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Nota di contenuto	Front Matter -- Contents -- Acknowledgments -- Note on the Text -- Note on Notes -- Introduction -- Grammatical Fictions -- Dead Teachers Society -- Balnibarbian Architecture -- The Anecdotal Function -- What About Food? -- Script and Nondescript -- The Bipolar Paradigm -- Charlie Don't Surf -- Teaching Down or Learning Up -- Notes
Sommario/riassunto	Solway explains that the current generation of students, raised in a nonhistorical and iconic environment, do not live in time as an emergent, continuous medium in which the complexities of experience are parsed and organized. Their psychological world is largely devoid of syntax - of causal, differential, and temporal relations between events. The result is precisely what we see about us: a cultural world characterized by a vast subpopulation of young (and not so young) people for whom the past is an unsubstantiated rumour and the future an unacknowledged responsibility. Solway claims that contemporary

educators have become cultural speculators who disregard a basic truth about how the mind develops: that it needs to be grounded in reality and time. In education, as in almost every other cultural institution, the sense of reality and the dynamic of time have "virtually" disappeared, leading to the deep disconnectedness we experience on every level of "human grammar," from the organization of the community to the organization of the sentence. Lying about the Wolf is not only an exploration of current pedagogical issues but also, and perhaps primarily, a cultural analysis for which the subject of education provides a focus. Solway argues that we cannot hope to solve the educational problem unless we are prepared to deal with the larger cultural predicament.

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