

Moral Education in the Life of the School

An ASCD panel urges schools to join with parents, the mass media, and the community to define and teach values such as justice, altruism, diligence, and respect for human dignity.

Moral education is whatever efforts that an individual, team, institution, family, local, and yet expanding series of rights and wrongs. American public schools have a long tradition of concern about moral education, and recently this concern has grown more intense.

Continuously, alarm about the moral state of young people is expressed by a number of human organizations of the family, leaders of mass or public movements, prominent public figures about questionable ethical practices in business and industry, the impact of the mass media, and our gradually increasing reliance on mass forces like mass communication, "our first world war."

Finally, the increasing ethnic and racial diversity of our population, while enlarging our nation, has brought with it an increasing variety of moral values that sometimes conflict. As a result, some educators, such as a few of educators, are wary of more trying to identify common moral values.

Yet there is increasing pressure against the way values are addressed in schools. Public figures such as historians of education William Bennett and New York Governor Mario Cuomo have noted that schools should pay more attention to multiple moral development, and their comments have been reflected among public opinion and triggered national concern.

Contemporary Issues

Issues that have contributed moral education over the past century are interrelated rather than the two separate



Moral Education In The Life Of The School 61188038

Michael Hand



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Character Education in Ohio Ohio. Division of Educational Services,1990 **ERS Bulletin** Educational Research Service (Arlington, Va.),1988 **Resources in Education** ,1989-02 **The Moral Life of Schools** Philip W. Jackson,Robert E. Boostrom,David T. Hansen,1993-10-22 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t Nurturing Decent Human Beings Michael Nill,2021-02-20 *The Role of the School in Moral Education* Joyette Fabien,2016-03-24 Research Paper postgraduate from the year 1990 in the subject Pedagogy School System Educational and School Politics grade A University of the West Indies School of Education course Sociology of Education language English abstract This paper deals with the role of the school in moral education Is takes a look at the school as a whole as well as the individual teacher and the subject which is taught Bramble and Garrod cited by Kohlberg 1979 p 210 define morality as perspective on life a set of principles which applied to given circumstances help to guide one s actions Lacey reveals a similar viewpoint when he defines it as concerning habits customs and ways of life and the categorization of these into good or bad right or wrong He goes on to introduce the concept of a moral principle of which he presents three views things for which we can be held responsible a principle which is preferred over other principles and values that are universally accepted and approved These definitions clearly illustrate one major point that morality is an integral aspect of life During the course of one s lifetime one is constantly called to act upon principles that have been established and accepted across societies over decades or to act upon one s own principles in a given situation The concept of a moral principle then is basic to all human societies and to every individual human being However in defining morality one needs to explore the concept in more detail It is necessary first of all to look at what may be considered as moral by the individual by the society and by different societies Secondly one must note that there are values such as honesty integrity respect and consideration for others which are fundamental to humanity **The Social Construction of Virtue** George W. Noblit, Van O. Dempsey, Belmira Oliveira Bueno,1996-09-26 Examines how schools function as agents and transmitters of moral life in communities **Moral Questions in the Classroom** Katherine G. Simon,2001-01-01 In this study Katherine Simon analyses the ways teachers address or avoid moral issues that arise in middle and high school classrooms then explains how morally charged issues may be taught responsibly in a diverse democracy *Moral Matters* Barbara S. Stengel, Alan R. Tom,2006-09-08 Most of us agree that moral issues matter but how do they fit into the context of our schools Since A Nation at Risk most educators and policymakers have focused on the academic dimensions of schooling governed by standards and testing This timely book explores the ways that committed K 12 educators have attempted to make the moral visible in American schooling over the past 25 years The authors look at their efforts using an analytic framework that distinguishes five possible ways that the moral and the academic can be related in schooling Book Features A useful survey of moral education that enables the reader to arrive at personal judgments about the value and weaknesses of various approaches Case studies that illustrate the

moral education of students the moral component of teachers work and the moral dimensions of school structure A mixture of philosophical analysis and attention to school practice suitable for courses and accessible to teachers administrators policymakers and parents

