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Annotated Bibliography: Moral & Character Education (1998-2013)

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An Annotated Bibliography of Research Relevant to Moral & Character Education

1998-2013

The Humane Society Institute for Science and Policy

Compiled by Erich Yahner
(All Abstracts and Summaries from Authors or Publishers)

JOURNAL ARTICLES

Antoncic, L. S. (2003). A new era in humane education: how troubling youth trends and a call for character education are breathing new life into efforts to educate our youth about the value of all life. *Animal Law, 9*, 183-214.

A passing glance at newspaper headlines today reveals what haunts most parents and educators: violence among our youth is extensive, drug and alcohol abuse is prevalent, and teen pregnancy is a common occurrence. These symptoms suggest a chronic deficiency in the ethical education of our youth. Also troubling is that parents are left with fewer opportunities to effectively address these crucial issues, due to economic and societal pressures. School intervention via programs can offer youth a solid foundation of basic values to counteract these trends. In the past, schools attempted to utilize humane and character education as a vehicle to tackle these issues. While using these foundations in the classroom raised awareness, change did not permeate the daily curriculum for a variety of reasons, including fear of indoctrinating non-universal values. In the last ten years, this issue has been re- visited and is gaining significant national attention. Though some may argue that the appropriate place for such education is in the home, widespread public concern, the growing unavailability of parents, and unnerving statistics6 are energizing efforts to include humane and character education in classroom curriculum. The public is beginning to view these subjects as essential components of a child's education, on par with traditional subjects such as mathematics, reading, history, and science. In short, it is best viewed as a required course on basic life skills.

Beachum, F.D., McCray, C.R., Yawn, C.D., & Obiakor, F.E. (2013). Support and importance of character education: Pre-service teacher perceptions. *Education, 133*(4), 470-480.

Character education is the explicit teaching of positive values by teachers, which is supported by the school. Currently, there is a lack of research on character education with regard to pre-service teachers. The purpose of this study was to ascertain the perceptions of pre-service teachers with regard to their support for character education and their feelings toward its importance in an undergraduate curriculum/methods course. The instrument utilized in this study was PPCES (Pre-service Teacher Perceptions of Character Education Survey). The study's sample consisted of pre-service teachers enrolled in an undergraduate course at a mid-western university. Descriptive statistics and Pearson correlation coefficients revealed that character education received high levels of support and pre-service teachers supported the notion of including character education issues in undergraduate teacher education courses.

Bebeau, M. J., Rest, J. R., & Narvaez, D. (1999). Beyond the promise: A perspective on research in moral education. *Educational Researcher, 28*(4), 18-26.

Changing concerns and ideological shifts in American society produce different emphases in moral education. We argue that different approaches address different dimensions of development. If viewed as complementary rather than contradictory, we may be able to move beyond ideological and philosophical disputes to solid theory-building based on empirical findings. In proposing an action program for moral

education that incorporates research, we draw upon lessons learned from the Head Start movement of the 1960s. In defining researchable variables, we recommend the Four Component Model (sensitivity, judgment, motivation, character) instead of the usual tripartite model (thinking, feeling, acting).

Benninga, J. S., Berkowitz, M. W., Kuehn, P., & Smith, K. (2003). The relationship of character education implementation and academic achievement in elementary schools. *Journal of Research in Character Education, 1*(1), 19-32.

Any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process. The interrelations and roles of educating for character (character education, moral education) and educating for citizenship (citizenship education, civic education) are explored, largely in a North American context. It is argued that citizenship education necessarily entails character and moral formation, but this integration is hindered by negative stereotyping between the two fields. In addition, negative stereotyping between the fields of moral education and character education further complicates attempts at synthesis. Through explorations of each of these domains and their similarities and differences, it is concluded that the role of schools in fostering the development of moral citizens in democratic societies necessitates focus on moral development, broader moral and related character development, teaching of civics and development of citizenship skills and dispositions. Moreover, these outcomes overlap and cut across the fields of moral, character and citizenship education.

Berkowitz, M.W., & Grych, J.H. (2000). Early character development and education. *Early Education and Development, 11*(1), 55-72.

