**Moral education through academic curricula: a pragmatist approach to schooling**

We commonly find in schools a sharp division between study of academic curricula (math, history or biology), on one hand, and education directed toward students’ moral development, on the other. This study proposes an alternative approach which binds these two elements together. I assume that the conventional division between academic and moral education is based upon a correspondence theory of truth, as well as a tripartite conception of knowledge as justified true belief. That approach to truth and knowledge is characterized by its moral neutrality and its indifference toward the actions of a person possessing knowledge. I propose an alternative perspective, based on a pragmatist approach to truth and knowledge, according to which the degree of truth of a proposition P is derived from the degree to which it leads a person to do the good, just, moral deed in a specific situation. In such a case this person would be regarded as possessing what Socrates calls true belief. She would be considered to possess knowledge only if she always – under all circumstances and throughout her life – does the right and good thing. This perspective that connects between degree of truth and degree of morality may help to close the above division.