



# Education In Morality

**Felix Adler**



## **Education In Morality:**

*Education in Morality* J. Mark Halstead, Terence H. McLaughlin, 2005-09-26 What should teachers and schools do about moral education An international team of philosophers and educationalists examine some of the most fundamental questions in moral education such as the nature of morality

**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

**Moral Education** Colin Wringer, 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

**How to Teach Morality** Georg Lind, 2016-07-30 The book What is morality How can it be measured What is its nature and origin And most importantly how can it be taught These age old yet still unanswered questions cannot be addressed Lind argues unless we develop a new science of moral behavior and education Lind does just that in his book invoking related contributions by eminent philosophers psychologists and educators The first part presents a new way of studying morality and a great bulk of Lind s own research and other studies backing it The

second part shows how to teach morality effectively with Lind's Konstanzer Method of Dilemma Discussion KMDD which is used in all ages and across cultures. On the basis of many years of practical international experience with the KMDD in different institutions of education, professional schools, armed forces and prisons, Lind provides advice on how educators can learn, implement and improve the method. Lind also presents the related Just Community method of democratic community building. The author, born shortly after World War II in 1947, Dr. Georg Lind's interest in morality goes back to his adolescence when he learned about the atrocities of the Nazi dictatorship. How can we prevent this from happening again? How can we develop morality, peace and democracy? This book contains his answer. Lind was professor of psychology and researcher at the University of Konstanz, Germany. He was guest professor at the University of Illinois at Chicago, the Universidad de Monterrey and the Humboldt University at Berlin. He lectured in Brazil, Chile, China, Colombia, Mexico, Poland, Switzerland and the United States.

*Character and Moral Education* Joseph L. DeVitis, Tianlong Yu, 2011. This book has received the AESA American Educational Studies Association Critics Choice Award 2012. 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.

**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.

Teaching Ethics in Schools Philip Cam, 2012. *Teaching Ethics in Schools* provides a fresh approach to moral education. Far from prescribing a rigid set of mandated values, codes of conduct, behaviour management plans or religious instruction, Philip Cam skilfully presents ethical thinking and reasoning as a dynamic and essential aspect of school life. The first section of the book provides a clear introduction to the theoretical premise of reflection and collaborative enquiry. It draws on the history of philosophy in succinct terms and relates this to contemporary school contexts to support teachers in their conceptual understanding. In Part Two, an array of activities, exercises and discussion points are provided as stimuli for teachers to adapt and apply across diverse subject areas throughout all stages of school. The focus lies in preparing students to think reflectively, to question and probe and ultimately develop their own enhanced capacity for ethical reasoning and considerate behaviour and conduct. *Teaching Ethics in Schools* shows how an ethical framework forms a natural fit with recent educational trends. It

demonstrates how an ethics based model can influence habits of mind and underpin teaching practices to stimulate ethical enquiry to encourage students to think for themselves and develop good moral judgment and to promote social values and beneficial outcomes both within the classroom and beyond

**The Death of Character** James Davison Hunter, 2008-01-04

The Death of Character is a broad historical sociological and cultural inquiry into the moral life and moral education of young Americans based upon a huge empirical study of the children themselves The children s thoughts and concerns expressed here in their own words shed a whole new light on what we can expect from moral education Targeting new theories of education and the prominence of psychology over moral instruction Hunter analyzes the making of a new cultural narcissism

**Moral Education and Development** Doret J. de Ruyter, Siebren Miedema, 2012-01-01

Worries about the moral standard of younger generations are of all ages The older generation tends to believe that the moral education of young people deserves special attention because their moral development does not reach the level adults hope for This observation does not mean that the older generation is necessarily wrong but what it indisputably does show is that they attach high importance to morality and moral education But what characterises a moral person What influences people to behave morally What should moral education involve Which inter disciplinary contributions are relevant to improving moral education These questions continuously deserve the attention of academics students and professional educators This book is divided into four parts The first part focuses on interdisciplinary empirical research about the reasons why people act morally and the consequences for moral education The primarily philosophical chapters of the second part address the question what it means to be a moral person and the implication of this elucidation for moral education The third part contains five chapters that deal with moral aspects of sex education and civic education The fourth part consists of one chapter that looks at the moral education of students who will work in a pedagogical or educational environment arguing that one s moral development requires a lifetime commitment This book is written for a wide academic audience The collection of chapters will be of interest to pedagogues educational scientists moral philosophers and moral psychologists and to both newcomers and experts in the field

Reasonable Children Michael S. Pritchard, 1996

The public outcry for a return to moral education in our schools has raised more dust than it s dispelled Building upon his provocative ideas in On Becoming Responsible Michael Pritchard clears the air with a sensible plan for promoting our children s moral education through the teaching of reasonableness Pritchard contends that children have a definite but frequently untapped capacity for reasonableness and that schools in a democratic society must make the nurturing of that capacity one of their primary aims as fundamental to learning as the development of reading writing and math skills Reasonableness itself he shows can be best cultivated through the practice of philosophical inquiry within a classroom community In such an environment children learn to work together to listen to one another to build on one another s ideas to probe assumptions and different perspectives and ultimately to think for themselves Advocating approaches to moral education that avoid mindless indoctrination and timid relativism