It is a well-worn refrain that more attention must be paid to the moral character of our youth. Such pleas are prevalent in the mass media and in professional forums, and typically are justified by data reflecting the misdeeds of youth; e.g., crime, substance use, unwed teen pregnancies, suicide. Whereas it is unclear that the state of youth morality is at a nadir and imprudent to suggest that character education is a panacea (Bebeau, Rest, & Narvaez, 1999), it is nonetheless clear that character education should and can be part of the solution (Developmental Studies Center, 1998). This article represents an attempt to investigate what we know about character development in early childhood, in order to suggest how we can effectively promote character in early childhood education. For the purposes of this manuscript, early childhood will be defined as 18 months to 6 years of age. Research has suggested that a moral sense begins around 18 months (Lamb & Feeny, 1995) and formal schooling typically begins around 6 years of age. The challenge is to implement character education so that it has the desired impact on the development of children's character (Bebeau et al., 1999). There are numerous obstacles to such effective implementation, including a lack of an empirical base to justify character education (Leming, 1993), poor dissemination of character education information to practitioners, contentiousness among disagreeing proponents of character education (Berkowitz, 1997), and very limited training of pre-service teachers (Berkowjtz, 1998; Jones, Ryan & Bohlin, 1999). Central amongst these challenges is the fact that we do not have a clear empirically-grounded sense of what teachers must do in the early childhood classroom (or any classroom, for; that matter) to promote character development. This paper will address that limitation by drawing from the literature on teaching for character development and even more substantially on the literature on parenting for character development. Bridges between the two literatures will be suggested. Finally, we will offer some suggestions from a more clinical perspective on how early childhood teachers can deal with character dysfunction in students. First, however, we will need to define some terms.

Çubukçu, Z. (2012). The effect of hidden curriculum on character education process of primary school students. *Educational Sciences: Theory & Practice, 12*, 1526-1534.

Character education is defined as a planned and systematical approach in terms of self- respect, responsibility and honesty etc. for being a good citizen. The elements of hidden curriculum possessed in schools are values, beliefs, attitudes, and norms and values which are important parts of school function, ceremonies and the quality of interpersonal communication. This research is aimed to determine supportive

activities and views of students' participated in these activities with the thought of revealing importance of hidden curriculum on gaining vales within character education in elementary schools. Supportive activities of hidden curriculum such as social and cultural activities, free time activities and sportive activities, celebration of special days and weeks, social club works can be considered as strong value gaining tools for elementary school students to comprehend, internalize and perform values. In this study, one of the qualitative research methods case study model is utilized. This research is carried out within 2009-2010 academic year through three elementary schools in Eskişehir affiliated to Ministry of National Education by investigating supportive activities for hidden curriculum and views of students participating in these activities. For analyzing the gathered data, document analysis and content analysis are used. Working group of this study comprises 40 students going to 6th, 7th and 8th grades within three elementary schools in the city center of Eskişehir. At the end of the study, it is determined that values are included in curriculum of elementary schools, and supportive activities for hidden curriculum in the process of gaining and internalizing values have great importance.

Ellenwood, S. (2007). Revisiting character education: From McGuffey to narratives. *The Journal of Education, 187*(3), 21-43.

The article examines the dangers of teaching in a manner that ignores personal or moral development, but focuses entirely on academic achievement. Adolescence is, the article states, a time of upheaval when young people need guidance and not, as the author puts it, "haste," which is to disregard students' emotional needs in favor of other goals. The values-clarification movement, which challenged value-neutral education methods, is analyzed. The cognitive moral development movement approached moral education from a different standpoint and was created by Lawrence Kohlberg. The author feels that the experiences of people with good character, as laid out in works of literature and biography, are a good tool for teaching morality to students.

Howard, R. W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character education. *Educational Policy, 18*(1), 188-215.

Character education's history in the United States goes back to the beginning of public schools. The emphasis and profile has waxed and waned, frequently with political trends. The current standards-based environment poses particular threats and challenges to character education. In spite of these pressures, character education continues and—by most measures—is growing. This article (a) defines character and examines the history of character education in U.S. public schools; (b) introduces and contrasts the major approaches: traditional character education, caring, and developmental; and (c) outlines and examines current issues including the relationship of character to citizenship education, the family and school roles in character development, the relationship of church and state, federal and state polices and funding of character education programs, and issues of evaluation and research. Although advocating for character education, the approach here to the issues is descriptive and as impartial as possible.