Character and Moral Education Joseph L. DeVitis (Ed), Tianlong Yu, 2011 Against a formidable national discourse that emphasizes academic standardization accountability and high stakes testing in educational policy *Character and Moral Education* a Reader seeks to re introduce and revive the moral mission of education in public conversation and practices in America s schools With contributions from a prominent array of scholars and practitioners the book critically analyzes moral education broadly defined as both an academic field that attempts to develop moral human beings and as a principled discourse aimed at creating ethical educational policies and practices With theoretical rigor and practical wisdom this volume offers diverse and cutting edge scholarship on character and moral education in 21st century schools This timely and important book will appeal to all those concerned with both the ethical well being of today s students and the school s responsibility to prepare individuals to lead moral lives in the future This book contains 1 Introduction Joseph L DeVitis and Tianlong Yu 2 Moral Education in the Schools William J Bennett and Edwin J Delattre 3 The Great Tradition in Education Transmitting Moral Values Edward A Wynne 4 Character Education Seven Crucial Issues Thomas Lickona 5 Eleven Principles of Effective Character Education Thomas Lickona Eric Schaps and Catherine Lewis 6 Character and Academics What Good Schools Do Jacques S Benninga Marvin W Berkowitz Phyllis Kuehn and Karen Smith 7 The Politics of Character Education David E Purpel 8 The Moral Poverty of Character Education Joseph L DeVitis and Tianlong Yu 9 Legislating Character Moral Education in North Carolina s Public Schools Aaron Cooley 10 Character Education in Contemporary America McMorals Suzanne S Hudd 11 Would You Like Values with That Chick fil A and Character Education Deron Boyles 12 Does Character Education Really Support Citizenship Education Examining the Claims of an Ontario Policy Sue Winton 13 Michael H Romanowski Through the Eyes of Students High School Students Perspectives on Character Education Michael H Romanowski 14 How Not to Teach Values a Critical Look at Character Education Alfie Kohn 15 Character Education from the Left Field Dwight Boyd 16 Morality Virtue and Democratic Life John F Covalleskie 17 Liberal Education and Moral Education Daniel R DeNicola 18 Democracy in a Cosmopolitan Age Moral Education for the Global Citizen Scott Fletcher and Peter J Nelsen 19 Neo Deweyan Moral Education Douglas J Simpson 20 Critical Pedagogy and Moral Education Ronald David Glass 21 Feminist Theory and Moral Education Barbara J Thayer Bacon 22 a Warrior for Justice Jonathan Kozol s Moral Vision of America s Schools and Society Richard Ognibene 23 Framing Adolescents Their School and Cultures Contested Worldviews Linda Irwin DeVitis 24 Fear of Uncertainty Control and the Criminalizing of Youth Lynda Stone 25 Navigating Inequities a Morally Rooted Pedagogy of Intentional Mentoring With Black Children and Other Youth of Color Janie Victoria Ward 26 Cultural and Subjective Operations of Ignorance and Resistance in Sexuality Related Curricula Jennifer Logue 27 Feelings of Worth and the Moral Made Visible Barbara Stengel 28 Teaching Themes of Care Nel

Noddings 29 Surveying the Soil Building a Culture of Connectedness in School Marcia Peck 30 Doubt and the Framing of Virtue Through Film Susan Verducci and Michael Katz 31 On the Relationship of Peace Education to Moral Education Cris Toffolo and Ian Harris 32 Earth's Role in Ethical Discourse and Functional Scientific Literacy Michael P Mueller Dana L Zeidler and Lynda L Jenkins 33 Understanding Unbelief as Part of Religious Education Nel Noddings and 34 Moral Education for the 21st Century a Buddhist View Daniel Vokey

Sowing the Seeds of Character Judd Kruger Levingston, 2009-06-08

A rabbi and educator shows how moral education can be crafted to address each of the three main branches of the moral life philosophy civics and ethics *Sowing the Seeds of Character: The Moral Education of Adolescents in Public and Private Schools* is a book for all teachers and parents. It rests on the premise that the moral education of students falls within the purview of schools whether they assume responsibility for it or not. Regardless of the place of moral education in the formal curriculum all teachers serve as moral exemplars to their students for good or for ill. Teachers of science social studies history and literature courses cannot help but inculcate moral sensibility and attitudes in their students by the ways in which they lead them to grapple with or glide over the moral implications of what they teach. Judd Kruger Levingston draws many lessons and examples from his extensive research and teaching experience in Muslim Jewish Roman Catholic public Quaker and Chinese schools. He argues that teachers should become proficient in directing role playing simulations of moral decision making as morally complex topics arise within the standard curriculum.

