

1. Record Nr.	UNINA9910324046603321
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Titolo	The Gleam of Light : Moral Perfectionism and Education in Dewey and Emerson / / Naoko Saito
Pubbl/distr/stampa	LaVergne, : Fordham University Press, 2018 New York, NY : , : Fordham University Press, , [2019] ©2019
ISBN	0-8232-8525-1
Edizione	[First edition.]
Descrizione fisica	1 online resource (xiv, 210 pages)
Collana	American Philosophy
Classificazione	EDU040000PHI020000
Altri autori (Persone)	CavellStanley
Disciplina	191
Soggetti	Perfection Education - Philosophy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from eBook information screen..
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgments -- Foreword -- one. in search of light in democracy and education -- two. dewey between hegel and darwin -- three. emerson's voice -- five. dewey's emersonian view of ends -- six. growth and the social reconstruction of criteria -- seven. the gleam of light -- eight. the gleam of light lost -- nine. the rekindling of the gleam of light -- Notes -- Bibliography -- Index
Sommario/riassunto	In the name of efficiency, the practice of education has come to be dominated by neoliberal ideology and procedures of standardization and quantification. Such attempts to make all aspects of practice transparent and subject to systematic accounting lack sensitivity to the invisible and the silent, to something in the human condition that cannot readily be expressed in an either-or form. Seeking alternatives to such trends, Saito reads Dewey's idea of progressive education through the lens of Emersonian moral perfectionism (to borrow a term coined by Stanley Cavell). She elucidates a spiritual and aesthetic dimension to Dewey's notion of growth, one considerably richer than what Dewey alone presents in his typically scientific terminology.