Lake, K. (2011). Character education from a children's rights perspective: An examination of elementary students' perspectives and experiences. *International Journal of Children's Rights, 19*(4), 679-690.

Rising divorce rates, acts of violence around the world, and other similar events have brought the concept of "character" to the forefront. Educators have responded with a resurgence of character education programmes. However, as technology unites individuals around the globe, our "community" has expanded beyond the boundaries of our own school, city, or even country. With this comes tremendous diversity and following an imposed set of "universal" values no longer seems reasonable. Given that character education has become so complex, children's rights may provide a way for us to conceptualize it on a more universal level. As a start, this pilot project examined the levels of importance and existence of rights as perceived by a small sample of Northern Ontario elementary students. Although these students, particularly the females, generally rated their rights as highly important, they indicated only moderate support for them.

Lampe, M. (2012). Science, human nature, and a new paradigm for ethics education. *Science & Engineering Ethics, 18*(3), 543-549.

For centuries, religion and philosophy have been the primary basis for efforts to guide humans to be more ethical. However, training in ethics and religion and imparting positive values and morality tests such as those emanating from the categorical imperative and the Golden Rule have not been enough to protect humankind from its bad behaviors. To improve ethics education educators must better understand aspects of human nature such as those that lead to 'self-deception' and 'personal bias.' Through rationalizations, faulty reasoning and hidden bias, individuals trick themselves into believing there is little wrong with their own unethical behavior. The application of science to human nature offers the possibility of improving ethics education through better self-knowledge. The author recommends a new paradigm for ethics education in contemporary modern society. This includes the creation of a new field called 'applied evolutionary neuro-ethics' which integrates science and social sciences to improve ethics education. The paradigm can merge traditional thinking about ethics from religious and philosophical perspectives with new ideas from applied evolutionary neuro-ethics.

Lintner, T. (2011). Using 'exceptional' children's literature to promote character education in elementary social studies classrooms. *Social Studies, 102*(5), 200-203.

This article presents ways in which elementary teachers can use children's literature premised on characters with exceptionalities to foster tolerance, understanding, respect, and an appreciation for diversity.

Melson, G.F. (2013). Children's ideas about the moral standing and social welfare of non-human species. *Journal of Sociology & Social Welfare, 40*(4), 81-106.

Moral and social welfare issues related to humane treatment of animals confront children and continue to be important societal issues through adulthood. Despite this, children's moral reasoning about animals has been largely ignored. This paper addresses six questions concerning how children reason morally about non-human animals: (1) How do children think about the moral claims of animals? Is there a developmental progression in such reasoning? (2) How does moral reasoning about animals differ from moral reasoning about other life forms--plants and ecological systems? (3) What is the relation, if any, between children's moral reasoning about non-human animals and their moral reasoning about other humans? (4) How do child characteristics and environmental factors contribute to individual differences in children's moral reasoning about animals? (5) What is the relation between moral reasoning about animals and children's behaviors toward animals? (6) What is known about children's kindness toward and nurturing of animals--examples of prosocial reasoning and behavior?

Narvaez, D., & Lapsley, D. K. (2008). Teaching moral character: Two alternatives for teacher education. *The Teacher Educator, 43*(2), 156-172.

Debating whether or not teachers should teach values addresses the wrong question. Education already is a values-infused enterprise. The larger question is how to train teachers for positive character formation. Two teacher education strategies are presented in this article. A "minimalist" strategy requires teacher educators to make explicit the hidden moral education curriculum and to reveal the inextricable linkage between best practice instruction and moral character outcomes. The "maximalist" approach requires preservice teachers to master a tool kit of pedagogical strategies that target moral character directly as a curricular goal. To this end, the Integrative Ethical Education model outlines five steps for moral character development: supportive climate, ethical skills, apprenticeship instruction, self-regulation, and adopting a developmental systems approach.

