

RRGWk5

Chapter 4

The Progressive Turn in Moral Education

Main idea

Discussion

1. What remains of progressive education today?
2. Why were social organizations formed?
3. The Girl Scouts were seen as the “mothers and guides of the next generation”. Who serves society today in that role and how are they trained?
4. Has the unisex movement of today had an effect on the “manliness” and “womanliness” of the scouts?
5. What changes did the progressive movement make? Were they positive or negative for schools?
6. How did progressive psychology replace the role of the church in thinking about values?
7. Do you see values clarification as a positive or negative development? Why?
8. Is there such a thing as “moral development” as proposed by Kohlberg?

My Question(s):

Reflection

1. Are you in any way a progressivist? Why/why not?
2. What role have special organizations had in your character formation? Did they complement or contrast the character formation of the schools?
3. Are you more comfortable with the state law on p. 73-74 from 1893 or the revised law of 1963?

Reaction

1. List and define progressive components and definitions of character that you learned in school.
2. Write a values clarification scenario about character/values education.
3. Write your own version of the “duties of teachers” law.

Character Matters:How to help our children develop good judgment, integrity, and other essential virtues. by Likona, Thomas (2004).

This book will be read quickly for the big ideas. Chapter 4 talks about an important idea - sex and its relationship to character. Early in our educational system we begin to educate about sex but seldom tie it to character. Write a paragraph about how you see sex education and character education as partners with similar goals and outcomes.

Noddings

**Educating Moral People: a Caring Alternative to Character Education
The Challenge to Care in Schools**

Caring: A Feminine Approach to Ethics and Moral Education

Works by Noddings, Nel (available on reserve)

Read at least one chapter from one of the above books. Use your reading and the article in the week 4 lesson to describe Noddings' idea of character education by showing how she integrates character education with the idea of caring. Why do you think caring seems to be her choice for an organizing principle? How does her idea of caring impact your idea of teacher behavior and character education?