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Autore	Lehmann, Hans-Thies
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Altri autori (Persone)	PringRichard HalsteadMark HaydonGraham
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Nota di contenuto	The Common School and the Comprehensive Ideal; Plate 1; The Common School and the Comprehensive Ideal; Contents; Notes on Contributors; Preface; 1 The Common School; INTRODUCTION; THE COMMONSCHOOL; COMMUNITY; CULTURE; THE COMMONSCHOOLREVISITED; EDUCATIONAL AIMS REVISITED; FOSTERING DIFFERENCE-AGAINST THE COMMONSCHOOL; COMMONSCHOOLOR COMMONSCHOOLSYSTEM?; REFERENCES; Part I Defending and Questioning the Comprehensive Ideal; 2 In Search of the Comprehensive Ideal: By Way of an Introduction; WHAT IS ONE COMMITTED TO WHEN ONE SUPPORTS THE COMMONSCHOOL?; WHAT IS THE COMMONSCHOOL? MINIMAL AND MAXIMALINTERPRETATIONS OFTHE COMPREHENSIVE IDEALVALUES UNDERLYING THE COMPREHENSIVE IDEAL; CONCLUSION;

NOTES; REFERENCES; 3 On the Necessity of Radical State Education: Democracy and the Common School; DEMOCRACY AND THE COMMON SCHOOL; RADICAL TRADITIONS OF STATE EDUCATION; PREFIGURATIVE PRACTICE; PREFIGURATIVE PRACTICE AND THE COMMON SCHOOL; A. An Intended and Proclaimed Democratic Coherence; B. A Vibrant, Inclusive Public Realm; C. Interpersonal and Structural Integrity; D. Radical Collegiality, Radical Curriculum and the Challenge of Assessment

E. Insistent Affirmation of PossibilityF. Delight and Belief in Intergenerational Reciprocity; G. Interrogative, Dialogic Openness; LIBERTE , E GALITE , FRATERNITE - O UL A MORT; NOTES; REFERENCES; 4 Common Schooling and the Need for Distinction; I; II; III; IV; V; VI; VII; NOTES; REFERENCES; 5 Educational Justice and Socio-Economic Segregation in Schools; I JUSTICE IN EDUCATION; II THE COMPREHENSIVE IDEAL; III SOCIOECONOMIC SEGREGATION AND EDUCATIONAL INJUSTICE; IV LIBERTY, FAMILY VALUES AND JUSTICE; V JUSTICE WITHOUT STRUCTURAL REFORM?; VI JUSTICE WITHOUT DESEGREGATION?

VII CONCLUDING COMMENT NOTES; REFERENCES; Part II Common Schools in Multicultural Societies; 6 Culture and the Common School; THE RANKING OF CULTURES; A FLATTENED CULTURAL HORIZON; THE PROBLEM OF WHAT TO TEACH WHEN CULTURE BECOMES 'CULTURE'; CULTURE-FOR-EDUCATIONAL-PURPOSE; CULTURE AS CULTURING; THE TASK OF THE COMMON SCHOOL; NOTES; REFERENCES; 7 What is Common about Common Schooling? Rational Autonomy and Moral Agency in Liberal Democratic Education; I AUTONOMY AND HUMAN FLOURISHING; II AUTONOMY AND THE LIBERAL STATE; III THE OTHER FACE OF LIBERALISM

IV MORAL AGENCY AND LIBERAL DEMOCRATIC EDUCATION NOTES; REFERENCES; 8 Common Schools and Multicultural Education; I COMMON SCHOOLING IS INSTRUMENTAL FOR MULTICULTURAL EDUCATION; II MULTICULTURAL EDUCATION IS INSTRUMENTAL FOR COMMON SCHOOLING; III COMMON SCHOOLING EXPRESSES THE MULTICULTURAL IDEAL; IV MULTICULTURAL EDUCATION AND COMMON SCHOOLING FACE SIMILAR CHALLENGES; NOTE; REFERENCES; 9 What Not To Wear: Dress Codes and Uniform Policies in the Common School; INTRODUCTION; REASON ONE: TO PRESERVE THE PUBLIC SPHERE; REASON TWO: SYMBOLS MAYBE OFFENSIVE; REASON THREE: SYMBOLS MAYBE OPPRESSIVE

REASON FOUR: SYMBOLS MAY BE DISRUPTIVE

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#### Sommario/riassunto

A topical and provocative volume that invites consideration of the most fundamental issues concerning future educational provision: what is the purpose of our schools, and what should we do in them? Cutting-edge research by contributors who are leading figures internationally in philosophy and education, for whom these issues have been particular points of concern. Includes a substantial keynote essay by leading philosopher of education, Richard Pring, which is the springboard for the complementary essays that follow. Engages with questions Pring raises under five themes: defending

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