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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 DE-SEGREGATION? 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 COMMONSCHOOL; 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 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 REASON FOUR: SYMBOLS MAY BE DISRUPTIVE

## 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