

MORAL EDUCATION for a SECULAR SOCIETY



The Development of
Moral Education
in Nineteenth Century
England

Phyllis Stock-Morton

Moral Education For A Secular Society

E. O. Iheoma



Moral Education For A Secular Society:

Moral Education in a Secular Society Paul Heywood Hirst,1974 *Moral Education for a Secular Society* Phyllis

Stock-Morton,1988-07-08 The current controversy over the teaching of values and the role of religion in our public schools is an important and much discussed topic Stock Morton s work represents not only a valuable historical investigation but a useful resource for the review and consideration of our present day dilemma France is the only country which has attempted to teach an official secular morality and Stock Morton s is the first study to describe and trace the development of that effort During the nineteenth century the impetus for a practical secular moral teaching arose primarily through the concern of those who sought the liberalization of French society and politics The educational dilemma faced at that time arose from the opposition of the Catholic Church to liberal government Gradually liberals and radical reached a consensus on the necessity of teaching ethics in the schools while eliminating the presence of the clergy Their solution and its philosophical basis were anchored in the Enlightenment and the Revolution but developed in the context of nineteenth century political and philosophical change In the 1880s when the republicans were able to inaugurate universal free and secular education secular ethics became a required course for all The history of morale laique is significant at a time when our own country is rife with controversy over the role of religion and the teaching of values in the schools Stock Morton s thoughtful study represents an important contribution to the literature for those concerned with these significant issues **Moral Education for a**

Secular Society Phyllis Stock-Morton,1988-01-01 The current controversy over the teaching of values and the role of religion in our public schools is an important and much discussed topic Stock Morton s work represents not only a valuable historical investigation but a useful resource for the review and consideration of our present day dilemma France is the only country which has attempted to teach an official secular morality and Stock Morton s is the first study to describe and trace the development of that effort During the nineteenth century the impetus for a practical secular moral teaching arose primarily through the concern of those who sought the liberalization of French society and politics The educational dilemma faced at that time arose from the opposition of the Catholic Church to liberal government Gradually liberals and radical reached a consensus on the necessity of teaching ethics in the schools while eliminating the presence of the clergy Their solution and its philosophical basis were anchored in the Enlightenment and the Revolution but developed in the context of nineteenth century political and philosophical change In the 1880s when the republicans were able to inaugurate universal free and secular education secular ethics became a required course for all The history of morale laique is significant at a time when our own country is rife with controversy over the role of religion and the teaching of values in the schools Stock Morton s thoughtful study represents an important contribution to the literature for those concerned with these significant issues

Moral Education John L. Elias,1989 Noting that moral education has long been associated with schooling as well as with the responsibilities of families and religious groups the author of this text provides an interdisciplinary and comprehensive

study of morals and values education **Christian Perspectives for Education** Leslie J. Francis, Adrian Thatcher, 1990

