

Contents

<i>Editor's Notes</i>	1
<i>Michael J. Collins</i>	

<i>Chapter 1. Values and Teaching</i>	3
<i>Michael J. Collins</i>	

College teachers fail their disciplines and their students if they do not make explicit the questions of meaning and value in what they teach.

<i>Chapter 2. The Teaching of Values in Colleges and Universities</i>	11
<i>Albert Howard Carter III</i>	

Colleges and universities teach values explicitly through several traditions and implicitly through their policies and institutional choices.

<i>Chapter 3. Values and the Teaching of Literature</i>	19
<i>Mary M. FitzGerald</i>	

The study of literature not only increases the intellectual appreciation and analytical ability of students, but also brings them to assimilate certain values.

<i>Chapter 4. Theology, Epistemology, and Values</i>	29
<i>Catherine M. LaCugna</i>	

Theology, like science, seeks through its own rigorous method to arrive at truths charged with value.

<i>Chapter 5. Values and Ethics in Science</i>	39
<i>Frederick J. Dilleuth</i>	

The study and practice of science are never value-free, for science fosters and demands many virtues.

<i>Chapter 6. Teaching Values for Adults: Graduate Programs in Liberal Studies</i>	45
<i>Phyllis O'Callaghan</i>	

The increasing popularity of graduate programs in liberal studies makes clear the ability of the humanities to help adults address the questions of meaning and value that they encounter both in their professional and their private lives.

<i>Chapter 7. Who Should Teach Ethics?</i>	53
<i>Carol J. Rizzuti</i>	

Ethical questions are too important and too pervasive in human life to be relegated solely to courses in ethics.

<i>Chapter 8. Locating Ethics in Mediaworld</i>	61
<i>John M. Phelan</i>	
Teaching students who are preparing for careers in communications should involve sensitizing them to ethical issues in the field.	
<i>Chapter 9. The Stockdale Course</i>	69
<i>Joseph Gerard Brennan</i>	
After seven and a half years as a prisoner of war in Hanoi, Admiral James B. Stockdale, convinced of the importance of philosophy in making and living out moral decisions, developed a course in moral philosophy for career military officers at the Naval War College.	
<i>Chapter 10. The Role of Student Affairs in Values Education</i>	81
<i>William R. Stott, Jr.</i>	
The office of student affairs deals with students in all the complexity of their lives outside the classroom and must be consciously involved in values education.	
<i>Chapter 11. Conclusion and Additional Sources</i>	89
<i>Michael J. Collins</i>	
The editor concludes the sourcebook and offers some suggestions for further reading.	
<i>Index</i>	93