Romanowski, M. H. (2003). Through the eyes of students: High school students' perspectives on character education. *American Secondary Education*, **3-20.**

The heightened interest in schools contributing to the formation of character through character education has surfaced as a national dialogue. This study examines the students' perspective and understanding of a character education program implemented at their high school. Findings based on interviews with 144 high school students describe the students' perspectives regarding the need for character education, program effectiveness, student and teacher resistance, pedagogical issues and concerns, and suggestions as to what works. Based on these findings, suggestions are made as to how administrators and teachers can utilize their students' perspectives in order to better implement and improve character education.

Schultz, L. H., Selman, R. L., & LaRusso, M. D. (2003). The assessment of psychosocial maturity in children and adolescents: Implications for the evaluation of school-based character education programs. *Journal of Research in Character Education*, *1*(2), 67-87.**

The Relationship Questionnaire (Rel-Q) is a multiple choice measure of psychosocial maturity derived from developmental theory that identifies the capacity to differentiate and coordinate the social perspectives of self and other to be central to treating other people in respectful and ethical ways. Data from 1237 students in grades 4 through 12 were used to explore the Rel-Q's usefulness as a tool for evaluating school-based character education programs. Significant developmental change on mean psychosocial maturity was found across grades (with the exception of a plateau across the middle school grades). The Rel-Q also shows sensitivity to group differences based on differential socialization, with significant differences among students reporting different levels of risk behavior and between genders and social classes. Quantitative and qualitative data on social climate predicted differences in mean psychosocial maturity between schools. The findings suggest that this evaluation measure can assess mature psychosocial choice due to either development or socialization (including school climate), and can help clarify the extent to which character education programs not only teach social awareness and interpersonal skills but also engage students in personally meaningful ways.

Whittier, D. (2013). Cyberethics: Envisioning character education in cyberspace. *Peabody Journal of Education*, *88*(2), 225-242.**

This article presents theory and research forming the framework of a graduate course in cyberethics education. The course content includes theory and research on the psychology of the Internet, moral development, and character education. Discussion includes application of these constructs to issues such as empathy, privacy, and other issues as they appear in cyberspace. Core virtues and analyses through ethical theories provide the moral framework for the course and ground it in character education as it has emerged from the physical world. I also briefly present the course curriculum prompting teacher's lesson plans for teaching cyberethics.

BOOK CHAPTERS

Rusk, C.P., Brubaker, K.M., Balschweid, M.A., & Pajor, E.A. (2006). Capitalizing on the human-animal bond to teach ethics to youth. In D.B. Fink (Ed.), *Doing the right thing: Ethical development across diverse environments*. **San Francisco: Jossey-Bass/Wiley, (pp. 45-56). ISBN: 9780787985431.**

This issue recognizes the critical importance in guiding young people toward mature decision making in the arena of ethics and explores ways in which that guidance can take shape. Through surveys, observation, and interviews, chapter authors have designed activities geared to reshape the way youngsters and others think about right and wrong. Studies of teen-oriented chatroom scripts and other online communities highlight the growing trend of adolescents who seem to dwell more online than in their own neighborhoods. Traditional activities such as sports, out-of-class time, political and community engagement are also examined as sources of social and emotional development. This issue is the 108th volume in the quarterly

report series *New Directions for Youth Development*. It is a collaboration between *New Directions for Youth Development* and the National AfterSchool Association.

BOOKS

Colby, A. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA: Jossey-Bass. ISBN: 9780787965150.

Reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.

Damon, W. (2002). *Bringing in a new era in character education*. Stanford, Calif: Hoover Institution Press. ISBN: 9780817929626.

