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Titolo	The common school and the comprehensive ideal [[electronic resource] ] : a defence by Richard Pring with complementary essays / / edited by Mark Halstead and Graham Haydon
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Altri autori (Persone)	PringRichard HalsteadMark HaydonGraham
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Nota di contenuto	The Common School and the Comprehensive Ideal; Plate 1; The Common School and the Comprehensive Ideal; Contents; Notes on Contributors; Preface; 1 The Common School; INTRODUCTION; THE COMMONSCHOOL; COMMUNITY; CULTURE; THE COMMONSCHOOLREVISITED; EDUCATIONAL AIMS REVISITED; FOSTERING DIFFERENCE-AGAINST THE COMMONSCHOOL; COMMONSCHOOLOR COMMONSCHOOLSYSYSTEM?; REFERENCES; Part I Defending and Questioning the Comprehensive Ideal; 2 In Search of the Comprehensive Ideal: By Way of an Introduction; WHAT IS ONE 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 COMMON SCHOOL; 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  
 COMMON SCHOOLING IS INSTRUMENTAL FOR MULTICULTURAL  
 EDUCATION; II MULTICULTURAL EDUCATION IS INSTRUMENTAL FOR  
 COMMON SCHOOLING; III COMMON SCHOOLING 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

2. Record Nr.	UNISALENTO991002831599707536
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