign exchange and school- and church-related programs as well as through the efforts of national armed forces and volunteer services. Arguably the largest scale efforts have been the latter two, in countries such as the old Soviet Union, Tanzania, and Indonesia. This view argues that moral education should educate for tolerance and that there is information to learn from and countries which want to do it. However, if moral education for tolerance efforts are to be created and utilized, important issues which will be discussed in this session must be tackled: Sponsoring agencies—countries, the United Nations, US Institute for Peace, etc.; Educating the leaders, administrators and teachers; Deciding about programs and materials; and most importantly, Who will be the recipients or the students—the politically promising, the bright, the ruling class, or perhaps the dispossessed, the antagonistic, or the rank and file? This discussion rests not only on using available information but necessarily upon including the systematic approaches discussed by Narvaez and Bebeau.
# Thursday, November 16

## Registration & Coffee
8:00 - 8:45  
Pope Auditorium at Entrance

## Welcoming Remarks
9:00 - 10:30  
St. Paul the Apostle Church

## Coffee Break
10:30 - 11:00  
10th Floor

## Session One
11:00 - 12:30
Panel A: Room 610  
Pratt, Tappan, Arnold, Gibbs.

Panel B: Room 612  
Moreno, Schmelkes, Patiño.

Panel C: Room 1021  
Sidorkin, Selivanova, Isaeva.

Session D: Room 1019A  
Haynor, McLaren.

Session E: Room 1022  
Thoma, Rest, Davison & Evens.  
Sprinthall & Stewart.

Session F: Room 1116  
Wiley, Francis, Squires.

Session G: Room 1002  
Hutchinson, Bai & Vokey, Pang.

Session H: Room 614  
Jones, Colapietro.

## Poster Session
11:00 - 12:30
Caminero, Lee, Levy, Golman, and Appelbaum.

Trudeau, Stein, Krause, Richards.

Goodheart.

Guarino.

Narvaez, Rest, Thoma & Bebeau.

Berman & Arrufat.

## Lunch (on your own)
12:30 - 2:00

## Session Two
Panels 2:00 - 3:50  
Sessions 2:00 - 3:30
Panel A: Room 1022  
Reiman, Watson, Peace, Oser.

Panel B: Room SL1  
Lind, Comunian, Gross, Armon & Sloboda, Niemczycki.

Session C: Room 1019A  
Erdynast, Brockett, Bebeau.

Session D: Room 1021  
Flinders, Berkowitz, Snarey.

Session E: Room 608  
Power, Khmelkov & Mokogon.

Bredemeier, Carlton, Hills & Oglesby.

Nordmann, Daraher.

## Session Three
4:00 - 5:30
Panel A: Room 524  
Wyche, Reaves, Carrington & Short.

Panel B: Room 526  
Buchanan, Dawson, Deemer.

Session C: Room 508  
Akande, D. Oraison.

Session D: Room 521  
Klatetzki & Staff.

Session E: Room 519  
Applebaum, Guthrie & King.

Session F: Room 518  
Mahalingam, Eng., Jensen.

Session G: Room 1116  
Narvaez, Keefer, Binnet.

Session H: Room 515  
Van Hesteren, McPherson.