Schools from K-12 to college campuses are increasingly paying attention to students' values and accepting responsibility for students' character. But how can we bring in this new era in character education in a way that makes the right kind of difference to young people? What are the approaches that will provide character education the solid foundation necessary to sustain it now and into the future? What obstacles in our current educational system must we overcome, and what new opportunities can we create?" "Bringing in a New Era in Character Education answers these questions, pointing out the directions that character education must take today and offering strategies essential for making progress in the field. The expert contributors explain how we can pass core values down to the younger generation in ways that will elevate their conduct and their life goals. They reveal why relativism has threatened the moral development of young people in our time - and what we can do to turn this around. And they show the critical importance of reestablishing student morality and character as targets of higher education's central mission." "The authors make a case for "moral exemplarity" - actual human examples of moral excellence - as an effective tool of educational practice and describe how stoic warrior principles can offer a moral manner of managing one's emotions in times of pressure. Perhaps most important, they clarify the necessity of authority in any moral education endeavor - and show how it is actually a powerful force for both personal freedom and character building.

DeRoche, E. F., & Williams, M. M. (2001). *Character education: A guide for school administrators*. Lanham, Md: Scarecrow Education. ISBN: 9780810839656.

This practical book on implementing character education provides school leaders with an effective road map and tours schools that have achieved success. The authors divide the reader's journey through reform efforts into several "tour stops," beginning with a review of the character education framework, and passing through such subjects as school climate, core values, training personnel, and forming relationships. The tour concludes with guidelines for evaluation. Each "stop" contains a list of helpful articles or books, as well as valuable Internet resources. Reaching the specific destination is ultimately the responsibility of school leaders, but this book will give you a head start.

DeRoche, E. F., & Williams, M. M. (2001). *Educating hearts and minds: A comprehensive character education framework*. Thousand Oaks, Calif: Corwin Press. ISBN: 9780761976899.

This guide provides the framework to help you design, organize, implement, and maintain a program that works for your students, your staff, and your community. You'll find out how to reach a consensus on what to incorporate into your program, customize a character ed program for your school's needs, develop a values

curriculum, design a staff development program that helps sustain teachers' interest in participating, and get your community involved and caring about your program.

DeVitis, J. L., & Yu, T. (2011). *Character and moral education: A reader*. **New York: Peter Lang. ISBN: 9781433110993.**

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.

Durkheim, E. (2002). *Moral education*. **Mineola, N.Y: Dover Publications. ISBN: 9780486424989.**

The great French sociologist and philosopher Emile Durkheim is best known for his classic book *Suicide* (1897), a landmark in social psychology. Among his other major works is this study in the sociology of education, which features 18 lectures by an influential theorist who discusses his ideas on the school as the appropriate setting for moral education. The first element in developing a moral being, he maintains, is instilling a sense of discipline, followed by a willingness to behave in terms of the group's collective interest, and a sense of autonomy. Durkheim also examines discipline and the psychology of the child, discipline of the school and the use of punishment, altruism in the child, the influence of the school environment, and the teaching of science, aesthetics, and history. Perceptive and provocative, this volume abounds in valuable insights for teachers and others.

Findlay, D. (2001). *Characters with character: Using children's literature in character education*. **Fort Atkinson, Wis: Alleyside Press. ISBN: 9781579500641.**

Whether you're looking for a supplement to your character education curriculum or a place to get started, look no further! Characters with Character is a sensitive tool to help educators make teaching character values more conscious, systematic and creative. It adds depth and breadth to values lessons through 10 chapters, each dedicated to a particular trait. They start with examples of the traits in use and annotated bibliographies of children's titles that relate to these traits. Thought-provoking discussion starters and activities allow for further exploration, and challenging reproducible worksheets reinforce the concepts. The traits featured are responsibility, respect, caring, honesty, perseverance, courage, self-discipline, fairness, friendship and citizenship. For use with grades K-5.

Goodman, J. F., & Lesnick, H. (2004). *Moral education: A teacher-centered approach*. **Boston: Pearson/A and B. ISBN: 9780321093592.**

Moral Education: A Teacher-Oriented Approach reveals the richness of moral education, as well as its centrality and pervasiveness, and provides an instructional approach that respects the diversity of viewpoints. This book describes the ordinary moral questions that arise in every classroom, every day. Through the voices of children, teachers, administrators, and parents, it presents and analyzes the conflicting assumptions and priorities of those interested in moral education.

Hall, S. (2000). *Using picture storybooks to teach character education*. Phoenix, Ariz: Oryx Press. ISBN: 9781573563499.

