

BOOK REVIEW

Teaching in Moral and Democratic Education, edited by Wiel Veugelers and Fritz Oser, in Explorationen, Series Editor: Jurgen Oelkers, Bern: Peter Lang AG, European Academic Publishers, 216 pages.

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In today's global village we find several opposing trends. On one hand, blocs of nations—such as the European Union—are developing in order to increase the well-being of their citizens and, on the other, there is animosity between nations and groups of people, resulting in violence, terror, and war. Social processes such as cultural pluralization, secularization, globalization, emancipation, and individualization can and should have important consequences for child rearing and moral education. Individuals today have a wider choice of norms, values, ideas, and patterns of behavior. Therefore, it is increasingly important to educate youth to moral and democratic values on the personal, interpersonal, societal, cultural, and religious levels.

Changes taking place in society and in the educational system in the areas of theory, practice, and assessment have an impact on moral and democratic education as well. Haste

(2002) argues that the last decade has seen a number of major changes in both theory and method in the areas of citizenship and democracy. The first concerns the distinction between stable and changing, or transitional, societies. The second concerns nationalism and democracy that are transmuted by each state through its own cultural narratives. The third comes from the dissolution of the left-right spectrum in Western democracies and the fragmentation of old ideological boundaries. A key development is the emergence of emancipatory politics, political movements that reflect the *moralization* of politics, driven by ideas of justice or responsibility. Greene (1998) emphasizes that the recognition of plurality and of difference makes unprecedented demands on institutions. In this context, teachers and teaching fulfill an important role in moral and democratic education. Darling-Hammond (1998) notes that what

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