Pritchard neither preaches nor hides behind abstractions. He makes liberal use of actual classroom dialogues to illustrate children's remarkable capacity to engage in reasonable conversation about moral concepts involving fairness, cheating, loyalty, truth-telling, lying, making and keeping promises, obedience, character, and responsibility. He also links such discussions to fundamental concerns over law and moral authority, the roles of teachers and parents, and the relationship between church and state. Pritchard draws broadly and deeply from the fields of philosophy and psychology as well as from his own extensive personal experience working with children and teachers. The result is a rich and insightful work that provides real hope for the future of our children and their moral education.

**Education in the Moral Domain** Larry P. Nucci, 2001-05-07 This book brings together the results of 25 years of research on the domain theory of social cognitive development. On the basis of that research, which shows that morality is a domain distinct from other social values, the author provides concrete suggestions for creating a moral classroom climate, dealing with student discipline, and integrating moral values within the curriculum. Among questions addressed are: Is morality a set of rules we acquire like any other? Are there universal aspects to morality, or is it culture-specific? Is there such a thing as moral character? How best can teachers make use of our knowledge about children's moral and social growth in their everyday classroom practices? Integrated answers to these questions result in a comprehensive approach that does not reduce moral education to a process of induction or inculcation, but rather harnesses children's intrinsic motivation to comprehend and master their social worlds.

*Can We Teach Children To Be Good?* Straughan, Roger, 1988-06-01 After reflecting on the terms goodness and teaching, this book describes and critically examines a number of attempts to define the nature of morality in terms of its form or its content, thereby teasing out the many conflicting views of moral education which follow from these theories.

**Moral Principles In Education** John Dewey, 2023-11-03 *Moral Principles in Education* is a book written by the influential American philosopher and educator John Dewey. The book was published in 1909 and is part of Dewey's broader body of work on education and philosophy. In *Moral Principles in Education*, Dewey explores the relationship between education and the development of moral principles. He argues that moral education should be an integral part of the educational process and that moral principles should be taught in the context of real-life experiences and situations. Dewey emphasizes the importance of active learning, problem-solving, and democratic principles in moral education. Dewey's ideas on education and ethics have had a lasting impact on the field of education, and his writings continue to be influential in discussions about the role of education in shaping moral character and responsible citizenship. This book is an important work in Dewey's educational philosophy and his broader contributions to pragmatism and progressive education.

**The Moral Instruction of Children** Felix Adler, 1892 **Moral Education (International Library of the Philosophy of Education Volume 4)** Norman J. Bull, 2010-02-25 A companion volume to *Moral Judgement from Childhood to Adolescence*, specially written for teachers and students of education. This volume includes analysis of the broad stages in the developmental pattern of the key variables that must shape it and of their

function in moral judgement and of the principles that must lie behind a moral education that has autonomy as its goal The book concludes with practical proposals for a sequential pattern of moral learning and the methods of approach appropriate to it Handbook of Moral and Character Education Larry Nucci,Tobias Krettenauer,2014-04-24 There is widespread agreement that schools should contribute to the moral development and character formation of their students In fact 80% of US states currently have mandates regarding character education However the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive research oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future Now in its second edition this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings and much more The Moral Curriculum Peter William Musgrave,1978-01-01

**Japanese Moral Education Past and Present** Yoshimitsu Khan,1997 This book investigates the history and development of Japanese moral education and analyzes and compares current moral education with the concepts of the Imperial Rescript on Education 1890 and the shushin moral education of prewar Japan The Rescript contains Confucian and Shinto precepts and was to become the codification of the moral standards of the Japanese way of life in pre surrender Japan Despite the attempts of the Japanese education system to embrace democratic principles postwar dotoku moral education has been essentially the same as that of the prewar system The author concludes that Confucian ethics is still the engine of Japanese social cohesion and dynamics and predicts that it will continue to be so for generations to come Japan needs to find a way to converge the long held Confucian ideology with more democratic ideals and fairness to all people through moral education **Moral Development and Moral Education (Routledge Revivals)** R. S. Peters,2015-06-11 First published in 1981 this collection of essays was taken from Peters larger work Psychology and Ethical Development 1974 in order to provide a more focused volume on moral education for students Peters background in both psychology and philosophy makes the work distinctive which is evident from the first two essays alone Freud s theory of Moral Development in Relation to that of Piaget and Moral Education and the Psychology of Character He also displays balance in his acceptance that reason and feeling are both of great importance where the subject of moral education is concerned Although written some time ago the book discusses issues which are still of considerable interest and importance today **Moral Education** A. G. Flack,1910

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