Tragic events in our schools and communities have sparked the integration of character education into new and existing programs. To help aid teachers and librarians in the search for appropriate resources to emphasize good character traits, Oryx has developed another helpful reference by bestselling author Susan Hall. This unique resource provides a guide to picture storybooks and the character traits each describes.

Halstead, J. M., & Pike, M. A. (2006). *Citizenship and moral education: Values in action*. London: Routledge. ISBN: 9780415232425.

Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. *Citizenship and Moral Education* examines the key concepts and provides an up-to-date overview of policy, particularly addressing: (1) theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society. (2) the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school, and (3) teaching strategies, materials, pupil assessment and school evaluation. The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education.

Knowles, E., & Smith, M. (2006). *Character builders: Books and activities for character education*. Westport, Conn: Libraries Unlimited. ISBN: 9781591583707.

This new book by well-known authors Liz Knowles and Martha Smith (*Boys and Literacy, Reading Rules*, etc) fills the need for a K-12 resource for teachers and librarians searching for materials and activity ideas to teach character education at all grade levels. This book by well-known authors Liz Knowles and Martha Smith (*Boys and Literacy, Reading Rules!*, etc.) fills the need for a K-12 resource for teachers and librarians searching for materials and activity ideas for character education at all grade levels. It consists of 12 chapters, one on each virtue: empathy, respect, courage, humor, responsibility, perseverance, loyalty, honesty, cooperation, tolerance, citizenship, and forgiveness. Each chapter has a listing of related virtues, a definition, several useful famous quotes, listings of people and organizations who have demonstrated the virtue, related topics for further curricular exploration and discussion questions. There is also a complete listing of annotated titles divided into five sections: picture books, primary (gr. 1-3), intermediate (gr. 3-5), middle school (gr. 5-8) and young adult (gr. 8-12).

Levingston, J. K. (2009). *Sowing the seeds of character: The moral education of adolescents in public and private schools*. Westport, Conn: Praeger. ISBN: 9780313351914.

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.

Lickona, T. (2004). *Character matters: How to help our children develop good judgment, integrity, and other essential virtues*. New York: Simon & Schuster. ISBN: 9780743245074.

The novelist Walker Percy once observed, "Some people get all As but flunk life." Succeeding in life takes character. In *Character Matters,* award-winning psychologist-educator Thomas Lickona offers more than 100 practical strategies that parents and schools have used to help kids build strong personal character as the foundation for a purposeful, productive, and fulfilling life. Lickona shows how irresponsible and destructive behavior can invariably be traced to the absence of good character and its 10 essential qualities: wisdom, justice, fortitude, self-control, love, a positive attitude, hard work, integrity, gratitude, and humility. He lays out a blueprint for building these core virtues through a partnership shared by families, schools, and communities. Chapters include: (1) 14 strategies that help kids succeed academically while building character; (2) More than a dozen character-building discipline strategies; (3) 20 ways to prevent peer cruelty and promote kindness; and (4) 10 ways to talk to teens about sex, love, and character.

Lockwood, A. L. (2009). *The case for character education: A developmental approach*. New York: Teachers College Press. ISBN: 9780807749234.

In this dynamic look at the current state of character education, Alan Lockwood assesses its strengths and weaknesses and finds fault with leading advocates for failing to respond to sound critiques of their work. Lockwood argues that contemporary character education can be significantly improved by using key principles from established theories and research on developmental psychology. He offers numerous examples to support his recommendations while inviting character education theorists and practitioners to generate their own implications from his presentation. For anyone interested in improving the quality of values-based education for children and adolescents, this book: (1) Elaborates an alternative view of values education that is critical to pursuing a mission to promote good citizenship; (2) Explains what contemporary character education is, identifying its strengths and addressing its major criticisms; and (3) Offers new conceptions of character education that systematically take developmental perspectives into their recommendations for curriculum and instruction.

McElmeel, S. L. (2002). *Character education: A book guide for teachers, librarians, and parents*. Greenwood Village, Colo: Libraries Unlimited/Teacher Ideas Press. ISBN: 9781563088841.