Moral Education M. W. Berkowitz, F. Oser, 2013-10-28 First published in 1985 Kohlberg and his colleagues claimed that all one need do in moral education is change the stage or structure of an individual's moral reasoning and changes in moral behavior ego and personality style would occur. As moral education entered the 1980s many important problems remained. The question of the legitimacy of the highest stage is still being considered. The problem of the relationship between judgment and action is receiving much attention and reformulation as well. The role of affect in moral functioning has been sorely overlooked until very recently. A further issue is the implication of the particular realm of one's life family school peer group workplace church for the form and effectiveness of moral education. Finally how can self acknowledged moral transgressions in typical individuals be incorporated into the theory. This volume reflects these problems.

Moral Education Edward Howard Griggs, 1903

Moral Education in America B. Edward McClellan, 1999 This one of a kind comprehensive history of moral education in American schools provides an invaluable historical context for contemporary debates. McClellan traces American traditions of moral education from the colonial era to the present illuminating both debates about the subject and actual practices in public and private schools colleges and universities. He pays particular attention to changing fashions in pedagogy to church state conflicts to the long decline of character training in the schools and to recent efforts to restore moral education to its once honored place. The book concludes with a thorough examination of recent theorists including Lawrence Kohlberg William J Bennett Carol Gilligan and Nel Noddings and an appraisal of current practice in American schools. In an age of specialists who quite

productively write books on relatively narrow subjects imbedded in short time periods McClellan writes effortlessly about the grand themes and social practices in the history of moral education and character training over several centuries From the Foreword by William J Reese I would highly recommend this work to anyone interested in educational policy in general and moral education in particular There is nothing presently available that is comparable in scope balance intellectual coherence and readability Ray Hiner University of Kansas *Learning for Life* Andrew Garrod,1992-09-17 There is a growing consensus in society on the need for schools and colleges to address the issue of moral education despite argument over the philosophy that should guide it This compilation is reflective of the cognitive developmental approach associated primarily with Lawrence Kohlberg and his colleagues Broad in scope Part 1 offers an overview of theoretical perspectives on moral education Part 2 looks at several innovative approaches to the implementation of moral education theory Chapter topics include the relationship between families and schools as forces in moral education the use of literature to teach moral reasoning an educational program that stimulates thought about moral decisions through its examination of the Holocaust and a discussion of the potential value of competitive sports teams in moral development Part 3 focuses on the role that schools can play in the development of democratic values and ways of thinking *Moral Education in School and Home* James Ozro Engleman,1918 *Moral Education in America's Schools* Thomas C. Hunt,Monalisa Mullins,2005 This book is not a comprehensive history of moral education in American schools Rather it is an episodic history that deals with selected periods movements and individuals throughout the course of American education history from the time of colonial Massachusetts in the 17th century up to present times It is almost entirely devoted to public schools It is a tale that is fraught with friction and controversy even legal challenge Given the nature of the topic and the passion with which it has been and is currently viewed it will ever be thus Ethical and Moral Instruction in Schools George Herbert Palmer,1909

A Theory of Moral Education Michael Hand,2017-11-14 Children must be taught morality They must be taught to recognise the authority of moral standards and to understand what makes them authoritative But there s a problem the content and justification of morality are matters of reasonable disagreement among reasonable people This makes it hard to see how educators can secure children s commitment to moral standards without indoctrinating them In A Theory of Moral Education Michael Hand tackles this problem head on He sets out to show that moral education can and should be fully rational It is true that many moral standards and justificatory theories are controversial and educators have an obligation to teach these nondirectively with the aim of enabling children to form their own considered views But reasonable moral disagreement does not go all the way down some basic moral standards are robustly justified and these should be taught directly with the aim of bringing children to recognise and understand their authority This is an original and important contribution to the philosophy of moral education which lays a new theoretical foundation for the urgent practical task of teaching right from wrong The Morality of the School Mike Bottery,1990

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