

A Philosophy Of Education Volume 6

Immanuel Kant's moral philosophy, political philosophy, and philosophy of judgement have been and continue to be widely discussed among many scholars. The impact of his thinking is beyond doubt and his ideas continue to inspire and encourage an on-going dialogue among many people in our world today. Given the historical and philosophical significance of Kant's moral, political, and aesthetic theory, and the connection he draws between these theories and the appropriate function and methodology of education, it is surprising that relatively little has been written on Kant's contribution to education theory. Recently, however, internationally recognized Kant scholars such as Paul Guyer, Manfred Kuehn, Richard Velkley, Robert Louden, Susan Shell, and others have begun to turn their attention to Kant's writings on education and the role of education in cultivating moral character. *Kant and Education: Interpretations and Commentary* has gathered these scholars together with the aim of filling this perceived void in Kant scholarship. All of the essays contained within this volume will examine either Kant's ideas on education through an historical analysis of his texts; or the importance and relevance of his moral philosophy, political philosophy, and/or aesthetics in contemporary education theory (or some combination).

A series of public lectures given at the Institute of Education, University of London provides the nucleus around which this collection, originally published in 1967, is gathered. This collection provides comprehensive coverage of a complex theme which will be of interest to those involved in the fields of philosophy and education alike. Topics covered include: the logical and psychological aspects of learning, the concept of play, rule and routines, teaching and training, philosophical models of teaching. This volume critically and constructively discusses philosophical questions which have particular bearing on the formulation of educational aims. The book is divided into three major parts: the first deals with the nature of education, and discusses the various general aims, such as 'mental health', 'socialization' and 'creativity' which have been thought to characterize it; the second section is concerned with the nature of reason and its relationship to feeling, will and action; finally the development of different aspects of reason in an educational context is considered.

Educational policy and discussion, in Britain and the USA, are increasingly dominated by the confused ideology of egalitarianism. David E. Cooper begins by identifying the principles hidden among the confusions, and argues that these necessarily conflict with the ideal of educational excellence - in which conflict it is this ideal that

must be preserved. He goes on to criticize the use of education as a tool for promoting wider social equality, focussing especially on the muddles surrounding 'equal opportunities', 'social mix' and 'reverse discrimination'. Further chapters criticize the 'new egalitarianism' favoured, on epistemological grounds, by various sociologists of knowledge in recent years and 'cultural egalitarianism' according to which standard criteria of educational value merely reflect parochial and economic interests.

Education, Society and Human Nature (RLE Edu K)

Philosophy of Educational Knowledge

Kant and Education

Education and the Development of Reason (International Library of the Philosophy of Education Volume 8)

Ethics and Educational Policy (International Library of the Philosophy of Education Volume 21)

Philosophy of Education

This book is a collection of essays motivated by a "cultural" and biographical reading of Wittgenstein. It includes some new essays and some that were originally published in *Educational Philosophy and Theory*. The book focuses on the concept of "technoscience", and the relevance of Wittgenstein's work for philosophy of technology which amplifies Lyotard's reading and provides a critique of education as an increasingly technology-led enterprise. It includes a distinctive view on the ethics of reading Wittgenstein and the ethics of suicide that shaped him. It also examines the reception and engagement with Wittgenstein's work in French philosophy with a chapter on post-analytic philosophy of education as a choice between Richard Rorty and Jean-François Lyotard. Peters examines Wittgenstein's academic life at Cambridge University and his involvement as a student and faculty member in the Moral Sciences Club. Finally, the book provides an understanding of Wittgensteinian styles of reasoning and the concept of worldview. Is it possible to escape the picture that holds us captive? This constitutes a challenging introduction to Wittgenstein's work for academics, researchers and postgraduate students in the fields of education, technology and philosophy.

The first edition of Nel Noddings' *Philosophy of Education* was acclaimed as the 'best overview in the field' by the journal *Teaching Philosophy* and predicted to 'become the standard textbook in philosophy of education' by *Educational Theory*. This classic text, originally designed to give the education student a comprehensive look at philosophical thought in relation to teaching, learning, research, and educational policy, has now been updated to reflect the most current thinking in the field. A revised chapter on Logic and Critical Thinking makes the topic more accessible to students and examines how critical thinking plays a role in light of the new Common Core standards. *Philosophy of Education* introduces students to the evolution of educational thought, from the founding fathers to contemporary theorists, with consideration of both

analytic and continental traditions. This is an essential text not only for teachers and future teachers, but also for anyone needing a survey of contemporary trends in philosophy of education.