Moral Education E. O. Iheoma, 1995 This work examines moral education generally and in the Nigerian context It seeks unity in theory and action and points up false dichotomies in the philosophical tradition which exists in much contemporary discussion of moral education that the development of reason in moral affairs is incompatible with the teaching of moral values Against this dichotomy the author argues that both elements are integral The chapters cover the nature of morality and moral education issues in moral education models of moral education sources of moral learning teaching as a moral enterprise and the prospects for moral education in Nigeria Moral Education Colin Wrings, 2006-02-14 Casual reference to moral education or the manner in which young people should be brought up to behave may provoke a range of responses depending on the context and the personalities and ideological perspectives of those present In the past these responses sometimes included a Rousseauesque assertion of the inherent goodness of all human beings which only needed to be left to emerge uncorrupted and undistorted with the help of infinite loving kindness on the part of teachers all with the patience of saints More extreme versions of this view may have comprised vehement protest at the very idea of the state through its educational institutions concerning itself at all with such matters which were felt to be properly the province of the family or religious organisations if not a matter of individual choice for young people themselves when they were grown up Explicit proposals for moral education were invariably at risk of being perceived as indoctrination or an abuse of children's rights of freedom and autonomous development More frequently these days the response may be a succinct list of the speaker's own choice moral prescriptions an assertion that these need to be inculcated in a clear and unequivocal way to all young people of whatever age inclination or social experience and often enough a statement of the sanctions to be applied to those who do not or will not conform The Politics of Modernism Harvey Hill, 2002 In the nineteenth century most people assumed that the modern spirit and Catholicism the great religion of authority were irreconcilably opposed However some tried to combine the two in a reformed and modernized Catholicism These efforts and the reaction of the institutional Church against them precipitated the Modernist Crisis Alfred Loisy 1857 1940 was at the center of this dramatic conflict between advocates and opponents of modernity Loisy believed that his adoption of scientific methods to study the Bible and the history of Christianity necessarily committed him to a campaign to modernize Catholicism as a whole In this book Harvey Hill describes the emergence articulation and ultimate fate of Loisy's reform program as he interacted with allies and opponents of his modernizing agenda By tracing Loisy's early intellectual and religious development in more detail than have previous scholars Hill shows how Loisy self consciously placed his historical scholarship at the service of a positive reform agenda from the very beginning of his ecclesiastical career and that he viewed this reform agenda as an intrinsic part of his critical work Drawing on some of Loisy's unpublished writings and little known articles Hill goes on to demonstrate that Loisy's efforts to reform Catholicism presupposed a new view of the nature and limits of Church authority in relation to the secular

state as well as to modern scholarship Hill uses Loisy's political views to illustrate the more general challenge to ecclesiastical authority that was again an intrinsic part of the modern scientific study of religion as Loisy understood it Hill's interpretation of Loisy and the theology and politics of the scientific study of religion will interest students of Catholic Modernism the history of modern religion and the emergence of religious studies as an academic discipline Harvey Hill is Assistant Professor of Religion at Berry College He is the coeditor of *Personal Faith and Institutional Commitment* Roman Catholic Modernist and Anti Modernist Autobiography and author of numerous essays articles and reviews Praise for the book One is unlikely to find in any language a clearer better written introduction to the neuralgic career of Alfred Loisy than Harvey Hill's In addition to its clarity what sets it apart from the many studies of Loisy is its well argued conception of the historical integrity of Loisy's mature modernist works as growing out of ideas he formulated in the 1870's and the 1880's to which other scholars have paid scant attention Out of an artful rehearsal of the conflicts with church authorities over Loisy's historical criticism of Scripture and tradition with implications for doctrine what emerges is a clarification of the role of Loisy's political interests thus the book's title Far from taking sides in the conflict between Loisy and the church authorities Hill maintains aesthetic distance David G Schultenover S J Catholic Historical Review A much needed book on the role of Loisy and the scientific study of religion This is a valuable study of an important individual and time in the contemporary history of the Catholic Church It is also most relevant as it addresses an actual dilemma for many Catholic intellectuals today I highly recommend this book for anyone interested in the contemporary history of the Church and for those searching for an adequate relation of faith and reason Lucien J Richard OMI Catholic Library World Harvey Hill has succeeded in breaking new ground in this study in which he insightfully sets forth issues underlying Loisy's writings and tests his judgments against the secondary literature More than previous scholars Hill clarifies the extent of Loisy's political interests Hill's ability to co

Socialisation Through Children's Literature Felicity Ann O'Dell, 2010-06-24 Felicity O Dell analyses the moral content of stories read by Russian primary school children and asks what values are taught and how they reflect ideology She also questions how successfully the educational process instils the values of Soviet socialism and documents how children's literature mirrors the development of Russian society *Reconstructed World* Barbara Ann Roberts, 1996 The first biography of Gertrude Richardson 1875-1946 A *Reconstructed World* reveals her key role in the development of feminism and pacifism in England and Canada and her remarkable accomplishments as both an activist and a writer *Moral Perspectives* Kim Chong Chong, 1992 While interdisciplinary work on morality has largely been confined to a dialogue between psychologists and philosophers on the one hand and economists and philosophers on the other this volume brings together papers from a wider field than is usual in looking at the nature of morality Three of these are about moral education three others discuss the relation between morality on the one hand and law economics and psychiatry on the other two more are concerned with relativism and the role of the personal in morality Those with an academic interest in the subject of

morality as well as lawyers psychologists educationalists and other general readers should find the contents of this book interesting and thought provoking