## Coffee Break
3:30 - 4:00
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Speakers/Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>Registration &amp; Coffee</td>
<td>Pope Auditorium at Entrance</td>
<td></td>
</tr>
<tr>
<td>9:00 - 10:50</td>
<td>Session One</td>
<td>Panels 9:00 - 10:50</td>
<td>Panel A: Room 1124, Houtz, Feola, Brause, Previdi,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sessions 9:00 - 10:30</td>
<td>Nichols, Metz, Stoll &amp; Lacey, Staratt, Farley</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Panel B: Room 1022, Gielen, Keller, Edelstein, Fang,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wren, Garz, Lee, Naito, Walker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30 - 11:00</td>
<td>Coffee Break</td>
<td>11th Floor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00 - 12:30</td>
<td>Session Two</td>
<td>Panels and Sessions: 11:00 - 12:30</td>
<td>Panel A: Room 1022, Hart, Yates, Youniss, Miller,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pugh, Condon, Panel B: Room 1124, Gruber, Amram,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grisanti, Gruber, Panel C: Room 606, Rodger, St.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Andrew's School Staff, Panel D: Room 1118, Trevor,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dillon &amp; Wright, Brugman, Session E: Room 608,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Puka, Conroy, Davis, Session F: Room 610, Kosnik,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Beck, Buxarrais, Session G: Room 1116, Hidalgo,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Krivel-Zacks &amp; Schonert-Reichl, Session H: Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>612, Dawson &amp; Armon, Benack &amp; Swan</td>
</tr>
<tr>
<td>POSTER</td>
<td>Session: 9:00 - 10:30</td>
<td>12th Floor Lounge</td>
<td>Kuther, LaLlave, Sawyer, Brühl, Narvaez, Rest, Thoma</td>
</tr>
<tr>
<td>POSTER</td>
<td>Session: 11:00 - 12:30</td>
<td>12th Floor Lounge</td>
<td>Mason, Narvaez, Rest, Thoma &amp; Bebeau, Squires,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Saenger, Schuster &amp; Keller</td>
</tr>
<tr>
<td>LUNCHEON</td>
<td>12:30 - 2:00</td>
<td>St. Paul the Apostle Church</td>
<td>Berreth, Martin &amp; Berkowitz</td>
</tr>
<tr>
<td>SESSION</td>
<td>Three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 - 3:00</td>
<td>Session A: Room 608</td>
<td></td>
<td>Session A: Room 608, Akande-Adetoun</td>
</tr>
<tr>
<td></td>
<td>Roundtable B: Room 610</td>
<td></td>
<td>Roundtable B: Room 610, Franklin, Pringle, Yun, DiMaria,</td>
</tr>
<tr>
<td></td>
<td>Roundtable C: Room 1118</td>
<td></td>
<td>Roundtable C: Room 1118, Kavathatzopoulos</td>
</tr>
<tr>
<td></td>
<td>Roundtable D: Room 1116</td>
<td></td>
<td>Roundtable D: Room 1116, Woolworth, Sherblom</td>
</tr>
<tr>
<td></td>
<td>Roundtable E: Room 1124</td>
<td></td>
<td>Roundtable E: Room 1124, Mason</td>
</tr>
<tr>
<td></td>
<td>Roundtable F: Room 1022</td>
<td></td>
<td>Roundtable F: Room 1022, Vozzola, Hatfield</td>
</tr>
<tr>
<td></td>
<td>Roundtable G: Room 606</td>
<td></td>
<td>Session G: Room 606, Thoma, Rest &amp; Lind.</td>
</tr>
<tr>
<td></td>
<td>Roundtable H: Room 612</td>
<td></td>
<td>Session H: Room 612, Adetoun</td>
</tr>
</tbody>
</table>
### FRIDAY, NOVEMBER 17

**POSTER SESSION** 2:00 - 3:00  
12th Floor Lounge  
Granados, Berman & Kurtines.  
Jensen.  
Sippola & Bukowski.  
Brandenberger.  
Narvaez, Rest, Thoma & Bebeau.  
Garvin.  
Goodheart.

**COFFEE BREAK**  
3:00 - 3:30  
11th Floor

**KOHLBERG MEMORIAL LECTURE**  
3:30 - 5:15  
Professor Fritz Oser  
St. Paul the Apostle Church

**AME BANQUET**  
Grand Ballroom, Empire Hotel  
Cash Bar: 6:00 - 7:00  
Dinner: 7:00 - 8:30  
Awards: 8:30 -  
All are Welcome to Attend the Awards Ceremony at 8:30 pm

### SATURDAY, NOVEMBER 18

#### SESSION ONE  
8:45 - 10:45  
St. Paul the Apostle Church  
**INTERNATIONAL DIALOGUE**  
Brabeck & Misgeld  
Milnitsky-Sapiro, Magendzo, Ramierz, Marotte

**COFFEE BREAK**  
10:45 - 11:00  
11th Floor

#### SESSION TWO  
Panels 11:00 - 1:00  
Sessions 11:00 - 12:30

Panel A: Room SL1  
Gielen, Lind, Comunian.  
Helkama & Pirtilla-Backman, Kuhmerker.

Panel B1: 11:00-12:00 noon, Church  
Pelaez, Gewirtz, Murrell.

Panel B2: 12:00 noon - 1:00, Church  
Gewirtz, Commons, Morse, Chernoff & Miller.

**Session C:** Room 1002  
Romano, Gordon.

**Session D:** Room 610  
Biggs, Colesante & Smith.

**Session E:** Room 1118  
Bloemer, Garz & Kanke, Brunkhorst, Tappan

**Session F:** Room 914  
Hartwell, Garvin, Ray.

**Session G:** Room 1019A  
Kaiser, Bredemeier, Shields, Carlton & Miller.  
McNeel & Granstrom.

**Session H:** Room 1116  
DeJong & Snik, Paat & Esparrago

**Session I:** Room 612  
Blum & Rodger

**Roundtable J:** 1124  
Bebeau & Narvaez, Graham.

**LUNCH (on your own)**  
12:30 - 2:00

**COMMUNITY MEETING**  
2:00 - 3:00

---

**Book Fair and Display of Curriculum and Project Materials**  
**During Poster Sessions**  
Thursday: 10:30 - 2:00  
Friday: 9:00 - 3:30  
12th Floor Lounge  
Marianne Knight, Jean Squires  
Gordon Cook Foundation  
Monica Taylor  
National Foundation for Educational Research  
J.D. Garvin  
USAF Academy