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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
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 IV MORAL AGENCY AND LIBERAL DEMOCRATIC EDUCATION NOTES; REFERENCES; 8 Common Schools and Multicultural Education; I COMMONSCHOOLING IS INSTRUMENTAL FOR MULTICULTURAL EDUCATION; II MULTICULTURAL EDUCATION IS INSTRUMENTAL FOR COMMON SCHOOLING; III COMMONSCHOOLING 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 MAY BE OFFENSIVE; REASON THREE: SYMBOLS MAY BE OPPRESSIVE
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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