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Sommario/riassunto	The consequence of this collusion between values education and technological consciousness is a person who cannot be critical of technology, one who cannot recognize any limits to our technological prowess. Whether this collusion is intentional or inadvertent is one of the many issues Emberley pursues. He proposes pedagogical options which revive the spirit (though not the letter) of the 'traditional curriculum.' He argues that the aim of education is to produce a character that does not allow reason to become merely a faculty of shrewd calculation and technical expertise. For decades, values education has been one of the most hotly contested areas of reappraisal in school curricula. This book

contributes to the debate with the controversial proposition that the current modes of values education are not cultivating the qualities associated with moral judgment and character, that they are in fact producing a consciousness which merely reinforces some of the potentially destructive tendencies of modern technology.