This book provides an authoritative, yet accessible guide to the Philosophy of Education, its scope, its key thinkers and movements, and its potential contribution to a range of educational concerns. The text offers a balanced view of three key dimensions: first, in giving an equal weight to different styles and modes of philosophy; second, by including past and present perspectives on philosophy of education; and third, in covering both the general "perennial" issues in philosophy and issues of more contemporary concern. Section one of the book exemplifies different styles of philosophy, paying attention to the contemporary debates as to the nature, possibilities and limitations of these different approaches to philosophy of education. Section two is devoted to particular thinkers of the past, and more general coverage of the history of philosophy of education. Section three is dedicated to contemporary philosophic thought on education, providing the basis and reference point for an exploration of contemporary issues. The handbook is designed primarily to be useful to students studying the field of philosophy of education, in the context of the study of educational foundations or theory. But it is also designed to be of use to practising teachers who wish to gain easy access to current philosophical thinking on particular contemporary educational issues, and to educationalists of all types who want a succinct guide to questions relating to the nature, the history, and the current state of the art of philosophy of education. Visit Richard Bailey's website : [here](#)

When originally published in 1965 this book reflected some of the new thinking among philosophers regarding the role of the discipline in its investigation of central issues in education. The essays are grouped into four major sections: The Nature and Function of Educational Theory; The Context of Educational Discussion; Conceptions of Teaching; and The Essence of Education. The concepts dealt with are of the first importance to any practical or theoretical discussion in education and the editor provides a generous introduction to the essays to aid the reader in his analysis of the issues.

Combining the Tools of Philosophy with Inquiry-based Teaching and Learning
An Educational Philosophy and Theory Reader Volume X

Education and Expertise

Values, Education and the Adult (International Library of the Philosophy of Education Volume 16)

An Educational Philosophy and Theory Reader Volume IX

Education and the Education of Teachers (International Library of the Philosophy of Education volume 18)

Indoctrination is an important concept in educational philosophy. It bears on many areas of study, including ethics, epistemology and philosophy of science, and opens up new paths

of investigation into such questions as classroom method and the rights of parents and their children. This book brings together a number of key articles which discuss indoctrination in relation to aspects of religion and morals, doctrines and moral responsibility. This volume combines both American and English interpretations of a crucial idea in the philosophy of education and helps bridge the gap between the teaching of the subject in the USA and the UK.

The topics covered in this volume, originally published in 1973, include the need for a more adequate concept or definition of education, the issue of whether indoctrination is compatible with education, particularly with moral education, and the processes of judging the merits of different approaches to aesthetic education.

This collection of important and significant papers examines a wide range of issues. One of the author's main concerns is to clarify the meaning of 'education' and 'quality in education' - a phrase often used in public debate but seldom scrutinized. Long-standing ambiguities latent in the concept of 'liberal education' are also exposed, and Herbert Spencer's question 'What knowledge is of most worth?', vital in the light of the recent vast development of knowledge, is considered. The first section of the collection clarifies different aspects of the concept of education and to reflect upon the difficulties and dilemmas facing teachers who strive to educate their pupils as distinct from just preparing them for examinations. This section concludes with a constructive re-examination of Plato's conception of education with a view to seeing what is acceptable in it instead of just concentrating on what is manifestly unacceptable. The second section is concerned with the role of educational theory in the education of teachers.

In the last decade the far-right, associated with white nationalism, identitarian politics, and nativist ideologies, has established itself as a major political force in the West, making substantial electoral gains across Europe, the USA, and Latin America, and coalescing with the populist movements of Trump, Brexit, and Boris Johnson's 2019 election in the UK. This political shift represents a major new political force in the West that has rolled back the liberal internationalism that developed after WWI and shaped world institutions, globalization, and neoliberalism. It has also impacted upon the democracies of the West. Its historical origins date from the rise of fascism in Italy, Germany, and Austria from the 1920s. In broad philosophical terms, the movement can be conceived as a reaction against the rationalism and individualism of liberal democratic societies, and a political revolt based on the

philosophies of Nietzsche, Darwin, and Bergson that purportedly embraced irrationalism, subjectivism, and vitalism. This edited collection of essays by Michael A Peters and Tina Besley, taken from the journal Educational Philosophy and Theory, provides a philosophical discussion of the rise of the far-right and uses it as a canvas to understand the return of fascism, white supremacism, acts of terrorism, and related events, including the refugee crisis, the rise of authoritarian populism, the crisis of international education, and Trump's 'end of globalism'.

