

# Contents

**Preface to Handbook** xi

**Editorial Advisory Board** xiii

**Preface to Volume 3** xvii

**Contributors' Biographies** xix

**1. The Child Development Project: A Comprehensive Program  
for the Development of Prosocial Character** 1

*Victor Battistich, Marilyn Watson, Daniel Solomon,  
Eric Schaps, and Judith Solomon*

Introduction 1

Abstract 1

Elementary-School Character Education 2

The Project's Intervention Program 6

Helping, Social Understanding, and  
Prosocial Values 19

Design of the Intervention and Extent of  
Implementation 21

Effects of the Program 23

Summary, Issues, and Conclusions 25

References 28

**2. Sociomoral Development and Drug and Alcohol Abuse** 35

*Marvin W. Berkowitz, Nancy Guerra, and Larry Nucci*

Abstract 35

Values and Drug Abuse 37

Decision-Making and Drug Abuse 38

Moral Reasoning and Antisocial and  
Illegal Behavior 40

Moral Reasoning and Drug and Alcohol Abuse 41

A Phenomenological Model of the Relation  
Between Drug Use and Sociomoral Reasoning 45

Conclusions and Implications 49

References 50

- 3. Literature and Morality: An Experimental Curriculum** 55  
*Stephan Ellenwood and Kevin Ryan*
- Abstract 55
  - A Model of Moral Maturity 57
  - Conclusion 66
  - References 67
- 4. Moral Psychology and Public Policy** 69  
*Nicholas Emler and Robert Hogan*
- Abstract 69
  - The Emergence of Liberal Individualism 71
  - An Organizational View 77
  - References 90
- 5. Sociomoral Developmental Delay and Cognitive Distortion: Implications for the Treatment of Antisocial Youth** 95  
*John C. Gibbs*
- Abstract 95
  - Sociomoral Developmental Delay 96
  - Cognitive Distortions 99
  - Treatment Implications 102
  - Conclusion 107
  - References 108
- 6. The Just Community Approach to Moral Education: Evolution of the Idea and Recent Findings** 111  
*Ann Higgins*
- Abstract 111
  - Introduction 111
  - Moral Dilemma Discussions 112
  - Lessons Learned 115
  - From Hypothetical Dilemmas to Just Community 118
  - The Ideas of the Just Community 120
  - The Idea of Moral Culture 129
  - References 140

<b>7. Moral Development in the Elementary School Classroom</b>	<b>143</b>
<i>Thomas Lickona</i>	
Abstract	143
Goals of Moral Education	144
A Process Model of Moral Education	145
Integrating the Four Processes	157
References	160
<b>8. Moral Education and Critical Social Theory: From the "First World" to the "Third World"</b>	<b>163</b>
<i>Dieter Misgeld</i>	
Abstract	163
I. Critical Social Theory and Modern History: The Grounds for Social Hope	164
II. North-America, Critical Social Theory, and Moral Education	170
III. Moral Education, Social-Theory-in-Actio., and the Third World	173
References	177
<b>9. How People "Treat" Each Other: Pair Therapy as a Context for the Development of Interpersonal Ethics</b>	<b>179</b>
<i>Michael Nakkula and Robert Selman</i>	
Abstract	179
Morality: From Abstraction to Interpersonal Adaptation	179
An Integrated Method for Research and Practice	181
The Structural Model and Developmental Diagnosis	182
Heidegger's Concept of Being	186
Method	188
Conclusion	208
References	210
<b>10. The Moral Balance Model: Theory and Research Extending Our Understanding of Moral Choice and Deviation</b>	<b>213</b>
<i>Mordecai Nisan</i>	
Abstract	213
Theoretical Framework	214
Empirical Validation of the Model	227
Conclusion	243
References	247

**11. The Domain Approach to Values Education:  
From Theory to Practice**

251

*Larry Nucci and Elsa K. Weber*

Abstract	251
Background Theory and Research	252
The Domain Approach to Values Education	254
Future Directions	263
References	265

**12. The Role of Planning in Moral Development**

267

*Fumiyuki Ohnishi*

Abstract	267
The Concept of Planning in Psychology of Cognition, Metacognition, and Cognitive Development and Planning Technology	268
The Role of Planning in Moral Development	271
Empirical Studies	272
The Planning for Achieving Moral Ideal	279
Discussion	283
Implication for Moral Education	284
References	286

**13. Moral Education from the Perspective of Psychosocial  
Theory**

289

*Steven R. Pollard, William M. Kurtines, Gustavo Carlo,  
Mary Dancs, and Ellen Mayock*

Abstract	289
Part I—Education for Democracy: Theory	290
Part II—Education for Democracy: Practice	305
Epilogue: Democracy and the Individual	313
References	315

*Clark Power*

Abstract	317
Authority and Freedom	318
The Just Community Approach	319
Socratic and Durkheimian Authority	319
Sommers' Critique and the Paradox of Democracy	320
The Consensual Values Approach	322
Consensual Values and the Teacher's Authority	324
The Priority of Democracy	325
Democracy and Autonomy	326
Democracy and Order	327
Gutmann's Democratic Dilemma	328
Conclusion	331
References	331

**Author Index** 335**Subject Index** 345