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Sommario/riassunto	This postsecular study on Conservative and Christian thinkers' intellectual ferment leading to England's 1944 Education Act examines how politicians and educationalists promoted Christian-civic humanism as the educational philosophy underlying the Act. It argues that Religious Education and secondary and further educational proposals were meant to go hand-in-hand to shape a national educational system that promoted an English national identity based on ideals of tradition and progress for the war-weary nation. The 1944 Act's historic Religious Education mandate, however, was overshadowed by th