Philosophical Essays

Plato, Utilitarianism and Education (International Library of the Philosophy of Education Volume 3)

Ethics for the Very Young

An Educational Philosophy and Theory Gender and Sexualities Reader

An Encyclopedia

Care and Curiosity in Community

This multi-authored collection covers the methodology and philosophy of collective writing. It is based on a series of articles written by the authors in Educational Philosophy and Theory, Open Review of Educational Research and Knowledge Cultures to explore the concept of collective writing. This tenth volume in the Editor's Choice series provides insights into the philosophy of academic writing and peer review, peer production, collective intelligence, knowledge socialism, openness, open science and intellectual commons. This collection represents the development of the philosophy, methodology and philosophy of collective writing developed in the last few years by members of the Editors' Collective (EC), who also edit, review and contribute to Educational Philosophy and Theory (EPAT), as well as to PESA Agora, edited by Tina Besley, and Access, edited by Nina Hood, two PESA 'journals' recently developed by EC members. This book develops the philosophy, methodology and pedagogy of collective writing as a new mode of academic writing as an alternative to the normal academic article. The philosophy of collective writing draws on a new mode of academic publishing that emphasises the metaphysics of peer production and open review along with the main characteristics of openness, collaboration, co-creation and co-social innovation, peer review and collegiality that have become a praxis for the self-reflection emphasising the subjectivity of writing, sometimes called self-writing. This collection, under the EPAT series Editor's Choice, draws on a group of members of the Editors' Collective, who constitute a network of editors, reviewers and authors who established the organisation to further the aims of innovation in academic writing and publishing. It provides discussion and examples of the philosophy, methodology and pedagogy of collective writing. Split into three sections: Introduction, Openness and Projects, this volume offers an introduction to the

philosophy and methodology of collective writing. It will be of interest to scholars in philosophy of education and those interested in the process of collective writing.

Provides an overview of the distinctive thinking of a fascinating mix of educational pioneers and thinkers from the canon of philosophers and philosophical schools from the classical, medieval, early modern and modern. Includes: Plato, Aristotle, Hobbes, Locke, Rousseau, Wollstonecraft, Humboldt, Utopian socialists, J.S. Mill, Carpenter and Dewey.

'Open', 'informal', and 'humanistic' are words used to describe new styles of education which depart from ordinary or traditional education. Too often, however, these adjectives are used in a strongly polemical or self-justifying rather than analytical way. Often too, the grounds for accepting or rejecting open education are political or moral, instead of being based on a consideration of the nature of open education and its strength and weaknesses. This collection of essays is central to the debate on open education, analyzing the important concepts in the field. The contributions, all written by authorities on the philosophy of education, deal with problems of definition, knowledge, socialization, freedom, cultural perspective, and unique meanings and metaphors.

'Home Education' Series?Volume VI and final book in the Home Education Series. This volume provides an overview of Charlotte Mason's educational philosophy and includes the final version of her 20 principles. Mason also discusses the practical application of her philosophy in the latter half of the book. This volume is directed to parents (and future parents) of children ages 12 and up.?First published in 1922, this edition is derived from the original book and follows the original pagination and formatting for easy reference when using PNEU articles.

A Philosophy of Schooling

An Educational Philosophy and Theory Reader Volume VIII

Interpretations and Commentary

Experience And Education

Philosophy and Politics from Plato to Dewey

Wittgenstein, Anti-foundationalism, Technoscience and Philosophy of Education

Philosophical Inquiry shows how to use the tools of philosophy for educational purposes. It is a practical guide to the philosophical arts of questioning, conceptual exploration and reasoning, with wide application across the school curriculum. It provides educators with an effective means of teaching students to think critically and creatively, to use their knowledge to solve problems, to deal with issues, to explore possibilities and work with ideas. These are the skills and abilities that young people need in order to thrive socially and economically in the world today. Drawing on educational and psychological theory, Philosophical Inquiry emphasizes the use of collaborative learning, through class discussion, working with a partner, and small group work. This approach teaches students to think in socially responsible ways. It means that students become not only thinking individuals but also good team-players,

with benefits that extend beyond the classroom and the school to community life and the world of work.