Inventing Laziness Melis Hafez, 2021-12-09 A lively and original study tracing the development of laziness as a way to understanding emerging civic culture in the Ottoman Empire *Moral Education*

William Kay, 2025-08-05 In the early 1970s few subjects in schools had grown faster than moral education and more and more teachers were seeking guidance in a changing and developing field where a training in the traditional subjects could not always provide sufficient help Originally published in 1975 Dr Kay maintained that a study of the sociological factors involved could give considerable insight into the meaning and purpose of moral education and in this book he examines the effect on the individual pupil of the home the school and differing socio economic class structures and ideologies Using standard sociological analyses Dr Kay discloses some of the determinants of individual morality as they affect children in their homes and schools He concludes that the alleged moral superiority of the middle classes merely stresses the fact that the benefits which are currently enjoyed by this minority should become the privilege of all The analysis of home and school leads him to the view that a democratic milieu is the environment most likely to promote moral growth And his study of school systems concludes with the view that privileged elitism should be replaced by an aristocracy of service with full pupil participation in every aspect of school life Today it can be read in its historical context

Morality and Citizenship in Education John Beck, 1998-07-01 The first section of the book compares and contrasts declinist accounts of the current moral predicament with the somewhat more optimistic approach derived from recent sociological analyses The second section is more directly devoted to the role of schools in educating about values morality and citizenship Specific curricular issues such as the values of enterprise and enterprise culture educating about citizenship and the ambiguities about the meaning of the term spiritual are dealt with in successive chapters

Durkheim's Philosophy Lectures Emile Durkheim, 2004-07-19 Moving back and forth between the history of philosophy and the contributions of philosophers in his own day Durkheim takes up topics as diverse as philosophical psychology logic ethics and metaphysics and seeks to articulate a unified philosophical position Remarkably in these lectures given more than a decade before the publication of his groundbreaking book *The Division of Labour in Society* 1893 the social realism that is so characteristic of his later work where he insists famously that social facts cannot be reduced to psychological or economic ones and that such facts constrain human action in important ways is totally absent in these early lectures For this reason they will be of special interest to students of the history of the social sciences for they shed important light on the course of Durkheim's intellectual development

Moral Education and the Ethics of Self-Cultivation Michael A. Peters, Tina Besley, Huajun Zhang, 2021-07-30 Educational philosophies of self cultivation as the cultural foundation and philosophical ethos for education have strong and historically effective traditions stretching back to antiquity in the classical cradle civilizations of China and East Asia India and Pakistan Greece and Anatolia focused on the cultural traditions in Confucianism Taoism and Buddhism in the East and Hellenistic philosophy in the West This volume in

East West dialogues in philosophy of education examines both Confucian and Western classical traditions revealing that although each provides its own distinct figure of the virtuous person they are remarkably similar in their conception and emphasis on moral self cultivation as a practical answer to how humans become virtuous The collection also examines self cultivation in Japanese traditions and also the nature of Michel Foucault's work in relation to ethical and aesthetic ideals of Hellenistic self cultivation

The Routledge International Handbook of Multidisciplinary Perspectives on Character Development, Volume II Michael D. Matthews, Richard M. Lerner, 2024-03-29 Drawing from philosophy religion biology behavioral and social sciences and the arts The Routledge International Handbooks of Multidisciplinary Perspectives on Character Development Volumes I and II present cutting edge scholarship about the concept of character across the life span the developmental and contextual bases of character and the key organizations of societal sectors within and across nations that promote character development in individuals families and communities This second volume Moderators Threats and Contexts focuses on the moderators and covariates of character development with chapters pertaining to cultural and contextual based exemplars of character development grit achievement and resilience hope for the future and parenting and self regulation With contributions from international experts Volume II goes on to discuss threats to moral positive or virtuous character development as well as the different contexts wherein the character is studied and promoted Special attention is paid to the centers of excellence at universities around the world that specialize in character development research and character education This comprehensive publication is an essential reference for researchers and graduate students in behavioral sciences biology philosophy theology and economics as well as practitioners leading or evaluating character education or character development programs around the world Find Volume I Conceptualizing and Defining Character here www.routledge.com/9781032169491