Now a national priority, character education is being implemented by schools and other public and private organizations across the United States. Whether you are establishing a character education program or looking for an effective way to teach your children the importance of values and good character, this book, loaded with nearly 300 resources, can help. Each of the 17 chapters focuses on a specific trait or virtue and identifies dozens of picture books, novels, biographies, and nonfiction titles that illustrate the trait and can be used as springboards to discussions. Introduced with a description, each chapter features annotations, cross-references to other traits, famous quotes, discussion starters, activity suggestions, and collaborative reading titles. An indispensable resource and reference guide, this book is essential for coaching young citizens in positive behavior.

Rusnak, T. (1998). *An integrated approach to character education*. Thousand Oaks, Calif: Corwin Press. ISBN: 9780761904373.

Shows how to promote character growth and discernment of right from wrong among schoolchildren of all age groups.

Ryan, K., & Bohlin, K. E. (1999). *Building character in schools: Practical ways to bring moral instruction to life*. San Francisco: Jossey-Bass. ISBN: 9780787943448.

Young people in America today face a crisis of character. Traditional role models continue to disappoint the public, falling short of expectations and fostering cynicism rather than idealism. As a result, many young people struggle to distinguish right from wrong and seem indifferent to whether it matters. It clearly becomes the task of parents and schools to re-engage the hearts and minds of our children in forming their own characters. In Building Character in Schools, Kevin Ryan and Karen Bohlin draw from nearly fifty years of combined field experience to offer a practical guide to character education -- designed to help children to know the good, love the good, and do the good. Ryan and Bohlin provide a blueprint for educators who wish to translate a personal commitment to character education into a schoolwide vision and effort. They outline the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible adulthood -- from developing curriculum that reinforces good character development to strengthening links with parents. A useful resource section includes sample lessons, program guidelines, and a parents' list of ways to promote character in their children. Building Character in Schools clearly defines the responsibilities of adults and students in modeling and nurturing character and sets forth practical guidelines for schools seeking to become communities of virtue where responsibility, hard work, honesty, and kindness are modeled, taught, expected, celebrated, and continually practiced.

Simon, K. G. (2001). *Moral questions in the classroom: How to get kids to think deeply about real life and their schoolwork*. New Haven: Yale University Press. ISBN: 9780300090321.

What constitutes a just war? How does race matter in America? Are the interests of corporations the same as those of the public when it comes to the environment or public health? Middle and high school history, literature, and science classes abound with important moral, social, and political questions. But under pressure to cover required materials and out of fear of raising controversy, teachers often avoid classroom discussions of questions of profound importance to students and to society. This book investigates how schools can responsibly take an active role in moral education while honouring their academic mission. Using extensive observations in public, Catholic, and Jewish high schools, Katherine Simon analyses the ways in which teachers avoid or address moral questions raised by students and implicit in course materials. She examines how morally charged issues may be taught responsibly in a diverse democracy. And in an afterword that teachers and teacher-trainers will find particularly useful, Simon provides practical tools and strategies for structuring discussion and designing units to help teachers explore moral issues more deeply with their middle and high school students.

Uhl, C., & Stuchul, D. L. (2011). *Teaching as if life matters: The promise of a new education culture*. Baltimore, Md: John Hopkins University Press. ISBN: 9781421400389.

What would it be like to teach as if life matters? To move beyond the typical regimen of classroom exercises, homework, and standardized tests and to guide students through life's most important lessons? Dissatisfied with traditional educational models, Christopher Uhl and Dana L. Stuchul asked themselves these questions. What they discovered will open the eyes of today's educators to a whole new way of teaching. The authors promote an approach that fosters self-knowledge, creativity, curiosity, and an appreciation for our planet. Central to their philosophy is the question of what we humans need in order to live meaningful lives. The answer: healthy relationships with ourselves, each other, and the world. *Teaching as if Life Matters* is an open letter to teachers offering guidance and encouragement for nurturing students in ways that make teaching and learning meaningful. In short, it is a passionate plea for transformative teaching. Informed by the alternative educational philosophies of John Dewey, Maria Montessori, Rudolf Steiner, and Ivan Illich, this book invites teachers and students to participate in a new culture of education. This fascinating and urgently needed book will inspire today's educators to inspire their students.