This volume provides a rigorous examination of theoretical concepts such as need, interest, growth, play, experience, activity and self-expression. It also makes an important contribution towards getting a closely argued educational theory. In the first part of the book the author establishes general aims and ends with suggestions as to what the curriculum ought to be. The second part is concerned with the procedures of learning and teaching appropriate to such a curriculum.

This is a philosophical treatment of the conceptual and normative aspects of topics which are currently a matter of policy debate in education. The authors have focussed on such concepts as liberty, autonomy, equality and pluralism, and have provided a philosophical commentary which relates these concepts both to a background of philosophical literature, and to the institutional contexts and policy debates in which they function.

John Dewey was one of the most influential American philosophers of his time and also one of the most prolific, with about forty books and 700 articles to his credit. When this book was originally published in 1977 Dewey's work, with the exception of his important contributions to the philosophy of education, had suffered an unwarranted scholarly neglect and remained little known outside the USA. This present volume helped redress this balance.

The Oxford Handbook of Philosophy of Education

A Collection of Philosophical Papers

Papers in the Philosophy of Education

An Essay in the Political Philosophy of Education

An Introduction

Philosophical Analysis and Education (International Library of the Philosophy of Education Volume 1)

First Published in 1996. This first of its kind Encyclopaedia charts the influence of philosophic ideas that have had the greatest influence on education from Ancient Greece to the present. It covers classical thinkers as Plato, Augustine, Hypatia, Locke and Rousseau, as well as recent figures such as Montessori, Heldegger, Du Bois and Dewey. It illuminates time-hounded ideas and concepts such as idealism, practical wisdom, scholasticism, tragedy and truth, as well as modern constructs as critical theory, existentialism, phenomenology, Marxism and post-Colonialism. The coverage consists of 228 articles by 184 contributors who survey the full spectrum of the philosophy of education.

For two reasons, we are particularly proud to include Wolfgang Brezinka's Philosophy of Educational Knowledge in this series of books on Philosophy of Education. The first is the philosophical interest of the work itself - its remarkable scholarship and the importance of the philosophical positions will be obvious to all readers. The second is that it brings to the English-

speaking world a wonderful example of educational philosophy as now being practiced in the German-speaking world. All too often philosophers in the Anglo-American tradition have not seen the sort of perspective on educational thinking that infuses this work. And since this book has been widely read in its original version, it has had a considerable impact upon philosophy of educational research and science in the German-speaking countries. An understanding of this may help in the development of even more cooperative relations among students of education in all countries.

**C. 1. B. Macmillan
D. C. Phillips PREFACE TO THE ENGLISH EDITION 'I am not unmindful how little can be done... in a mere treatise on Logic, or how vague and unsatisfactory all precepts of Method must necessarily appear, when not practically exemplified in the establishment of a body of doctrine. Doubtless, the most effectual mode of showing how the sciences... maybe constructed, would be to construct them'. JOHN STUART MILL (1843)**

1 Parents have a duty to educate their children, teachers to educate their pupils. For this reason there is widespread interest in education. Knowledge of education has long been offered under names like "pedagogics", "pedagogy" or "educational theory". Originally this meant practical knowledge based on common sense. Since the Enlightenment, however, attempts have been made to acquire scientific knowledge of education.

In this study of the main conceptual and normative issues to which the education of the adult gives rise, the author demonstrates that these issues can be understood and resolved only by coming to grips with some of the central and most contentious questions in epistemology, philosophy of mind, ethics, and social philosophy. A salient feature of the book is its searching examination of the different types of value judgement by which all educational discourse is permeated. The analysis of the nature and justification of educational judgements forms the basis of an overall philosophy of adult education which should provide a much needed axiological framework for the guidance of practitioners in this growing area of educational concern.

In this important survey, an international group of leading philosophers chart the development of philosophy of education in the twentieth century and point to significant questions for its future. Presents a definitive introduction to the core areas of philosophy of education. Contains 20 newly-

commissioned articles, all of which are rewritten by internationally distinguished scholars. Each chapter reviews a problem, examines the current state of the discipline with respect to the topic, and discusses possible futures of the field. Provides a solid foundation for further study.