Building An Ethical School Robert J. Starratt, 2005-06-21 The author argues for much greater attention to ethical education and responds to sceptics who say that it can't be done in the face of a pluralistic secular society badly fragmented over values Seeking always for themes and issues that unite rather than divide the author provides a conceptual foundation for ethical education broad enough for building consensus among teachers and parents yet focused enough to provide guidance for highly specific learning activities The second half of the book takes the reader through a carefully devised series of steps by which a school community might proceed in building their ethical school The final chapter reminds of the many difficulties to be met along the way but offers encouragement to strengthen the resolve of the school community The book concludes with two helpful appendices the first provides detailed information on exiting initiatives already underway in ethical education the second offers an annotated bibliography of books and essays which are available for those educators who need or want to read more on the topic of ethical education

Dreyfus Ruth Harris, 2024-06-04 The definitive award winning history of the infamous Dreyfus Affair a scandal that shook nineteenth century France and stunned the world National Jewish Book Awards Winner In 1894 Alfred Dreyfus a

Jewish officer in the French army was wrongfully convicted of being a spy for Germany and was imprisoned on Devil's Island. Over the following years attempts to correct this injustice tore France apart inflicting wounds on the society which have never fully healed. But how did an obscure miscarriage of justice come to break up families in bitterness set off anti-Semitic riots across the French empire and nearly trigger a coup d'état? How did a violently reactionary obscurantist attitude become so powerful in a country that saw itself as the home of enlightenment? Why did the battle over a junior army officer occupy the foremost writers and philosophers of the age from Émile Zola to Marcel Proust, Émile Durkheim and many others? What drove the anti-Dreyfusards to persist in their efforts even after it became clear that much of the prosecution's evidence was faked? Drawing on private letters and thousands of previously unconsidered sources, prizewinning historian Ruth Harris goes beyond the conventional narrative of truth-loving democrats uniting against proto-fascists. Instead she offers the first in-depth history of both sides in the Affair, showing how complex interlocking influences, tensions within the military, the clashing demands of justice and nationalism and a tangled web of friendships and family connections shaped both the coalition working to free Dreyfus and the formidable alliances seeking to protect the reputation of the army that had convicted him. Sweeping and engaging, *Dreyfus* offers a new understanding of one of the most contested and significant moments in modern history. Praise for *Dreyfus*: Harris's excellent *Dreyfus* deserves a wide audience for its patient, fair-minded exploration of human ideals, delusions, prejudices, hatreds and follies. Leo Damrosch, *The New York Times Book Review*. A well-written and well-researched analysis of a great miscarriage of justice. Booklist. Beautiful and complex. Christopher Hitchens, *The Weekly Standard*.

The Jewish Social Contract David Novak, 2009-01-10. *The Jewish Social Contract* begins by asking how a traditional Jew can participate politically and socially and in good faith in a modern democratic society and ends by proposing a broad, inclusive notion of secularity. David Novak takes issue with the view held by the late philosopher John Rawls and his followers that citizens of a liberal state must in effect check their religion at the door when discussing politics in a public forum. Novak argues that in a liberal democratic state members of faith-based communities such as tradition-minded Jews and Christians ought to be able to adhere to the broad political framework wholly in terms of their own religious tradition and convictions and without setting their religion aside in the public sphere. Novak shows how social contracts emerged, rooted in biblical notions of covenant and how they developed in the rabbinic, medieval and modern periods. He offers suggestions as to how Jews today can best negotiate the modern social contract while calling upon non-Jewish allies to aid them in the process. *The Jewish Social Contract* will prove an enlightening and innovative contribution to the ongoing debate about the role of religion in liberal democracies.

Adopting the Melody of Expression: An Emotional Symphony within **Moral Education For A Secular Society**

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