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Morrill's Book Provides Wealth of Insights

Recurring scandals in government, business, and the professions are prompting many to wonder if Americans have lost their sense of decency and fair play -- and the fact that these scandals often involve graduates of our leading colleges and professional schools has not escaped notice. Worse still, the campus itself is increasingly the scene of disgraceful behavior. Faked research results, cheating on assignments and exams, theft and destruction of college property, defaulting on student loans -- these too are evidence of higher education's failure to cultivate ethical awareness. And yet, as Richard Morrill notes in this new book, the phrase moral education today is generally heard as a pious echo rather than as a call to action. Action is urgently needed, however, and administrators and faculty leaders across the country are now beginning to address the crucial issues. What is the place of moral education in higher learning? Does the study of ethics improve one's moral character? Is it possible to teach values without indoctrinating students? How can the classroom and other campus

settings best be used for developing moral awareness?

To help answer questions such as these, this new book provides the first comprehensive analysis of current approaches to teaching ethics and values in college. Morrill describes and critiques the contributions of leading authorities (including Louis Rath, Earl McGrath, Lawrence Kohlberg, Martin Trow, William Perry, and Arthur Chickering) and compares their approaches, highlighting the strengths and limitations of each. He then explains the unique opportunities afforded by values education -- a new approach that combines the best features of those previously discussed -- and he goes on to outline a comprehensive program for enhancing moral awareness in students without redesigning the current curriculum. Policy makers and curriculum committees will welcome Morrill's detailed survey of the current options in moral education, and faculty in all disciplines will profit from his suggestions for incorporating values education into existing courses and programs.

DESCRIPTION OF CONTENTS

The book opens with a brief Foreword by Edward Eddy assessing the current moral climate on campus and explaining the need for a fresh approach to moral education.

Chapter One: Reemergence of Moral Education reviews the American college's traditional commitment to moral education, identifies various trends in academic life that have weakened that commitment (such as the adoption of value-free scientific methodology as the model for all inquiry and the steady transformation of liberal education into career training), and examines the reasons -- both social and intellectual -- for the current resurgence of campus interest in ethics and values.

Chapter Two: Approaches to Moral Development and Ethical Awareness surveys the literature and brings order to the confusing array of related approaches that have appeared recently. Morrill groups these into four general categories: (1) values clarification, as described by Rath; (2) values inquiry, as illustrated by the work of McGrath; (3) moral education and development, as discussed by Kohlberg, Perry, Chickering, and Heath; and (4) normative and applied ethics, as represented by the Hastings Center's Project on the Teaching of Ethics. Each approach is described separately and then compared with the others, revealing what each provides to aid in the development of educational programs.

Chapter Three: Values as Standards of Action extends the critique of current approaches begun in the

preceding chapter and introduces a new approach -- values education -- that employs the best features of previous approaches and eliminates their shortcomings. Morrill shows how values education, which conceives of values as standards for making choices and taking action, can serve to revitalize liberal education by reintroducing a concern for moral issues in a rigorous, objective way.

Chapter Four: Methods of Values Education makes clear how this new approach can be put into practice. Morrill describes the general methods that form the framework of values education, explains how they reinforce the traditional aims and objectives of the various academic disciplines, and demonstrates how these methods serve the ultimate goal of motivating students to examine their own values and value systems.

Chapter Five: Curriculum and Campus Strategies details specific strategies for implementing values education in the classroom and elsewhere on campus. Morrill discusses various themes and topics for courses that could be introduced into the curriculum, explains how such courses could be structured, and describes the special role and responsibilities of instructors in values education. In addition, Morrill suggests various ways to employ nonacademic features of college life -- such as student-faculty cooperation in community projects, campus organizations, and institutional planning -- to develop value awareness and commitment in students.

Chapter Six: Impact

on Academic, Political, and Religious Choices assesses the consequences of the proposed approach to moral education. Morrill shows how this approach has the potential to integrate educational objectives that are now fragmented, overcome the troublesome separation of intellect and conscience in higher education, and ultimately contribute to enriching the academic, political, and religious life of the nation.

Resource A: Reconciling Philosophical and Social Science Perspectives on Values briefly reviews the major contemporary theories of value (and values) now operating in these disciplines and demonstrates how the two perspectives can be reconciled.

Resource B: Annotated Bibliography of Current Literature describes and evaluates the most noteworthy recent studies concerned with moral development and values education.

SUMMARY

This new book presents a comprehensive, practical plan for teaching ethics and values in college. Working from his own detailed analysis of the major approaches currently in use, Richard Morrill explains the advantages of one in particular -- values education -- that leads students to identify and examine their own values and value systems. He then describes the central features of this approach, shows how it can be incorporated into the present curriculum, outlines the role and responsibilities of the classroom instructor under this approach, and details specific strategies for making



Reception honoring Dr. Morrill for success of his book

values education an integral part of college life. Everyone concerned with restoring moral responsibility to a central position in liberal and professional education will benefit from the wealth of insights and practical

suggestions that this book provides.

THE AUTHOR

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Teaching Values in College by Salem Academy and College president Dr. Richard L. Morrill has been published by Jossey-Bass, Inc. and is available at the Salem College Book Store.

One of the Jossey-Bass Series in Higher Education, the book provides what they describe as "the first comprehensive analysis of current approaches to teaching ethics and values in college."

Morrill posts possible answers to such questions as: What is the place of moral education in higher learning? Does the study of ethics improve one's moral character? Is it possible to teach values without indoctrinating students? How can the classroom and other campus settings best be used for developing moral awareness?

He notes that the phrase "moral education" today is generally heard as a pious echo rather than

as a call to action -- a paradox when we have recurring scandals in government, business, and the professions that prompt many to wonder if Americans have lost their sense of fair play and decency. College campuses themselves have been the scene of much deterioration in behavior with faked research results, cheating on assignments and exams, theft and destruction of college property, defaulting on student loans.

Morrill cites these as evidence of higher education's failure to cultivate ethical awareness.

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Dr. Morrill chats with Moyer Fairrey and Jessica Foy