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

This study suggests an alternative perspective from which the split within schools between, on the one hand, learning the academic curriculum (math, history or biology) and on the other hand the moral development and education of the students that learn the academic curriculum, becomes stitched together. The perspective from which we see such a split is the correspondence theory of truth and the tripartite model of knowledge as a possession of a justified-true-belief. This approach to truth and knowledge is characterizes in its neutrality regarding morality and its disconnected to the actual actions of the person possessing the knowledge. As an alternative perspective I suggest a pragmatist approach to truth and knowledge, bases on a soft version of moral intuitionism I call "lifelong acquired intuition", in which the degree of truth of a proposition P derives from its quality in leading the 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 *any* circumstances and throughout her life would do the right and good thing.