New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13)

A Companion to the Philosophy of Education

The Philosophy of Primary Education (RLE Edu K)

Knowledge and the Curriculum (International Library of the Philosophy of Education Volume 12)

The Church and Two Philosophers

The papers in this volume provide a coherent philosophical study of a group of important and pressing educational issues such as the selection of objectives for less able children, the fundamental characteristics of teaching and the integration of the curriculum. A thesis on the necessary differentiation of knowledge into logically distinct forms is outlined, and is defended against recent philosophical criticisms. Its implications for curriculum planning are examined, with particular reference to the urgent problems of adequately characterizing liberal education and those forms of moral and religious education that are appropriate in maintained schools.

The book proposes curbing the power of teachers, including headteachers, stripping parents of their rights, and making political education the keystone of education. It considers what kind of educational strategies would be appropriate to help move a society like our own towards greater democracy, in the light of a co-ordinated set of proposals about the democratic organization of political decision-making, and the development of democratic attitudes, notably fraternity.

This volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education.

Philosophy and Theory in Educational Research: Writing in the margin explores the practices of reading and writing in educational philosophy and theory. Showing that there is no 'right way' to approach research in educational philosophy, but illustrating its possibilities, this text invites an engagement with philosophy as a possibility - and opening possibilities - for educational research. Drawing on their own research and theoretical and philosophical sources, the authors investigate the important issue of what it means to read and write when there is no prescribed structure. Innovative in its contribution to the literature, this edited volume enlightens readers in three ways. The volume focuses on the practices of reading and writing that are central to research in educational philosophy, suggesting that these practices constitute the research, rather than simply reporting it. It is not a

prescriptive guide and should not be read procedurally. Rather, it is intended to illustrate the possibilities for this kind of research, and to suggest starting points for those pursuing research projects. Finally, attention is given to the ways in which conducting educational philosophy can be educative in itself, both to the researcher in writing it, and to its audience in reading it. With contributions from international scholars in the field of educational philosophy, this book is a valuable guide for practitioner-researchers, taught postgraduate and doctoral students, and early career researchers in university education departments. Academic staff teaching research methods and seeking to introduce their students to philosophy-as-research without wishing to offer a prescriptive 'how to' guide will also find this book of particular interest.

Writing in the margin

The Philosophy of Open Education

An Anthology

The Concept of Education (International Library of the Philosophy of Education Volume 17)

Educational Judgments (International Library of the Philosophy of Education Volume 9)

A Philosophy Curriculum for Early Childhood Education

Intended primarily for education students this book provides an introduction to the philosophy of education that tackles educational problems and at the same time relates them to the mainstream of philosophical analysis. Among the educational topics the book discusses are the aims of education, the two cultures debate, moral education, equality as an ideal and academic elitism. It examines the limitations of a purely technological education, and suggests the shape of a balanced curriculum. It critically analyses important educational theses in the work of Rousseau, Dewey, R S Peters, P H Hirst, F R Leavis, Ronald Dworkin and G H Bantock, among many others, and considers the philosophical topics of relativism, the nature of knowledge, the basis of moral choice, the value of democracy and the status of religious claims.

Today's pluralist and multicultural society raises questions about how to teach religiously and ethnically diverse students in Catholic schools. A Catholic Philosophy of Education addresses these challenges by examining the documents from the Roman Congregation for Catholic Education alongside the writings of Jacques Maritain and Bernard Lonergan. Mario D'Souza proposes a contemporary formulation for a Catholic philosophy of education in which the ideals of Catholicism form the basis for the mission of the Catholic school.

Drawing on the Church's educational documents, and informed by Maritain and Lonergan, D'Souza explains how the unifying anthropology of Catholic education enables Catholic schools to serve amidst diversity by avoiding the extremes of religious exclusivism and fundamentalism, on the one hand, and relativism and individualism, on the other. He explores the aims of Catholic schools in relation to students, teachers, and society, and the relationship between goodness, discipline, and knowledge. He argues that students must be educated for personal and communal freedom and authenticity, and to strive for the

common good, suggesting how a Catholic philosophy of education can provide the framework for such personal and communal transformation. Essential reading for new and experienced Catholic educators, *A Catholic Philosophy of Education* demonstrates that Maritain and Lonergan have much to offer in service of an education that is liberating, instructive, illuminating, and integrative.

