

Voices for an ideal debate on morality and education

Analyse the following excerpts from writings about moral values and education. What could be drawn from them as most important to ground commonly agreed principles for living together?

“Human beings are connected at a deep level which is occasionally experienced by those who transcend the boundaries and limitations of ordinary perception” (p. 104). The feedback of loving thoughts and actions is love and joy, while hatred and bitterness breed isolation and sorrow” (Lorimer 1990, p. 267)

Were we to empathize equally with everyone, we might affectively overload [...] and would chronically experience the paralysis and agony of not knowing whom to help first. [...] Nonetheless, let us consider the possibility that our ostensible human state of individual separation and local effects belies a deeper interconnectedness. [...] Perhaps, just as justice presupposes caring, individuality presupposes relatedness. Is morality ultimately love and connection? Gibbs J.C. 2003, p. 240

Think of a country where ... a man is felt proud of double-crossing all the people who had been kindest to him. You might just as well try to imagine a country where two and two make five. Men have differed as regards what people you ought to be unselfish – whether it was only your own family, or your fellow countrymen, or everyone. But they have always agreed that you ought not to put yourself first. Selfishness has never been admired. Lewis C.S. 1943, p. 5

[There is] “urgent need for a coherent moral voice that cuts through the moral pluralism, [which] requires a consensus about certain core values”. [...] Most adults everywhere want their children to be respectful of others, honest, fair-minded, compassionate and responsible” William Damon and Anne Colby