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studies of reading in different orthographies
12 Cross-cultural differences in unimpaired and dyslexic reading:
Behavioural and functional anatomical observations in readers of
regular and irregular orthographies13 Lexical retrieval in alphabetic
and non-alphabetic scripts: Evidence from brain imaging; Glossary;
Author index; Subject index

Sommario/riassunto

This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. While most research has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages. The book brings together contributions from a group of leading literacy researchers from around the world. It begins by examining the development of language skills in monolingual speakers of alphabetic and non-alphabetic languages;

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Autore

Fife Brian L.

Titolo

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Acknowledgments 1 Horace Mann and the Common School Ideology
The Idea of Public Education for All The Importance of Theory and
History in Education Reform Public versus Private Institutions The
Common School Ideology of the 1830s and 1840s Horace Mann's
Common School Ideology in the Contemporary World and Beyond 2 The
Market-Based Ideology and Politics of the Conservative Right
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Market-Based Ideology and Conservative Political Philosophy 3
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Fearless Advocate of Public Education Revisiting the Individualist Creed
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Ideal Reform Premise B: Maintain and Expand Civic Education in the
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Parents, and Caregivers Are Part of the Solution A Concluding Comment
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Sommario/riassunto

Can public schools in America be saved? This book considers theory, current practice, and the common school ideal through a historical lens to arrive at practical suggestions for reforming contemporary public education. Despite dramatic, sweeping changes in recent decades, a strong case can be made for guiding the reformation of contemporary public education in the United States on common school ideology of the nineteenth century. The author argues that the common school remains a public institution capable of preparing America's youth to contribute to the community in a positive manner, and that education must be treated at a public good where all children-regardless of social class-have a right to a quality education. The work includes a thorough overview of Horace Mann's writings on K-12 public education that support the common school ideal-concepts that are over 150 years old, yet still highly relevant today.