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains. *A Companion to the Philosophy of Education* is a comprehensive guide to philosophical thinking about education. Offers a state-of-the-art account of current and controversial issues in education, including issues pertaining to multiculturalism, special education, sex education, and academic freedom. Written by an international team of leading experts, who are directly engaged with these profound and complex educational problems. Serves as an indispensable guide to the field of philosophy of education.

Feminist Theory in Diverse Productive Practices

The Far-Right, Education and Violence

Catholic Philosophy of Education

Towards a Philosophy of Education

Ideas of Education

The SAGE Handbook of Philosophy of Education

The relevance of expertise to professional education and practice is explored in this collection of original contributions from educationalists, philosophers and psychologists. Discusses the increasingly prominent debates about the nature of know-how in mainstream analytical epistemology Illuminates what is involved in professional expertise and the implications of a sound understanding of professional expertise for professional education practice, curriculum design and assessment All contributions are philosophically grounded and reflect interdisciplinary advances in understanding expertise Three lines of argument are central to this book: that Plato's views as expounded in the *Republic* indicate that he was a utilitarian; that utilitarianism is the only acceptable ethical theory; that these conclusions have significant repercussions for education. Throughout the book the exposition of utilitarianism and the interpretation of the *Republic* are closely linked. The author assesses the nature of recent Platonic criticism and provides a critical summary of the *Republic*. He expounds and defends utilitarianism and examines in greater depth the consequences for education of accepting a utilitarian position, showing how, for example, from this standpoint such key terms in educational debate as 'autonomy' and 'self-development' must be reassessed as educational objectives.

Ethics for the Very Young presents a unique fusion of Philosophy, Developmental Psychology and best practices in Early Education.

Feminist Theory in Diverse Productive Practices is the second of two volumes examining gender and feminist theory in Educational Philosophy and Theory.

This collection explores the difference that gender and sexual identities make both to theorizing and working in education and other fields. As the articles contained in this text span nearly 40 years of scholarship related to these issues, this volume sheds light on how feminist, gender, and sexuality theory has evolved within and beyond the field of philosophy of education over time. Key themes explored in the book include women's ways of knowing, the challenges women (and girls) face in taking up professional employment across diverse fields historically and today, and how feminist and related theories can enable women in professional development roles to empower each other. The book tells a rich story of how gender and sexuality theory has been brought to bear on discussions of educational practice in diverse fields over decades of publication of *Educational Philosophy and Theory*. *Feminist Theory in Diverse Productive Practices* will be key reading for academics, researchers and postgraduate students in the fields of philosophy of education, philosophy, education, educational theory, post-structural theory, and the policy and politics of education.

An Introduction to the Philosophy of Education

Philosophy and Theory in Educational Research

Concepts of Indoctrination (International Library of the Philosophy of Education Volume 20)

The Methodology and Philosophy of Collective Writing

John Dewey reconsidered (International Library of the Philosophy of Education Volume 19)

Illusions of Equality (International Library of the Philosophy of Education Volume 7)

The Concept of Education (International Library of the Philosophy of Education Volume 17)Routledge

Philosophy of Education: An Anthology brings together the essential historical and contemporary readings in the philosophy of education. The readings have been selected for their philosophical merit, their focus on important aspects of educational practice and their readability. Includes classic pieces by Plato, Aristotle, Isocrates, Locke, Rousseau, Mill, and Dewey. Addresses topical issues such as teacher professionalism and accountability, the commercialization of schooling, multicultural education, and parental choice.

Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms

his theories had received. Analyzing both "traditional" and "progressive" education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeped and larger issues of education rather than in terms of some divisive "ism" about education, even such an "ism" as "progressivism." His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

This book provides an optimistic account of the value and role of schooling. Schooling is a common but not universal approach to education and has need of its own distinctive justification, in contrast to other approaches such as home-based or work-based education. The book tackles and rejects the various large-scale 'functional' theories of schooling which continue to dominate current debates and policies, such as schooling supporting employment and the economy, or developing citizenship. Instead, it argues that schooling and schools should be viewed as places to learn community within and through community. The lived reality of relationships within schools, based on care and curiosity, is as strong as ever: and upon this foundation is built an original philosophy of schooling. This reflective book will appeal to students and scholars of philosophy of education and to all professionals concerned with schools.

The Blackwell Guide to the Philosophy of Education
Philosophical Inquiry

An Introduction to the Foundations of Science of Education,
Philosophy of Education and Practical Pedagogics

Beyond Domination (International Library of the Philosophy of
Education Volume 23)